

SOUTH BEND COMMUNITY SCHOOL CORPORATION

Dr. C. Todd Cummings, Superintendent

Your preparation for college, the workplace and the world begins here in South Bend Community School Corporation (SBCSC) schools. During your years in high school, you will have total access to a wide variety of engaging courses and programs, all of which will allow you to begin determining your strengths and aspirations. Through our Advanced Placement (AP) courses, and programs such as Career and Technical Education, Engineering and Technology, Fine Arts, International Baccalaureate, or Health Careers Medical Magnet, you will begin your journey toward becoming a well-rounded citizen ready for your secondary education and the workforce.

This course guide contains the information you need to select your high school courses. Along with the assistance of your professional guidance counselors, teachers, and family, this useful guide will help you navigate your high school journey.

Carefully review the course requirements necessary to complete your four-year plan of study as you plan your Core 40, Academic Honors, Technical Honors, International Baccalaureate diploma, AP Capstone Diploma, and / or a Graduation Pathway.

I hope you enjoy your high school experience. I encourage you to challenge yourself, make new friends, and consider all your future holds. You have joined #TeamSouthBend, and I am happy for the opportunities that await you.

Dr. C. Todd Cummings

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HOW TO USE THIS BOOK

In this guide you will find:

- a list of all high school courses and descriptions
- a list of graduation and diploma requirements
- information about magnet programs and college and career pathways

How to use this guide:

First, review the diploma and graduation requirements. This will help you get the big picture for what you will need in the coming years. Consider as well the college and career pathways available and what your goals might be after graduation.

Second, use the form on page 5 to map out a plan of study and list what courses you will take. You will need a minimum of 40 credits to graduate. These credits are earned each semester for classes you successfully complete with a passing grade. Taking required classes in sequence and paying attention to prerequisites will help you avoid scheduling problems later on.

Third, start selecting specific courses. Read about the course length and content. Find out if you meet the requirements (have completed the prerequisites) to take the course. Consider which level of each course might be right for you.

Finally, you are not alone when making scheduling decisions. Professional guidance counselors, teachers, career guidance specialists, and family will guide you in this process. Be sure to ask questions and get help when unsure.

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HIGH SCHOOL DIPLOMA REQUIREMENTS

Indiana General High School Diploma / Pathway

The completion of Core 40 is an Indiana graduation requirement. To graduate with less than Core 40, the student, parent/guardian, and school officials must complete the opt-out process form.

ISTEP+ / Graduation Qualifying Exam (GQE) / Pathway

Students in their sophomore year must take the ISTEP+ exams. Passing sophomore math and English exams are required in order to graduate. Students who are unable to pass these exams should contact a guidance counselor about their options.

HOW TO CHOOSE YOUR COURSES

Study this book carefully when you begin to choose your classes for the upcoming school year. Look at the plan you developed on page 5 and narrow your selections and course levels. Use the following descriptions to guide your decisions. The goal is to choose a course of study in which you will be both challenged and successful.

AP, Advanced, or IB

- Reads and comprehends material two or more years above grade level
- Consistently earns grade “A” in subject area
- Scores at or above 95th percentile on standardized tests in appropriate area
- Reads avidly in the subject area and vigorously pursues assignments
- Demonstrates the capability and willingness to devote significant time to subject
- Demonstrates style, creativity, and original thinking

Honors

- Reads and comprehends material one or more years above grade level
- Consistently earns grade “A” or “B” in subject area and/or related subject areas
- Scores at or above 80th percentile on standardized tests in appropriate area
- Reads in the subject area and pursues assignments with enthusiasm
- Demonstrates the capability and willingness to devote extra time to subject
- Demonstrates precision, enthusiasm, and flexible thinking in assignments

Regular

- Reads and comprehends material at or near grade level
- Consistently earns satisfactory grades in subject area and/or related subject areas
- Attends class regularly and consistently completes assigned work
- Follows directions and completes assignments in a thoughtful manner
- Reads in subject area as assigned
- Works at a systematic and steady pace

Applied

- Taken for a unit of study instead of a credit
- Should be determined through a CC committee if student requires a unit
- Consistently earns a Pass/Fail
- Pass/Fail is determined by set criteria from the committee meeting
- Attends class regularly and consistently
- Follows directions and participates in the prescribed curriculum

SCHEDULE CHANGE GUIDELINES

A student will have the first five days of each semester to complete a form requesting a schedule change for the reasons listed below. A professional school counselor will make the change, if appropriate, within the first 10 days of a new semester. Schedule changes will be made only for the following reasons:

- A need to balance classes or correct a scheduling error
- Medical reasons with proper documentation
- Change of course level, based on teacher recommendation: Regular > Honors > Advanced
- Failure of required course or required prerequisite
- Completion of course(s) in summer school

Occasionally, there may be individual situations that arise which will be reviewed by a school counselor to determine whether a schedule change is necessary. These situations will be considered by the student’s teacher, parent/guardian, and school counselor. A recommendation will be made to the principal who will make the final decision.

MAGNET PROGRAM DESCRIPTIONS

Adams High School

International Baccalaureate

The International Baccalaureate program focuses on problems and issues that cut across national boundaries and emphasizes the connectedness of ecological, cultural, economic, political, and technological systems. Our goal is to foster in our students an appreciation for others and an understanding that individuals and cultures, though different, have merit. We are an authorized International Baccalaureate Diploma Programme school. This is a rigorous course of study that will provide students with the intellectual, social, and critical perspectives necessary to succeed at colleges and universities, both in the United States and abroad. Our magnet program emphasizes critical thinking skills, intercultural understanding, and exposure to a variety of points of view.

Clay High School

AP Capstone

The AP Capstone program builds the skills of criteria inquiry essential for success in college and in life. This interdisciplinary, college-level program complements and enhances discipline-specific AP courses, challenging students to: integrate, synthesize, and make cross-curricular connections; plan and conduct a study or investigation; and propose solutions to real-world problems. Students may earn either the AP Capstone Diploma™ or the AP Seminar and Research Certificate.

Visual and Performing Arts

Clay's Visual and Performing Arts program advances the school's ability to provide a world of outstanding opportunities, training, and experiences for talented, committed students who have a serious interest in the arts. Our arts program works in tandem with our academic program and promotes stronger math skills and enhanced reading ability. The visual and performing arts encourage personal growth, foster social tolerance, and motivate students to be more inventive and curious in their pursuits. From Bach to rock, ballet to hip-hop, drawing to multimedia graphic design, and Shakespeare to Tennessee Williams, Clay offers students a comprehensive, quality program in the fine arts.

Riley High School

Engineering and Technology

The Engineering and Technology program is nationally certified through Project Lead the Way (PLTW). PLTW is the leading provider of rigorous and innovative Science, Technology, Engineering, and Mathematics (STEM) curricular programs in the United States. Riley's PLTW certification allows students to earn dual college credits and multiple scholarship opportunities only awarded to PLTW graduates. Students in the Riley magnet programs create, design, build, discover, collaborate with peers and engineers, and solve problems while applying what they learn in math and science. Students are challenged by focused, project based, standards and industry-driven courses that will prepare students for any future endeavor.

Washington High School

Medical and Allied Health Sciences

The Medical and Allied Health Sciences program at Washington High School offers students the opportunity to participate in one of the most dynamic growth industries in the United States. Students receive broad-based preparation for careers in healthcare and scientific research. The program emphasizes scientific inquiry, critical thinking, and effective communication skills.

Students have a choice of two pathways within this program. One choice is the Medical Magnet Early College program which is partnered with Ivy Tech Community College. Through hands-on training and a rigorous course of study, this dual credit program leads to a health care specialist technical certificate. Students completing the program will sit for the National Health Science Assessment (NCHSE) exam and industry certification exams in EKG and patient care.

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

Schools may have additional local graduation requirements that apply to all students (not required for students with an IEP).

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

**SAT scores updated September, 2017

***WorkKeys assessment titles updated, 2018

CORE40 with Academic Honors

(minimum 47 credits)

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits
(6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
 2. 2 credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.**
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors

(minimum 47 credits)

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

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. Pathway designated industry-based certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following,
 - A. Any one of the options (A - F) of the Core 40 with Academic Honors
 - B. Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, Level 5.***
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass: Algebra 66 , Writing 70, Reading 80.

ADVANCED COURSES FOR COLLEGE CREDIT

Advanced Course for College Credit covers (1) any college-level course offered for credit by an accredited postsecondary institution through an approved agreement with a secondary school, or (2) any other postsecondary course offered for dual credit under the provisions of 511 IAC 6-10. The intent of this course is to allow schools to award high school credit to students for taking college courses with content that goes beyond that currently approved for high school credit.

Dual credit is the term given to courses in which high school students have the opportunity to earn both high school and college credits. Dual credit courses are taught by high school faculty or by adjunct college faculty or college faculty either at the high school, at the college or university, or sometimes through online courses or distance education. Dual credit is offered by both state and independent (private, regionally accredited) colleges and universities.

Indiana law currently requires each Indiana high school to offer a minimum of two dual credit courses. According to the Indiana Commission for Higher Education's Policy on Dual Credit Courses Taught in High Schools by High School Faculty, all postsecondary institutions shall generate transcripts for all students who complete advanced courses for dual credit. In order to apply these dual credits toward an Honors Diploma Award, both the secondary and the post-secondary institutions must transcript the credit.

ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT

LANGUAGE AND COMPOSITION

1161

IDOE# 1124

LITERATURE AND COMPOSITION

1129

IDOE# 1129

Advanced English/Language Arts, College Credit covers any English language and composition advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school.

- Recommended Grade Levels: 11, 12
- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
- Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters
- Fulfills an English/Language Arts requirement for all diplomas
- 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; and/or taught by higher education faculty.

ADVANCED MATHEMATICS, COLLEGE CREDIT

3539 (3539DE)

IDOE#2544

Advanced Mathematics, College Credit covers any advanced mathematics course (beyond Algebra 2) that is offered for credit by an accredited postsecondary institution and is not a

course offered in the Indiana State Approved Course Titles and Descriptions.

- Recommended Grade Levels: 9, 10, 11, 12
- Recommended Prerequisite: Algebra II or Integrated Mathematics III
- Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters
- Counts as a Mathematics course for all diplomas
- Actual course title and university name may be appended to the end of the course title on the student transcript
- 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; and taught by higher education faculty
- Qualifies as a quantitative reasoning course

ADVANCED WORLD LANGUAGE, COLLEGE CREDIT

IDOE#2152

Advanced World Language, College Credit is a course covering (1) any advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school, or (2) any other post-secondary world language course offered for dual credit under the provisions of 511 IAC 6-10.

- Recommended Grade Levels: 11, 12
- Recommended Prerequisites: Levels I, II and III of the language
- Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- 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; and taught by higher education faculty
- Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in high school.

ADVANCED PLACEMENT

Introduction of Advanced Placement Courses

Advanced Placement (AP) courses are intended to be equivalent to a similar college level course. The College Board does not designate a time period during which the content of the high school course is to be covered. Most AP courses require two traditional semesters to adequately address the course content and prepare students for the associated exam. The bulleted items following each course description indicate a few AP classes that could conceivably be completed in either one semester or two. All schools wishing to label a course “AP” must submit the subject-specific AP Course Audit form and the course syllabus to the College Board for each teacher of that AP course. The AP course audit information and is available at <http://www.collegeboard.com/html/apcourseaudit/>. It is also strongly recommended that all AP teachers take advantage of professional development opportunities in their content area.

Student Selection Criteria for AP courses: The College Board suggests that all students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population. The Indiana Department of Education (IDOE) further supports a school developing criteria for admission to AP courses to include, but are not limited to, potential, previous success in content area courses, teacher recommendations, and standardized test results.

A comprehensive description of all AP courses can be found on the [College Board AP Central Course Description website](#).

AP BIOLOGY

40334A (4033AP-4034AP)

IDOE#3020

Biology, Advanced Placement is a course based on the content established by the College Board. The major themes of the course include: (1) The process of evolution drives the diversity and unity of life; (2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis; (3) Living systems store, retrieve, transmit, and respond to information essential to life processes; (4) Biological systems interact, and these systems and their interactions possess complex properties.

- Recommended Grade Levels: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

AP CALCULUS AB

35412A (3541AP-3542AP)

IDOE#2562

Calculus AB, Advanced Placement is a course based on content established by the College Board. Calculus AB is primarily concerned with developing the student’s understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs,

and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by all to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

PREREQUISITE: Pre-Calculus

AP CALCULUS BC

35434A (3543AP-3544AP)

IDOE#2572

Calculus BC, Advanced Placement is primarily concerned with developing the student's understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Topics include: (1) functions, graphs, and limits; (2) derivatives; (3) integrals; and (4) polynomial approximations and series. Technology should be used regularly by all to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

PREREQUISITE: Pre-Calculus

AP CHEMISTRY

44334A (4433AP-4434AP)

IDOE#3060

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

PREREQUISITE: None

QMR Course.

AP COMPUTER SCIENCE A

84412A (8441AP-8442AP) @ Clay HS

IDOE#4570

Computer Science A, Advanced Placement is a course based on the content established and copyrighted by the College Board. *AP Computer Science A* is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The curriculum for *AP Computer Science A* is compatible with many Computer Science 1 courses in colleges and universities.

- Recommended Grade Levels: 11,12
- Recommended Prerequisites: Digital Citizenship, Algebra I, and Algebra II

- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics or Elective for all diplomas
- Qualifies as a quantitative reasoning course

Grades 11-12

AP COMPUTER SCIENCE PRINCIPLES

47290T (4729T-4730T)

IDOE # 4568

The *Computer Science Principles, Advanced Placement* course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. The course is not intended to be used as a dual credit course.

- Recommended Grade Levels: 11, 12
- Recommended Prerequisite: Algebra I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Math Course for all diplomas

AP DRAWING

61412A (6141AP-6142AP)

IDOE#4048

Drawing, Advanced Placement is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. This program offers three studio art courses and three portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing, corresponding with the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios for evaluation at the end of the school year. The portfolios of work demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

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

AP ENGLISH LANGUAGE AND COMPOSITION,

11556A (1155AP-1156AP)

IDOE#1056

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

PREREQUISITES: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation.

AP ENGLISH LITERATURE AND COMPOSITION

11478A (1147AP-1148AP)

IDOE#1058

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

PREREQUISITES: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation.

AP ENVIRONMENTAL SCIENCE

40634AP (4063AP-4064AP)

IDOE# 3012

Environmental Science, Advanced Placement course investigates the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

- Recommended Grade Levels: 12
- Required Prerequisites: none
- Recommended Prerequisites: Biology I and Chemistry I
- Credits: 2 semester course, 1 credit per semester
- Counts as a science course for all diplomas
- Qualifies as a quantitative reasoning course

AP EUROPEAN HISTORY

51934AP (5193AP,5194 AP)

IDOE#1556

European History, Advanced Placement develops students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance – Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual and Society – provide areas of historical inquiry for investigation throughout the course.

- Recommended Grade Levels: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: World History. Students should be able to read a college level textbook and write grammatically correct sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

AP UNITED STATES GOVERNMENT AND POLITICS

4961AP

IDOE#1560

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

- Recommended Grade Levels: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Students should be able to read a college level textbook and write grammatically correct sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Fulfills the Government requirement for all diplomas

AP MACROECONOMICS

5098 AP

IDOE#1564

Macroeconomics, Advanced Placement is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

Topics include: Basic Economic Concepts, Measurement of Economic Performance, National Income and Price Determination, Financial Sector, Stabilization Policies, and Economic Growth.

- Recommended Grade Levels: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills the Economics requirement for all diplomas
- Qualifies as a quantitative reasoning course

AP MICROECONOMICS

5097

IDOE#1566

Microeconomics, Advanced Placement gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economics system. Topics include: (1) basic economic concepts, (2) the nature and functions of product markets, (3) factor markets, and (4) market failure and the role of government.

- Recommended Grade Levels: 11, 12
- Required Prerequisites: none

- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills the Economics requirement for all diplomas
- Qualifies as a quantitative reasoning course

AP MUSIC THEORY

81434A (8143AP-8144AP)

IDOE#4210

Music Theory, Advanced Placement is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Music Theory course corresponds with two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

- Recommended Grade Levels: 10, 11, 12
- Recommended Prerequisites: none
- Laboratory course
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills Fine Arts requirement for Core 40 with Academic Honors diploma

AP PHYSICS 1: ALGEBRA-BASED

46312A (4631AP-4632AP)

IDOE#3080

Physics 1: Algebra-Based, Advanced Placement explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Develops critical thinking.

PREREQUISITES: Geometry and/or concurrently taking Algebra II or an equivalent course. **QMR Course.**

AP PHYSICS 2: ALGEBRA-BASED, (L)

46334A (4633AP-4634AP)

IDOE# 3081

Physics 2: Algebra-Based, Advanced Placement is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. **QMR Course.**

AP RESEARCH

5894AP-5895AP @ Clay HS

IDOE# 0551

Research, Advanced Placement is the second course in the **AP Capstone™** program. AP Seminar is a prerequisite for AP Research. If you earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP exams of your choosing, you will receive the **AP Capstone Diploma™**. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if you earn scores of 3 or higher in AP Seminar and AP Research only, you will receive the **AP Seminar and Research Certificate™**. Note: AP Research will only be available to students whose school is participating in the AP Capstone program.

- Recommended Grade Levels: 11,12
- Required Prerequisites: AP Seminar. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

AP SEMINAR

5892AP-5893AP

IDOE#0552

AP Seminar is the first of two courses in the **AP Capstone™** program. AP Research is the second course. If you earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP exams of your choosing, you will receive the **AP Capstone Diploma™**. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if you earn scores of 3 or higher in AP Seminar and AP Research only, you will receive the **AP Seminar and Research Certificate™**. Note: AP Seminar is only available to students whose school is participating in the AP Capstone program.

- Recommended Grade Levels: 10,11
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

AP STATISTICS

35112A (3511AP-3512AP)

IDOE#

2570

Statistics, Advanced Placement is a course to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns; (2) sampling and experimentation, planning and conducting a study; (3) anticipating patterns: exploring random phenomena using probability and simulation; (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required.

- Recommended Grade Levels: 11, 12
- Required Prerequisites: none

- Recommended Prerequisites: Algebra II or Integrated Mathematics III
- Credits: 1 to 2 credit course, 1 credit per semester. Due to the level of rigor, it is recommended that AP Statistics be offered as a 2 semester, 2 credit course.
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course

AP UNITED STATES HISTORY

51512A(5151AP-5152AP)

IDOE#1562

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

- Recommended Grade Levels: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 2 semester course, 1 credit per semester
- Fulfills the U.S. History requirement for all diplomas

AP WORLD HISTORY MODERN

48312A(4831AP-4832AP)

IDOE#1576

World History Modern, Advanced Placement provides students with the content established by the College Board. The course will have a chronological frame from the periods 8000 B.C.E. to the present. The course focuses on five overarching themes: (1) Interaction Between Humans and the Environment; (2) Development and Interaction of Cultures; (3) State-Building, Expansion, and Conflict; (4) Creation, Expansion, and Interaction of Economic Systems; (5) Development and Transformation of Social Structures.

- Recommended Grade Level: none
- Required Prerequisites: none
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 2 semester course, 1 credit per semester
- Fulfills the Geography History of the World/World History and Civilization graduation requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

CAREER AND TECHNICAL EDUCATION (CTE)

CTE AGRICULTURE EDUCATION

INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES

41012N (4101N-4102N)

IDOE#5056

Introduction to Agriculture, Food, and Natural Resources provides students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience and career opportunities in the area of agriculture, and food and natural resources. 2 semester course, 1 semester required.

- Recommended Grade Levels: 9, 10
- Required Prerequisite: none
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum

NATURAL RESOURCES

41034N (4103N-4104N)

IDOE#5180

Natural Resources provides students with a foundation in natural resources. Hands-on learning activities in addition to leadership development, supervised agricultural experience and career exploration encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, animal wildlife, and safety.

Grade 11

- Recommended Grade Level: 11
- Required Prerequisite: Introduction to Agriculture
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

PLANT AND SOIL SCIENCE

41112(4111-4112)

IDOE#4530

Plant and Soil Science provides students with opportunities to participate in a variety of activities which include laboratory work. The following topics are covered in this course: plant taxonomy, components and their functions; plant growth, reproduction and propagation; photosynthesis and respiration; environmental factors affecting plant growth; management of plant disease and pests; biotechnology; the basic components and 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; and harvesting. Leadership development, supervised agriculture experience, and career exploration opportunities.

- Recommended Grade Level: 10
- Required Prerequisite: Introduction to Agriculture.
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

SUSTAINABLE ENERGY ALTERNATIVES

41134 (4113-4114)

IDOE#5229

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

- Recommended Grade Levels: 11, 12
- Required Prerequisite: Introduction to Agriculture, Food, and Natural Resources; Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

CTE BUSINESS EDUCATION

CTSO LEADERSHIP DEVELOPMENT IN ACTION

59112 (5911-5912)

IDOE# 5237

Leadership Development in Action is a project-based course in which students integrate higher order thinking, communication, leadership, and management processes to conduct Career and Technical Student Organization (CTSO) leadership projects at the local, state, or national level. Each student will create a vision statement, establish standards and goals, design and implement an action plan and timeline, reflect on accomplishments, and evaluate results.

Authentic, independent application through CTSO student-directed programs or projects, internship, community based study, or in-depth laboratory experience is required. Research and development, interdisciplinary projects, and/or collaboration with post-secondary faculty, community agencies, or organizations are appropriate approaches. Instructor must be a current chapter advisor of an Indiana recognized CTSO. State and national membership in an Indiana recognized CTSO is required of any student enrolled in this course. Service learning experiences are highly recommended. Achievement of applicable Career and Technical Education (CTE), academic, and employability standards will be documented through a required student portfolio.

- Recommended Grade Levels: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Preparing for College and Careers and a sequence of courses relevant to the student's CTSO, depending on area of concentration; or permission of instructor through an application process.
- Credits: 1 credit per semester, up to 6 semesters, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Note: Can only be offered at schools with officially registered CTSO chapters and must be taught by the registered advisor of that CTSO Chapter. Students MUST be members of the state and national CTSO.

ADMINISTRATIVE AND OFFICE MANAGEMENT

58178 (5817-5818)

IDOE#5268

Administrative and Office Management prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop 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.

- Recommended Grade Level: 12
- Required Prerequisites: Principles of Business Management, or Principles of Marketing
- Credits: 2 semester course, 2 semesters required, 1-2 credits per semester, 4 credits maximum

- Counts as a Directed Elective or Elective for all diplomas

BUSINESS LAW AND ETHICS

56712(5671-5672)

IDOE#4560

56712C (5671CL– 5672CL) Business Pathway Link
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 MATH

56734(5673-5674)

IDOE#4512

Business Math is designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. This course is for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. **Quantitative Math Reasoning (QMR) course.**

- Recommended Grade Levels: 10, 11, 12
- Required Prerequisites: Introduction to Computer Science or teacher confirmation of student demonstration of mastery of the Intro to Computer Science standards
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

APPLIED BUSINESS MATH

56731-56741

IDOE# 4512A

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

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

- Fulfills a Mathematics requirement for the Certificate of Completion
- Qualifies as a quantitative reasoning course

COMPUTER SCIENCE I

47112T (4711T-4712T) *IDOE#4801*

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

- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

COMPUTER SCIENCE II

47134T (4713T-4714T) *IDOE#5236*

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

- Recommended Grade Levels: 11, 12
- Required Prerequisites: Computer Science I
- Credits: 2 semester course, 2 semesters required, 2 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

COMPUTER SCIENCE III

47090T (4709T-4710T) *IDOE#5252*

Computer Science III is an extended experience designed to address the advancement and specialization of computer science careers allowing schools to provide a specialized course for a specific computer science workforce need in the school's region. It prepares students with the knowledge, skills, and attitudes essential for working in the field of computer science. Course standards and curriculum must be tailored to the specific computer science specialization. This course must prepare students for advancement in this career field and should provide students with opportunities for certification or dual credit.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Computer Science I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment.

COMPUTER SCIENCE III: DATABASES

47156T (4715T-4716T) *IDOE#5250*

Computer Science III: Databases introduces students to the basic concepts of databases including types of databases, general database environments, and the importance of data to the business world. Discussion with hands-on activities will include database design, normalization of tables, and development of tables, queries, reports, and applications. Students will be familiarized with the use of American National Standards Institute (ANSI) standard Structured Query Language (SQL). Discussions will include database administration and data maintenance. Students will be introduced to data concepts such as data warehousing, data mining, and big data. Students will develop a business application using database software such as Microsoft Access. Students will be required to demonstrate skills such as team building, work ethic, communications, documentation, and adaptability.

- Recommended Grade Levels: 11, 12
- Required Prerequisites: Computer Science I
- Credits: 2 semester course, 2 semesters required, 2 credits per semester. May earn up to 6 credits maximum.
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

COMPUTER SCIENCE III: INFORMATICS

47190T (4719T-4720T) *IDOE# 5251*

Computer Science III: Informatics introduces the student to terminology, concepts, theory, and fundamental skills used to implement information systems and functions in a wide variety of applications from small businesses to large enterprise organizations. Topics include the history of, and trends in, computing, operating systems, security, cloud implementations, and other concepts associated with applying the principles of good information management to the organization.

- Recommended Grade Levels: 11, 12
- Required Prerequisites: Computer Science I
- Credits: 2 semester course, 2 semesters required, 2 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

COMPUTER SCIENCE III: SOFTWARE DEVELOPMENT

47178T (4717T-4718T)

IDOE#5249

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 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 archiving. 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.

- Recommended Grade Levels: 11,12
- Required Prerequisites: Computer Science I and Computer Science II
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

COMPUTER SCIENCE III: CYBERSECURITY

47312T (4731T-4732T) @ Riley

IDOE#5253

Computer Science III: Cybersecurity introduces the secure software development process including designing secure applications, writing secure code designed to withstand various types of attacks, and security testing and auditing. It focuses on the security issues a developer faces, common security vulnerabilities and flaws, and security threats. The course explains security principles, strategies, coding techniques, and tools that can help make software fault tolerant and resistant to attacks. Students will write and analyze code that demonstrates specific security development techniques. Students will also learn about cryptography as an indispensable resource for implementing security in real-world applications. Students will learn the foundations of cryptography using simple mathematical probability. Information theory, computational complexity, number theory, and algebraic approaches will be covered.

- Recommended Grade Levels: 11,12
- Required Prerequisites: Computer Science I and Computer Science II
- Credits: 2 semester course, 2 semesters required, 2 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

DIGITAL APPLICATIONS AND RESPONSIBILITY

58123(5812-5813)

IDOE#4528

Digital Applications and Responsibility introduces students to the physical components and operation of computers. Technology is used to build students decision-making and problem-solving skills. Students

will be given the opportunity to seek an industry-recognized digital literacy certification.

APPLIED DIGITAL APPLICATIONS AND RESPONSIBILITY

58123I (5812I-5813I)

IDOE#4528A

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

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

ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE

59578 (5957-5958)

IDOE#5966

59578D

5957DE-5958DE

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

- Recommended Grade Level: 12
- Recommended Prerequisites: Principles of Business Management or Principles of Marketing
- Required Prerequisites: Introduction to Entrepreneurship and Digital Applications and Responsibility
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

INTERACTIVE MEDIA – YEAR 2

58712Y 2 Hours

IDOE# 5232

58712Z 3 Hours

Interactive Media 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 skills, and knowledge of the “virtual workplace.”

- Recommended Grade Level: 12
- Required Prerequisites: Digital Applications and Responsibility
- Recommended Prerequisites: Introduction to Communications
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

APPLIED INTERACTIVE MEDIA – YEAR 2

5871YI - 5872YI 2 Hours *IDOE# 5232*
5871ZI - 5872ZI 3 Hours

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

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

INTRODUCTION TO ACCOUNTING

56212(5621–5622) *IDOE#4524*

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

Grades 11-12

INTRODUCTION TO BUSINESS

55034 *IDOE#4518*

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

INTRODUCTION TO COMPUTER SCIENCE

47234 *IDOE#4723*

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

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

INTRODUCTION TO ENTREPRENEURSHIP

55089 (5508-5509) *IDOE#5967*

Introduction to Entrepreneurship provides an overview of what it means to be an Entrepreneur. Student will learn about starting and operating a business, marketing products and services, and how to find resources to help in the development of a new venture. This course is ideal for students interested in starting their own art gallery, salon, restaurant, etc.

- Recommended Grade Levels: 9, 10
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

INFORMATION TECHNOLOGY SUPPORT II

77645 (7764-7765) *IDOE#5231*

Information Technology Support II is designed to for students to showcase the knowledge gained from the Information Technology Pathway. Through troubleshooting hardware, software, and networks, students solve problems through a variety of real-world IT situations. Throughout the course, students communicate with other team members and document progress to repair a variety of devices.

- Recommended Grade Levels: 11,12
- Required Prerequisites: Information Technology Support
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

MERCHANDISING

64256(6425-6426) *IDOE#5962*

Merchandising is a specialized marketing course providing instruction of marketing practices that support the sale of products to retail consumers. Emphasis is placed on oral and written

communications, problem solving and critical thinking skills as they relate to product design, selling, pricing, distribution, retail promotion, and careers in the retail industry.

Grades 11-12

NETWORKING I

77623(7762-7763)

IDOE#5234

Networking I introduces students to concepts of local and wide area networks, home networking, networking standards using the IEEE/OSI Model, network protocols, transmission media and network architecture/topologies. Security and data integrity will be introduced and emphasized throughout this course. The purpose of this course is to offer students the critical information needed to successfully move into a role as an IT professional supporting networked computers.

Grade 12

PERSONAL FINANCIAL RESPONSIBILITY

5505 One Semester

IDOE# 4540

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

- Recommended Grade Levels: 10, 11, 12
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

APPLIED PERSONAL FINANCIAL RESPONSIBILITY

5505I One Semester

IDOE# 4540

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

QMR Course.

Grade 12

PREPARING FOR COLLEGE AND CAREERS

5501

IDOE# 5394

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

- Recommended Grade Level: 9 (unless taken in 8th)
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credit maximum; Only 1 credit may count toward CTE Concentrator Status for Perkins IV Pathways
- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses

APPLIED PREPARING FOR COLLEGE AND CAREERS

5501I

IDOE#5394A

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

- Recommended Grade Level: (Unless taken in 8th) Grade 9 . One unit per semester.

PRINCIPLES OF BUSINESS MANAGEMENT

58156(5815-5816)

IDOE#4562

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

PRINCIPLES OF MARKETING

59512(5951-5952)

IDOE#5914

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.

RADIO AND TELEVISION I

77112 (7711-7712)

IDOE#5986

Radio and Television I focuses on communication, media and production. Emphasis 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 communication skills, acquire software and equipment operation abilities, and integrate teamwork skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, field trips, and internships.

- Recommended Grade Levels: 11, 12
- Recommended Prerequisites: Introduction to Communications
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

RADIO AND TELEVISION II

77134 (7713-7714)

IDOE#5992

Radio and Television II prepares students for admission to television production programs at institutions of higher

learning. Students train on professional equipment creating a variety of video projects. During this second-year program students integrate and build on first-year curriculum while mastering advanced concepts in production, lighting and audio.

- Recommended Grade Level: 12
- Required Prerequisites: Radio and Television I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

SPORTS AND ENTERTAINMENT MARKETING

59645 (5964-5965)

IDOE#5984

Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace.

- Recommended Grade Levels: 11, 12
- Required Prerequisites: Principles of Marketing
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

STRATEGIC MARKETING

59534 (5953-5954)

IDOE#5918

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

CTE: ENGINEERING/TECHNOLOGY

AEROSPACE ENGINEERING

46989T (4698T-4699T)

IDOE#5518

Aerospace Engineering should provide students with the fundamental knowledge and experience to apply mathematical, scientific, and engineering principles to the design, development, and evolution of aircraft, space vehicles and their operating systems. Emphasis should include investigation and research on flight characteristics, analysis of aerodynamic design, and impact of this technology on the environment. Classroom instruction should provide creative thinking and problem-solving activities using software that allows students to design, test, and evaluate a variety of air and space vehicles, their systems, and launching, guidance and control procedures.

- Recommended Grade Levels: 11, 12
- Recommended Prerequisites: Introduction to Engineering Design and Principles of Engineering
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

CIVIL ENGINEERING AND ARCHITECTURE

47056T (4705T-4706T)

IDOE#5650

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.

COMPUTERS IN DESIGN AND PRODUCTION

70234(7023-7024)

IDOE#4800

Computers in Design and Production uses modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills for electronics, manufacturing, precision machining, welding, and architecture career pathways. Topics include: Architectural drawing and print design, design documentation using CAD systems; assignments involving the

interface of CAD, CNC, CAM, and CIM technologies; computer simulation of products and systems; publishing of various media; animation and related multimedia applications; 3-D modeling of products or structures; digital creation and editing of graphics and audio files; control technologies; and automation in the modern workplace.

- Recommended Grade Levels: 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

DIGITAL ELECTRONICS

47256T (4725T-4726T)

IDOE#5538

ECT 112

Digital Electronics is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry software will be used to develop and evaluate the product design. This course engages students in critical thinking and problem-solving skills, time management and teamwork skills.

ENGINEERING DESIGN AND DEVELOPMENT

47278T (4727T-4728T)

IDOE#5698

Engineering Design and Development is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team/and or individuals communicate their solution to a panel of stakeholders at the conclusion of the course. As the capstone course in the Engineering Pathway, EDD engages students in critical thinking, problem-solving, time management, and teamwork skills.

ENVIRONMENTAL SUSTAINABILITY

47078T (4707T-4708T)

IDOE#4818

Biotechnical Engineering

Environmental Sustainability is a specialization course that builds upon prior knowledge learned in previous engineering and science courses. Students investigate and design solutions in response to current challenges such as providing the world with clean and abundant drinking water, an adequate food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to design, build, and test potential solutions. This course engages critical thinking and problem-solving skills as students apply and extend their knowledge through designing experiments, managing projects, conducting research, and creating presentations to communicate solutions.

INTRODUCTION TO COMMUNICATIONS

76656 *IDOE#4790*

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

- Recommended Grade Level: 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum

INTRODUCTION TO CONSTRUCTION

72612(7261-7262) *IDOE#4792*

Introduction to Construction offers hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. The student will also learn and apply knowledge for the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally

in accordance with available space and technologies.

- Recommended Grade Level: 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

INTRODUCTION TO ENGINEERING DESIGN

4701T *IDOE#4802*

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

Recommended Grade Level: 9

INTRODUCTION TO MANUFACTURING

74356(7435-7436) *IDOE#4784*

Introduction to Manufacturing focuses on how people use modern manufacturing systems with an introduction to manufacturing technology. An understanding of manufacturing provides a background toward developing engineering & technological literacy. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Students will apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students will investigate the properties of engineered materials such as: metallic, polymers, ceramics, and composites.

- Recommended Grade Levels: 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

INTRODUCTION TO TRANSPORTATION

76634(7663-7664) *IDOE#4798*

Introduction to Transportation is designed to help students become familiar with fundamental

principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation of people, cargo and goods. Students will gain and apply knowledge and skills in the safe application, design, production, and assessment of products, services, and systems as it relates to the transportation industries. Content of this course includes the study of how transportation impacts individuals, society, and the environment.

- Recommended Grade Levels: 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum

PRINCIPLES OF ENGINEERING PLTW

47034T (4703T-4704T) *IDOE#5644*

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

- Recommended Grade Levels: 10,11

SUPPLY CHAIN MANAGEMENT AND LOGISTICS

59234 (5923-5924) *IDOE# 5601*

Supply Chain Management and Logistics is a study of the basic concepts included in the field of logistics and supply chain management. Topics covered include: supply chain management, customer service, transportation, purchasing, inventory, and warehouse management and introduces students to the various components of logistics. Topics will include logistics systems, supply chain management, order, demand inventory and warehouse management, and the control systems and automated components of logistics

systems. The course also focuses on the terminology of supply chain management including the history, integration into the business plan, partnerships, profits and saving potential, sources of supply and other issues concerning supply chain management and operating environments. This course includes MSSC concepts required to earn the CLA/CLT MSSC certification.

- Recommended Grade Levels: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Advanced Manufacturing and Logistics
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

WAREHOUSE OPERATIONS AND MATERIALS HANDLING

59256 (5925-5926) *IDOE# 5602*

Warehouse Operations and Materials Handling introduces the physical components of finished product handling. The focus is on the methods, mechanical equipment, systems and related controls used to achieve these functions. Topics covered include product receiving, storage methods, order picking, inventory control, lean concepts, packaging, and palletizing. Operating and maintaining material handling equipment in a safe and efficient manner in an industrial setting is stressed. The course applies these concepts to develop a work environment that promotes continuous improvement, eliminates waste, reduces operating costs, improves quality, and achieves measurable improvement in customer satisfaction.

- Recommended Grade Levels: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Advanced Manufacturing and Logistics
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

CTE: FAMILY AND CONSUMER SCIENCES

ADVANCED CHILD DEVELOPMENT

6452

IDOE#5360

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 4 through age 8 (grade 3). It builds on the *Child Development* course, which is a prerequisite. *Advanced Child Development* includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach 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 arts proficiencies will be applied. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

- Recommended Grade Levels: 10, 11, 12
- Recommended Prerequisites: Child Development

CHILD DEVELOPMENT

6451

IDOE#5362

Child Development is an introductory course for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. Both courses provide the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

Recommended Grade Levels: 9, 10

CULINARY ARTS AND HOSPITALITY I

64389(6438-6439)@Clay

IDOE#5440

Culinary Arts and Hospitality Management I 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 Culinary Arts and Hospitality II: Culinary Arts or Culinary Arts and Hospitality II: Hospitality Management courses.

CULINARY ARTS AND HOSPITALITY II:

CULINARY ARTS

64401(6440-6401)atCHS

IDOE#5346

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. *Advanced Culinary Arts* builds upon skills and techniques learned in *Culinary Arts and Hospitality Management*, which must be successfully completed before enrolling in this advanced course.

Recommended Grade Level: 12

PREREQUISITE: Culinary Arts and Hospitality Management THREE CREDITS PER SEMESTER

CULINARY ARTS AND HOSPITALITY II: HOSPITALITY MANAGEMENT

64367(6436-6437)

IDOE#5458

Advanced Hospitality Management prepares students for employment in the hospitality industry. It provides the foundations for study in higher education that leads to a full spectrum of hospitality careers. Three major goals of this course are for students to be able to: Identify current trends in hotel and restaurant management, distinguish the difference between hospitality and tourism, and state differences in front of the house versus back of the house.

PREREQUISITE: Culinary Arts and Hospitality Management THREE CREDITS PER SEMESTER

EARLY CHILDHOOD EDUCATION I

77212(7721-7722)

IDOE#5412

Early Childhood Education I prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components.

Recommended Grade Levels: 11,12

THREE CREDITS PER SEMESTER

EARLY CHILDHOOD EDUCATION II

77234(7723-7724)

IDOE#5406

Early Childhood Education II prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundation for study in higher education that leads to early childhood education and other child-related careers. ECE II is a sequential course that builds on the foundational knowledge and skills of Early Childhood Education I. In ECE II students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in ECE I and ECE II. These experiences may be either school-based or “on-the-job” in community-based early childhood education centers, or in a combination of the two.

- Recommended Grade Level: 12
- PREREQUISITE: Early Childhood Education I
- THREE CREDITS PER SEMESTER

EDUCATION PROFESSIONS I

84334Y (8433Y-8434Y) 2 hours

IDOE# 5408

84334Z 3 hours

Education Professions I prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. 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. Field experiences in one or more classroom settings, resumes, and career portfolios are required

components. Students are monitored in their field experience by the Education Professions teacher.

Recommended Grade Levels: 11,12

TWO OR THREE CREDITS PER SEMESTER

EDUCATION PROFESSIONS II

84378Y (2 Hours or 2 Credits)

84378Z (3 Hours or 3 Credits)

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

- Recommended Grade Level: 12
- Required Prerequisites: Education Professions I
- Credits: 2 semester course, 2 semesters required, 2-3 credits per semester, 6 credits maximum

HUMAN AND SOCIAL SERVICES I

65990(6599-6600)

IDOE#5336

Human and Social Services is 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 and elder care, and other for-profit and non-profit services. This project based course will help students integrate higher order thinking, communication, leadership and management processes.

Recommended Grade Levels: 11, 12

HUMAN AND SOCIAL SERVICES II

66134(6613-6614)

IDOE#5462

Human and Social Services II prepares students for occupations and higher education programs related to assisting individuals and families in meeting their potential. Through work-based experiences, students apply the knowledge and skills developed in Human and Social Services I 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. Achievement of applicable standards will be documented through a student portfolio. Articulation with postsecondary programs is encouraged.

Recommended Grade Level: 12

PREREQUISITE: Human and Social Services I

THREE CREDITS PER SEMESTER

HUMAN DEVELOPMENT AND WELLNESS & APPLIED HUMAN DEVELOPMENT AND WELLNESS

6433

IDOE#5366

Human Development and Wellness is especially relevant for students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. This course provides the foundation for continuing and post-secondary education in all career areas.

Recommended Grade Level: 10

INTERPERSONAL RELATIONSHIPS & APPLIED INTERPERSONAL RELATIONSHIPS

6402

IDOE#5364

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

Recommended Grade Levels: 9,10

INTRODUCTION TO CULINARY ARTS AND HOSPITALITY

6435

IDOE#5438

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. 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.

Recommended Grade Level: 10

PREREQUISITE: Nutrition and Wellness

INTRODUCTION TO FASHION AND TEXTILES

6421

IDOE#5380

Introduction to Fashion and Textiles is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design, and production; and consumer skills. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

Recommended Grade Levels: 10,11

INTRODUCTION TO HOUSING AND INTERIOR DESIGN

6461

IDOE#5350

Introduction to Housing and Interior Design is an introductory course that provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries. This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and the types of housing available. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces.

Recommended Grade Level: 10

NUTRITION AND WELLNESS & APPLIED NUTRITION AND WELLNESS

6431

IDOE#5342

Applied Nutrition and Wellness introductory course is valuable for students as a life foundation and provides academic enrichment. This is a nutrition class that introduces students to the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A determination, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required

component. Direct concrete mathematics and language arts proficiencies will be applied.

CTE: HEALTH SCIENCES

ANATOMY AND PHYSIOLOGY

40234 (4023-4024)

IDOE# 5276

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Students study the cell, tissues, integument, skeletal, muscular and nervous systems as an integrated unit. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

Recommended Grade Levels: 11,12

PREREQUISITE: Biology

DENTAL CAREERS I

79001(7900-7901)

IDOE#5203

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

Recommended Grade Levels: 11,12

THREE CREDITS PER SEMESTER

DENTAL CAREERS II

79023(7902-7903)

IDOE#5204

Dental Careers II provides the dental assisting student with specific knowledge of the administrative planning, book-keeping, recall programs, banking, tax records, computer software, insurance, office practice and management as related to the dental office. In addition, students will practice Oral and Maxillofacial Surgery, Periodontics, Endodontics, Prosthodontics, Pediatric Dentistry, and Orthodontics. Opportunity for increased skill development in clinical support and business office procedures is routinely provided.

Recommended Grade Level:12

PREREQUISITE: Dental Careers I

EMERGENCY MEDICAL SERVICES

78256 (7825-7826)

IDOE# 5210

Emergency Medical Services prepares students for a State certification which could lead to a career in Emergency Medical Services such as an Emergency Medical Technician or Paramedic. Students learn to recognize the seriousness of the patient's condition, use the appropriate emergency care techniques and

equipment to stabilize the patient, and transport them to the hospital. It requires laboratory practice and clinical observation in a hospital emergency room and ambulance.

Recommended Grade Level: 12

Prerequisite: Health Science Education I

HEALTH SCIENCE EDUCATION I

78190(7819-7820)

IDOE#5282

Health Science Education I content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, an introduction to health care systems, anatomy, physiology, and medical terminology. Lab experiences are organized and planned around the activities associated with the student's career objectives. Job seeking and job maintenance skills, personal management skills, self-analysis to aid in career selection and completion of the application process for admission into a post-secondary program of their choice are also included in this course.

HEALTH SCIENCE EDUCATION II NURSING

78234(7823-7824)

IDOE#5284

Health Science Education II is a course designed to provide a foundation of skills development to specific health careers including; patient care, dental care, animal care, medical laboratory, and public health. Students will also receive an introduction to healthcare systems, anatomy, physiology, and medical terminology. Laboratory experiences with industry applications are organized and planned around the activities associated with the student's career objectives. Job seeking and job maintenance skills, personal management skills, self-analysis to aid in career selection and completion of the application process for admission into a postsecondary program of their choice are also included in this course. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

Recommended Grade Level: 12

PREREQUISITE: Health Science Education I

THREE CREDITS PER SEMESTER

HEALTH SCIENCE EDUCATION II:PHARMACY

78178(7817-7818)

IDOE#5214

Health Science Education II: Pharmacy is an extended laboratory experience designed to provide students with the opportunity to assume the role of pharmacy technician and practice technical skills previously learned in the classroom; all while working at the student's choice of clinical site and under the direction of licensed pharmacists. These sites may include pharmacies found in grocery and drug stores, or in long term facilities. Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels; an overview of the healthcare delivery systems, healthcare teams, and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills to; record patient information, count tablets and measure medications, mix medications or ointments, package and label prescriptions, accept payment and process insurance claims, and do routine pharmacy tasks such as organizing medications, inventory, taking phone calls, cleaning, and customer service. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

Recommended Grade Level: 12

PREREQUISITE: Health Science Education I
THREE CREDITS PER SEMESTER

INTRODUCTION TO HEALTH SCIENCE CAREERS

78534M(7853M-7854M) *IDOE#5272*

Introduction to Health Science Careers is a year-long course designed to create an awareness of career possibilities in health care and inform students of the educational options available for health science and health technology programs. Instruction includes beginning anatomy and physiology, medical terminology, medical ethics, diseases, and disorders. The course prepares students for the Medical Anatomy/Physiology course and/or for a variety of health technology programs.

Recommended Grade Level: 10

MEDICAL TERMINOLOGY

78512M(7851M-7852M) *IDOE#5274*

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 part meanings taught within the context of body systems. This course builds a foundation for a medical vocabulary including meaning, spelling, and pronunciation. Medical abbreviations, signs, and symbols are included.

Recommended Grade Levels: 11,12
ONE CREDIT PER SEMESTER

PLTW: BIOMEDICAL INNOVATION (NEW)

78667 (7866-7867)@ WHS *IDOE#5219*

PLTW Biomedical Innovation is a capstone course designed to give students the opportunity to design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Students have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course students are expected to present their work to an adult audience that represent local businesses and healthcare.

PREREQUISITES: Principles of Biomedical Sciences,
Human Body Systems, and Medical Interventions
ONE CREDIT PER SEMESTER

PLTW:HUMAN BODY SYSTEMS

78623 (7862-7863) *IDOE# 5216*

PLTW 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 (respiratory, circulatory and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions.

Recommended Grade Level: 10

PLTW MEDICAL INTERVENTIONS (NEW)

78645 (7864-7865) *IDOE# 5217*

PLTW Medical Interventions is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge organ developments.

Recommended Grade Level: 11

PLTW PRINCIPLES OF BIOMEDICAL SCIENCES (NEW)

78578(7857-7858) *IDOE#5218*

PLTW Principles of the Biomedical Sciences is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation through "hands-on" projects and problems. Students work involved the study of human medicine, research processes, and an introduction to bioinformatics.

Recommended Grade Level: 9

PREREQUISITES:Biology I or Concurrent Enrollment
Biology I ONE CREDIT PER SEMESTER

VETERINARY CAREERS I (NEW)

79045 (7904-7905)

IDOE 5211

Veterinary Careers I is a lab intensive course that introduces students to animal care and veterinary medicine. Through classroom and field experiences, students will attain the necessary skills to demonstrate standard protocols that are used in veterinary careers. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to post-secondary opportunities, and to work in a variety of health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA or FFA encourages development of leadership, communication, and career related skills, and opportunities for community service.

Recommended Grade Levels: 11,12

and obtaining the knowledge, skills and attitudes essential for providing basic care in veterinary clinics, hospitals and other related locations. Additionally, students will learn essential job related skills that include; monitoring and caring for animals before and after surgery; maintaining and sterilizing surgical instruments; cleaning and disinfecting kennels and operating rooms; providing emergency first aid to animals; giving medication to animals; appropriate techniques for collecting specimens and performing routine lab tests; and feeding and bathing animals. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to post-secondary opportunities, and to work in a variety of health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus.

Recommended Grade Level: 12

VETERINARY CAREERS II (NEW)

79067 (7906-7907)

IDOE 5212

Veterinary Careers II is an extended laboratory experience designed to provide students with the opportunity to assume the role of a veterinary assistant, and practice technical skills previously learned in the classroom; all while working at a qualified clinical site under the direction of licensed veterinarians. These sites may include animal clinics, hospitals or research laboratories. Throughout this course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels; an overview of the healthcare delivery systems, healthcare teams and legal and ethical considerations;

CTE: TRADE AND INDUSTRIAL EDUCATION

ARCHITECTURAL DRAFTING AND DESIGN I

70178 (7017-7018)

IDOE# 5640

Architectural Drafting and Design I provides students with a basic understanding of the detailing skills commonly used by a drafting technician. This course includes the creation and interpretation of construction documents. Methods of geometric construction, three dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Students will gain hands-on experience with Auto CAD. They will be expected to complete several projects relating to command topics. Topics include: 2D drawing commands, coordinate systems, editing commands, paper and model space, inquiry commands, layers, plotting, text, and basic dimensioning.

Recommended Grade Levels: 11, 12

THREE CREDITS PER SEMESTER

ARCHITECTURAL DRAFTING AND DESIGN II

71278(7127-7128)

IDOE#5652

Architectural Drafting and Design II presents a history and survey of architecture and focuses on creative design of buildings in a studio environment. Covers problems of site analysis, facilities programming, space planning, conceptual design, proper use of materials, selection of structure and construction techniques. This course will focus on advanced CAD features, including fundamentals of three-dimensional modeling for design. Advanced CAD will enable the student to make the transition from 2D drafting to 3D modeling.

Recommended Grade Level: 12

PREREQUISITE: Architectural Drafting and Design I
THREE CREDITS PER SEMESTER

AUTOMOTIVE SERVICES TECHNOLOGY I

77478(2hours)@CHS

IDOE#5510

77478I (3 hours) at Ivy Tech (all high schools)

Automotive Services Technology I focuses on fundamental engine repair. Mathematical skills will be reinforced through precision measuring activities and cost estimation/ calculation activities. Scientific principles taught and reinforced include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized.

Recommended Grade Levels: 11,12

AUTOMOTIVE SERVICES TECHNOLOGY II

77490I@IvyTech

IDOE#5546

Automotive Services Technology II is the second year of a two year program of study that focuses on Braking Systems, Electrical Systems and Engine Performance.

This course is only offered at Ivy Tech Community College for dual college credit.

Recommended Grade Level: 12

PREREQUISITE: Automotive Services Technology I
THREE CREDITS PER SEMESTER

AVIATION FLIGHT

76156(7615-7616)

IDOE#5524

Aviation Flight familiarizes students with aviation technology and provides a historic overview of the field. This course also provides an overview of the careers and employment opportunities in the field of aviation. It prepares new student pilots for the maneuvers that are required to be performed during the Practical Test portion of the Private Check Ride. In addition to these maneuvers, the concepts of basic aerodynamics, aircraft systems, instrument operation, weight and balance, flight physiology and a basic working knowledge of aircraft power plants and their construction will be covered.

Recommended Grade Levels: 11, 12

THREE CREDITS PER SEMESTER

AVIATION FLIGHT AND OPERATIONS

76178(7617-7618)

IDOE#5528

Aviation Flight and Operations provides students with a broad-based introduction to the field of aviation. Course activities include: familiarization with aviation technology; a historic overview of the field of aviation; exploration of the current aviation environment and careers and employment opportunities in the field. Topics are focused on aircraft manufacturing, airline operations, general aviation, air-freight, airport management, and government service. Additional topics covered include: aviation safety, human factors, regulations, and certification. This course is designed to enhance the students' knowledge of the pertinent areas of aircraft basic science that comprise the scientific fundamentals applied in all areas of the aviation industry. The fundamental areas of the federal aviation regulations, pertinent to aviation operations, are also introduced in this course.

Recommended Grade Levels: 11,12

THREE CREDITS PER SEMESTER

CONSTRUCTION TRADES I

73212(7321-7322)

IDOE#5580

Construction Trades I includes classroom and

laboratory experiences covering the formation, installation, maintenance, and repair of buildings, homes, and other structures. This course also covers the use of working drawings and applications from the print to the work. Students will examine the design and construction of floor and wall systems and develop the skills needed for layout and construction processes of floor and wall systems from blueprints and professional planning documents. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration's Safety & Health Standards for the construction industry.

Recommended Grade Level: 11
THREE CREDITS PER SEMESTER

CONSTRUCTION TRADES II

73234(7323-7324) *IDOE#5578*
Construction Trades II builds on the topics covered in Construction Trades I and includes the actual building of a home from the ground up to ready for sale.

Recommended Grade Level: 12
PREREQUISITE: Construction Trades I
THREE CREDITS PER SEMESTER

COSMETOLOGY I

72312(7231-7232) *IDOE#5802*
Cosmetology I offers an introduction to cosmetology with emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring business and personal ethics, and bacteriology and sanitation. In the second semester greater emphasis is placed on the application and development of these skills. State of Indiana requires a total of 1500 hours of instruction for licensure.

Recommended Grade Level: 11
THREE CREDITS PER SEMESTER

COSMETOLOGY II

72334(7233-7234) *IDOE#5806*
Cosmetology II emphasis will cover the development of advanced skills in styling, hair coloring, permanent waving, facials and manicuring. Students will also study anatomy and physiology, professionalism, and salon management in relation to cosmetology.

Recommended Grade Level: 12
PREREQUISITE: Cosmetology I
THREE CREDITS PER SEMESTER

CRIMINAL JUSTICE I

79201(7290-7291) *IDOE#5822*
Criminal Justice I introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. This course provides an introduction to the purposes, functions, and history of the three primary parts of the criminal justice system as well as an introduction to the investigative process. Oral and written communication skills should be

reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

Recommended Grade Level: 11
THREE CREDITS PER SEMESTER

CRIMINAL JUSTICE II

79223(7922-7923) *IDOE#5824*
Criminal Justice II introduces students to concepts and practices in controlling traffic as well as forensic investigation at crime scenes. Students will have opportunities to use mathematical skills in crash reconstruction and analysis activities requiring measurements and performance of speed/acceleration calculations. 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 and control of informants, inquiries keyed to basic leads, and other information-gathering activity and chain of custody procedures will also be reviewed.

Recommended Grade Level: 12
PREREQUISITE: Criminal Justice I
THREE CREDITS PER SEMESTER

FIRE AND RESCUE I (Grade 11)

78278 (7827-7828) *IDOE# 5820*
Fire and Rescue I; Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters and emergency services workers help protect the public against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, and (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum.

THREE CREDITS PER SEMESTER

FIRE AND RESCUE II

78290 (7829-7830) *IDOE# 5610*
Fire and Rescue II builds on skills learned in Fire and Rescue I. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials

Awareness, and (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum.

PREREQUISITE: Fire and Rescue I
THREE CREDITS PER SEMESTER

GRAPHIC DESIGN AND LAYOUT – YEAR I

58812Y 2 Hours @ CHS or RHS *IDOE# 5550*
58812Z 3 Hours

Graphic Design and Layout includes organized learning experiences that incorporate a variety of techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Communication skills will be emphasized through the study of effective methods used to design commercial products.

TWO TO THREE CREDITS PER SEMESTER, 6 MAXIMUM

INDUSTRIAL AUTOMATION AND ROBOTICS I

75012 (7501-7502) *IDOE# 5610*

Industrial Automation and Robotics I includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Industrial Technology and Software Controls covers wiring and schematic diagrams used to design, install, and repair electrical/electronic equipment such as wireless communication devices, programmable controllers.

Recommended Grade Level: 11
THREE CREDITS PER SEMESTER

INDUSTRIAL AUTOMATION AND ROBOTICS II

75034 (7503-7504) *IDOE# 5612*

Industrial Automation and Robotics II introduces basic blueprint reading, Computer Numerical Control (CNC) operation and the skills commonly used in the manufacturing industry. Areas of study will include: interpretation of drawing dimensions and notes to ANSI standards for machining including; Geometric Dimensioning and Tolerancing (GDT), welding, fabrication applications and inspection techniques.

Recommended Grade Level: 12
PREREQUISITE: Industrial Automation and Robotics I
THREE CREDITS PER SEMESTER

PRECISION MACHINING I

74712(7471-7472) *IDOE#5782*

Precision Machining I provides students with a basic understanding of the precision machining processes used in industry, manufacturing, maintenance, and repair. The course instructs the student in industrial safety, terminology, tools and machine tools, measurement and layout. Students will become familiar with the setup and operation of power saws, drill presses, lathes, milling machines, grinders and an introduction to CNC (computer controlled) machines.
QMR Course.

Recommended Grade Levels: 11,12
THREE CREDITS PER SEMESTER

PRECISION MACHINING II

74734(7473-7474) *IDOE#5784*

Precision Machining II is a more in-depth study of skills learned in Precision Machining I with a stronger focus in CNC setup/operation/programming. Classroom activities will concentrate on precision set-up and inspection work as well as machine shop calculations. Students will develop skills in advanced machining and measuring parts involving tighter tolerances and more complex geometry. A continued focus on safety will also be included. **QMR Course.**

Recommended Grade Level: 12
PREREQUISITE: Precision Machining I
THREE CREDITS PER SEMESTER

WELDING TECHNOLOGY I

76112(7611-7612) *IDOE#5776*

Welding Technology I includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

Recommended Grade Levels:11,12
THREE CREDITS PER SEMESTER

WELDING TECHNOLOGY II

76134(7613-7614) *IDOE#5778*

Welding Technology II builds on the Gas Metal Arc welding, Flux Cored Arc Welding, Gas Tungsten Arc welding, Plasma Cutting and Carbon Arc skills covered in Welding Technology I. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

Recommended Grade Level: 12
PREREQUISITE: Welding Technology I
THREE CREDITS PER SEMESTER

WORK-BASED LEARNING CAPSTONE & APPLIED WORK-BASED LEARNING CAPSTONE

58901X One Hour *IDOE# 5974*

58901Y Two Hours

58901Z Three Hours

Applied Work Based Learning Capstone, is an instructional strategy that can be implemented as a

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

- Recommended Grade Level: 12
- Required Prerequisites: Complete at least one advanced career and technical education course from a program or program of study. Student's worksite placement must align to the student pathway.

- Recommended Prerequisites: none
- Credits: 1 semester course, 1-3 credits per semester, 6 credits maximum
- A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction.
- Counts as a Directed Elective or Elective for all diplomas

ENGLISH/LANGUAGE ARTS

ENGLISH 9

11212(1121-1122)

IDOE# 1002

11212E ESL (@ AHS & WHS)

English 9 is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository and persuasive compositions, technical documents, and personal narratives. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

APPLIED ENGLISH 9-10 (certificate)

11212C(1121C-1122C)

IDOE# 1002

This is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students deliver ability appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information. 4 units maximum

Recommended Grade Levels: 9, 10

ENGLISH 9 HONORS

11312 (1131-1132)

IDOE# 1002

English 9 Honors provides students with a rigorous regimen of reading and writing as well as work with grammar/style/usage. Reading selections include a variety of works from fiction, nonfiction, drama, and poetry. Writing includes reports and essays, along with critical and creative responses to works studied. Students engage in extensive research, creative projects, and group presentations.

ENGLISH 9 HONORS (ADVANCED)

11412A(1141A-1142A)

IDOE#1002

English 9 Honors (Advanced) is designed for the superior student of English who is capable of comprehending texts of significant depth and breadth of content and who is on a course of study to reach an Advanced Placement English course the junior or senior year. This course not only provides an in-depth study of complex texts including fiction, nonfiction, drama, and poetry, but also requires superior performance on consistently challenging writing tasks. Writing will include reports and essays, along with critical and creative responses to text. Students will engage in extensive research, creative projects and group presentations. Students will also be required to

do extensive reading and writing outside of class as well as in the classroom.

ENGLISH 10

11234(1123-1124)

IDOE#1004

11234E ESL (@ AHS & WHS)

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

PREREQUISITE: English 9 or teacher recommendation

APPLIED ENGLISH 10

11234C(1123C-1124C)

IDOE#1004A

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

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

ENGLISH 10 HONORS

11334(1133-1134)

IDOE#1004

English 10 Honors provides students with a rigorous regimen of reading and writing as well as work with grammar/style/usage. Reading selections include a variety of works from fiction, nonfiction, drama and poetry. Writing includes reports and essays, along with critical and creative responses to works studied. Students engage in extensive research, creative projects, and group presentation.

ENGLISH 10 HONORS (ADVANCED)11434A(1143A-1144A) *IDOE#1004*

English 10 Honors (Advanced) is designed for the superior student of English who is capable of comprehending texts of significant depth and breadth of content who is on a course of study to reach an Advanced Placement English course in the junior or senior year. This course not only provides an in-depth study of complex texts including fiction, nonfiction, drama, and poetry, but also requires superior performance on consistently challenging writing tasks. Writing will include reports and essays, along with critical and creative responses to text. Students will engage in extensive research, creative projects and group presentations. Students will also be required to do extensive reading and writing outside of class as well as in the classroom.

ENGLISH 1111256(1125-1126) *IDOE#1006*

11256E ESL (@ AHS & WHS)

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

PREREQUISITES: English 10 or teacher recommendation**APPLIED ENGLISH 11**11256C(1125C-1126C) *IDOE#1006A*

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

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

ENGLISH 11 HONORS11356 (1135-1136) *IDOE# 1006*

English 11 Honors provides students with a rigorous regimen of reading American Literature as well as writing and work with grammar/style/usage. Reading selections include a variety of works from fiction, nonfiction, drama and poetry. Writing includes reports, essays, along with critical and creative responses to works studied. Students engage in extensive research, creative projects and group presentations

ENGLISH 11 HONORS (ADVANCED)11456A(1145A-1146A) *IDOE#1006*

English 11 Honors (Advanced) is designed for the superior student of English who is capable of comprehending texts of significant depth and breadth of content and who is on a course of study to reach an Advanced Placement English course in the senior year. This course not only provides an in-depth study of complex texts including fiction, nonfiction, drama, and poetry, but also requires superior performance on consistently challenging writing tasks. Writing will include reports and essays, along with critical and creative responses to text. Students will engage in extensive research, creative projects and group presentations. Students will also be required to do extensive reading and writing outside of class as well as in the classroom.

ENGLISH 1211278(1127-1128) *IDOE#1008*

11278E ESL (@ AHS & WHS)

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

PREREQUISITES: English 11 or teacher recommendation**APPLIED ENGLISH 12**11278C(1127C-1128C) *IDOE#1008A*

Applied *English 12*, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature

with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literary and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access online information.

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

ENGLISH 12 HONORS

11378(1137-1138) *IDOE#1008*

English 12 Honors provides students with a rigorous regimen of reading in world literature (including British Literature), writing and work with grammar/style/usage. Reading selections include a variety of works from fiction, nonfiction, drama and poetry. Writing includes reports and essays, along with critical and creative responses to works studied. Students engage in extensive research, group presentations and creative projects, including a year-long investigation of self.

ENGLISH AS A NEW LANGUAGE

1011-1018(ESL at AHS) 1011 & 1012 @WHS *IDOE# 1012*

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

PREREQUISITES: English proficiency placement test results

JOURNALISM

12212 (1221-1222) *IDOE# 1080*

Journalism is a study of communications history including the legal boundaries and the ethical principles that guide journalistic writing. It includes a comparison study of journalistic writing to other types of writing. Students prepare for a career path in journalism by working on high school publications or media staffs. **JOURNALISM PROJECT** for the second credit: Students complete a project, such as a special feature magazine or mini-documentary on a topic of interest or

concern. The project demonstrates knowledge, application, and progress in Journalism course content.

Recommended Grade Levels: 10,11,12

LANGUAGE ARTS LAB & APPLIED LANGUAGE ARTS LAB

1100R-1101R

IDOE# 1010

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

AMERICAN LITERATURE

14312(1431-1432)

IDOE#1020

American Literature is a study of representative works and authors of the United States from pre-Revolutionary times to the present. Students read, analyze, evaluate, critique, and actively respond to a wide variety of literary genres that reflect American culture, including quality works of various ethnic and cultural minorities. Students compare readings and media from literature, history, and other subjects by demonstrating how the ideas and concepts presented in the works are interconnected, distinctly American, and important to an understanding of the development of the current culture.

Recommended Grade Level: 11

PREREQUISITE: English 10 or teacher recommendation

DRAMATIC LITERATURE

6307VMagnet@CHS

IDOE#1028

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

PREREQUISITES: English 9, English 10 or teacher recommendation

FILM LITERATURE

1435

IDOE#1034

Film Literature is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory

language in film. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. **FILM LITERATURE PROJECT:** Students complete a project, such as doing an historical timeline and bibliography on the development of film or the creation of a short-subject film.

Recommended Grade Levels: 11,12

PREREQUISITE: English 9, English 10 or teacher recommendation

THEMES IN LITERATURE

1433

IDOE#1048

Themes in Literature is a study of universal themes, such as the journey of the hero, the trials of youth, the search for identity, and other themes appropriate to the level and interests of students. The course may be limited to a few important related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of the cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition.

Recommended Grade Levels:11,12

PREREQUISITE: English 9, English 10 or teacher recommendation

ADVANCED SPEECH AND COMMUNICATION

1422

IDOE#1078

Advanced Speech and Communication is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multimedia presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery. Students complete a project, such as multimedia presentations that are reflective, reports or historical investigations, responses to literature, or persuasive arguments.

Recommended Grade Levels: 11,12

PREREQUISITE: Speech or teacher recommendation

SPEECH AND APPLIED SPEECH

1421

IDOE# 1076

1421I

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

CREATIVE WRITING

1251

IDOE#1092

1251A at WHS

Creative Writing is a study and application of the rhetorical (effective) writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. **CREATIVE WRITING PROJECT:** Students complete projects, such as a short story, poetry, book assessment, a script or short play, creative non-fiction and other creative compositions.

Recommended Grade Levels: 11,12

PREREQUISITE: English 10 or teacher recommendation

EXPOSITORY WRITING

1261

IDOE#1094

1261E ESL at AHS

Expository Writing is a study and application of the various types of informational writing intended for a variety of different audiences. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. **EXPOSITORY WRITING PROJECT:** Students complete a project, such as an extended essay or report explaining the main idea or thesis by using the expository strategies of classification, illustration by example, definition, comparison and contrast, process analysis (descriptions or explanations that provide instructions for the reader), cause and effect, definitions, or some combination of these strategies.

Recommended Grade Levels: 11, 12

PREREQUISITE: English 10 or teacher recommendation

STUDENT MEDIA (New Name)

NEWSPAPER

12234 (1223-1224)

IDOE# 1086

YEARBOOK

12256 (1225-1226)

IDOE# 1086

Student Media, a course based on the High School Journalism Standards and the Student Publications Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the

purpose of informing, entertaining, or persuading. Students work on high school publications or media so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

Recommended Grade Levels: 10,11,12

PREREQUISITE: Journalism or teacher recommendation

**TECHNICAL COMMUNICATIONS &
APPLIED TECHNICAL COMMUNICATION**

1262

IDOE#1096

1262I

Technical Communication is the study and application of the processes and conventions needed for effective technical writing-communication. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. **TECHNICAL WRITING PROJECT:** Students complete a project, such as a multi-media advertising campaign for a generic product or idea or a multi-media proposal of an action plan to implement a project or service.

Recommended Grade Levels: 11, 12

PREREQUISITES: English 9, English 10 or teacher recommendation

FINE ARTS

Fine Arts courses are open to students at all high schools. Magnet courses marked with a “V” are offered at Clay High School only and magnet courses with an “H” or “S” are offered at Adams High School IB only. Please refer to the IB page.

FINE ARTS CONNECTIONS

6000V

IDOE# 4026

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

PREREQUISITES: Two or more credits in visual art, music, theatre, or dance.

DANCE COURSE TITLES

DANCE CHOREOGRAPHY (L)

82156V(8215V-8216V)

IDOE#4142

Dance Choreography provides students with the knowledge, skills, and appreciation of the multi-styled and multicultural dance expressions. Students participate in roles as a soloist, a choreographer or leader, and in a subject role. Students’ choreographic philosophies as well as administrative and media skills are necessary for the promotion and documentation of works to be performed. Students learn to use appropriate terminology to describe, analyze, interpret, and critique dance compositions by professional individuals or companies. *(This course may be taken for successive semesters.)*

PREREQUISITE: Dance Performance I or permission of instructor

DANCE PERFORMANCE

I: MODERN DANCE I & BALLET I (L)

82012V (8201V-8202V)

IDOE#

4146

IIA: MODERN DANCE II & BALLET II (L)

82034V (8203V-8204V)

IDOE#

4146

IIIA: MODERN DANCE III & BALLET III (L)

82056V (8205V-8206V)

IDOE#

4146

IIIA: MODERN DANCE IV & BALLET IV (L)

82112V (8211V-8212V)

IDOE#

4146

IIB: JAZZ I & ETHNIC/FOLK I (L)

82078V (8207V-8208V)

IDOE# 4146

IIB: JAZZ II & ETHNIC FOLK II (L)

82134V (8213V-8214V)

IDOE# 4146

Dance Performance courses include experiences in the specific genre offered, whether it is Ballet, Modern, Jazz, or Ethnic-Folk. Activities are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and form of artistic communication. Students describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. They also become aware of the vocational and avocational opportunities in dance. *(This course may be taken for successive semesters.)*

MUSIC COURSE TITLES

REQUIREMENTS FOR ALL MUSIC PERFORMANCE CLASSES:

Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Introductory classes are a prerequisite for enrolling in advanced courses or permission of the instructor.

STUDIO MUSIC

APPLIED MUSIC (L)

82534V(8253V-8254V)GuitarStudies

IDOE#4200

82556V (8255V-8256V) Guitar Studies II

Applied Music offers the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students’ abilities in performing, creating, and responding to music. *(This course may be taken for successive semesters.)*

PREREQUISITE: Instructor permission

MUSIC HISTORY AND APPRECIATION

6201 *IDOE#4206*

Music History and Appreciation provides instruction designed to explore music and major musical styles and periods in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

MUSIC THEORY AND COMPOSITION (L)

81412(8141-8142) *IDOE#4208*

Music Theory and Composition develops skills in the analysis of music and theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

PIANO AND ELECTRONIC KEYBOARD (L)

82512V(8251V-8252V) *IDOE#4204*

Piano and Electronic Keyboard develops music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions. *(This course may be taken for successive semesters.)*

ELECTRONIC MUSIC (L)

82412V(8241V-8242V) *IDOE#4202*

Electronic Music provides students with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music.

INSTRUMENTAL ENSEMBLE (L)

82778 (8277-8278) *IDOE# 4162*

82778V (8277V-8278V)

Instrumental Ensemble provides students with balanced comprehensive study of chamber ensemble and solo literature. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles

of literature as pertaining to chamber ensemble and solo literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, sight-reading, and conveying the composer's intent in performance. *(This course may be taken for successive semesters.)*

PREREQUISITE: Instructor permission

CHORAL

BEGINNING CHORUS (L)

81712V (8171V-8172V) *IDOE# 4182*

INTERMEDIATE CHORUS (L)

81712 (8171-8172) *IDOE# 4186*

81734V (8173V-8174V)

ADVANCED CHORUS (L)

81756V(8175V-8176V) *IDOE#4188*

Chorus courses develop musicianship and specific performance skills through ensemble and solo singing. These classes include the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. composer's intent in performance of music. Emphasis is placed on sight-reading, critical listening skills, vocal technique, and composer's intent in performance. A capella singing is required in upper level courses. *(These courses may be taken for successive semesters.)*

CHORAL CHAMBER ENSEMBLE (L)

81512 (8151-8152) *IDOE# 4180*

Choral Chamber Ensemble emphasizes student musicianship and specific performance skills that are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, analyzing music, and conveying the composer's intent in performance. *(This course may be taken for successive semesters.)*

VOCAL JAZZ (L)

81012(8101-8102) *IDOE#4184*

Vocal Jazz develops musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of vocal jazz. Instruction includes the study of the history and formative and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. *(This course may be taken for successive semesters.)*

BAND

BEGINNING CONCERT BAND (L)

82690 (8269-8270) *IDOE# 4160*

INTERMEDIATE CONCERT BAND (L)

82712 (8271-8272) IDOE# 4168

ADVANCED CONCERT BAND (L)

82734V(8273V-8274V) IDOE#4170

Concert Band and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, sight-reading, and conveying the composer’s intent in performance. Rehearsals and performances outside the school day and during the month of August will be required. *(These courses may be taken for successive semesters.)*

JAZZ ENSEMBLE (L)

83112(8311-8312) IDOE#4164

Jazz Ensemble develops musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.

ORCHESTRA

INTERMEDIATE ORCHESTRA (L)

82612 (8261-8262) IDOE# 4172

ADVANCED ORCHESTRA (L)

82634V (8263V-8264V) IDOE#4174

Orchestra courses provide a balanced comprehensive study of music through string and/or full orchestra. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, sight-reading, and conveying the composer’s intent in performance. *(These courses may be taken for successive semesters.)*

THEATRE ARTS COURSE TITLES

REQUIREMENTS FOR ALL THEATRE ARTS CLASSES:

Theatre arts class activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community. Introductory classes are a

prerequisite for enrolling in advanced courses or permission of the instructor.

MUSICAL THEATRE

6308V IDOE#0518

Musical Theatre students study the history of musical theatre and its place in today’s society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. This class may be taught collaboratively among music, theatre, dance, and visual arts faculty. Students will study significant works of musical theatre and analyze the significance and evolution of the art form and the elements and structure of musical theatre.

PREREQUISITE: Theatre Arts

TECHNICAL THEATRE (L)

63112V6311V-6312V)

IDOE#4244

Technical Theatre actively engages students in the process of designing, building, managing, and implementing the technical aspects of a production, including scenic design, lighting, costuming, make-up, sound, and stage and house management.

PREREQUISITE: Theatre Arts

THEATRE ARTS

THEATRE ARTS (L)

63012 (6301-6302) IDOE# 4242

63012V (6301V-6302V)

ADVANCED THEATRE ARTS (L)

63034 (6303-6304) IDOE# 4240

63034V (6303V-6304V)

Theatre Arts focuses on reading and analyzing plays, creating scripts and theatre pieces, conceiving scenic designs, and developing acting skills. **This class may be offered as a summer course (Summerfly).** *(This course may be taken for successive semesters.)*

THEATRE ARTS, SPECIAL TOPICS (L)

6306VShakespeare IDOE#4254

6307V Dramatic Literature (Description under Language Arts)

Theatre Arts, Special Topics focuses on a specific subject related to theatre arts. *Shakespeare* students will study the dramatic and literary works of William Shakespeare. They will see performances of his plays, stage scenes from his works, learn the proper way to recite and perform the text, and study theatre production techniques of the time. They will explore the political, social, and cultural aspects of the period.

Dramatic Literature students will study plays and literary art with particular focus on dramatic conventions that differentiate drama from other literary genres. Students will: see performances of plays; stage scenes from plays, discuss the various types/styles of drama including comedy, tragedy, satire, theatre of the absurd,

children's theatre, and study the history of drama as entertainment. Students will express their knowledge of course content through creative, analytical and expository writing.

PREREQUISITE: Theatre Arts

THEATRE PRODUCTION (L)

63212V(6321V-6322V) *IDOE#4248*
Theatre Production students take on responsibilities associated with rehearsing and presenting a fully mounted theatre production. They read and analyze plays to prepare for production; conceive and realize a design for a production, including: set; lighting; sound and costumes; rehearse and perform roles in a production; and direct or serve as assistant director for a production. Students investigate a theatre arts career then develop a plan for potential employment or further education through audition, interview, or presentation of a portfolio. Students also volunteer to support theatre in their community.

PREREQUISITE: Theatre Arts

VISUAL ARTS COURSE TITLES

REQUIREMENTS FOR ALL VISUAL ARTS CLASSES: Visual arts students engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production and integrated studies. Students reflect upon and refine their work and strive to create portfolio quality work. They explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; incorporate literacy and presentational skills; utilize the resources of art museums, galleries, and studio; and identify art-related careers. Introductory classes are a prerequisite for enrolling in advanced courses or permission of the instructor.

ART HISTORY

6205 *IDOE#4024*
Art History students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections.

CERAMICS I (L)

60412 (6041-6042) *IDOE# 4040*

CERAMICS II (I)

60434(6043-6044) *IDOE#4040*
Ceramics students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. *(This course may be taken for successive semesters.)*

PREREQUISITES: Introduction to Two-Dimensional Art and Introduction to Three-Dimensional Art

DRAWING (L)

60212(6021-6022) *IDOE#4060*
Drawing students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink.

PREREQUISITE: Introduction to Two-Dimensional Art

FIBER ARTS (L)

60334V(6033V-6034V) *IDOE#4046*
Fiber Arts students create fiber art works utilizing processes such as loom and off-loom construction, dyeing, coiling, and stitchery.

Recommended Grade Levels: 10,11,12

PREREQUISITES: Introduction to Two-Dimensional Art (L) and Introduction to Three-Dimensional Art (L)

INTRODUCTION TO TWO-DIMENSIONAL ART (L)

6011 *IDOE# 4000*
6011V

ADVANCED TWO-DIMENSIONAL ART (L)

6051 *IDOE#4004*
Two-Dimensional Art engages students 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.

INTRODUCTION TO THREE-DIMENSIONAL ART (L)

6012 *IDOE# 4002*
6012V

ADVANCED THREE-DIMENSIONAL ART (L)

6052 *IDOE#4006*
Three-Dimensional Art engages students 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.

PREREQUISITE: Introduction to Two-Dimensional Art

JEWELRY (L)

60778V(6077V-6078V)

IDOE#4042

Jewelry students create works of jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. **PREREQUISITES:** Introduction to Two-Dimensional Art, Introduction to Three-Dimensional Art or permission of the instructor.

PAINTING (L)

6075

IDOE# 4064

60756V (6075V-6076V)

Painting students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. *(This course may be taken for successive semesters.)*

PREREQUISITE: Introduction to Two-Dimensional Art

PHOTOGRAPHY I (L)

60012 (6001-6002)

IDOE# 4062

PHOTOGRAPHY II (L)

60034(6003-6004)

IDOE#4062

Photography engages students in creating photographs, films, and videos utilizing a variety of digital tools and darkroom processes. Students must provide their own 35mm camera. Additional supplies will cost a minimum of \$50.00 per student, per semester. *(This course may be taken for successive semesters.)*

Recommended Grade Levels: 10, 11, 12

PREREQUISITE: Introduction to Two-Dimensional Art or permission of the instructor

PRINTMAKING (L)

60312 (6031-6032)

IDOE# 4066

60312V (6031V-6032V)

Printmaking students apply media, techniques, and processes with sufficient skill to communicate intended meaning. They create abstract and realistic prints using a variety of materials such as linocut, woodcut, stencil, silkscreen, photo silkscreen, and monoprint. They utilize processes such as etching, relief, and lithography to explore a variety of ideas and problems. *(This course may be taken for successive semesters.)*

PREREQUISITE: Introduction to Two-Dimensional Art

SCULPTURE (L)

60456V(6045V-6046V)

IDOE#4044

Sculpture students will use materials such as plaster, clay, metal, paper, wax, and plastic to 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. *(This course may be taken for successive semesters.)*

PREREQUISITES: Introduction to Two-Dimensional Art, Introduction to Three-Dimensional Art or permission of the instructor

VISUAL COMMUNICATION

6047

IDOE#4046

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

Recommended Grade Levels: 10, 11, 12

PREREQUISITE: Introduction to Two-Dimensional Art

ONE SEMESTER ONE CREDIT COURSE

HEALTH AND WELLNESS / PHYSICAL EDUCATION

Physical Education classes are coeducational, unless the activity involves bodily contact or groupings are based on an objective standard of individual performance, and developed without regard to gender. Adapted physical education must be offered, as needed, in the least restrictive environment and must be based on individual assessment.

HEALTH EDUCATION

HEALTH & WELLNESS EDUCATION

8021

IDOE#3506

8021ES ESL at AHS

Health & Wellness provides the basis to help students adopt and maintain healthy behaviors. 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. **This course is required to meet state graduation requirements.**

APPLIED HEALTH & WELLNESS

8021C

IDOE#3506

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

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

PHYSICAL EDUCATION I

PHYSICAL EDUCATION I & II

8503-8504

IDOE # 3542

Physical Education I and II, and *Elective Physical Education* are based on Indiana's Academic Standards for Physical Education. These courses identify what a physically literate student should know and be able to do as a result of a quality physical education program. Physical literacy is defined by SHAPE America as "the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person". The goal of a physically educated and physically literate student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, body composition, knowledge skills and confidence necessary for a lifetime of healthful physical activity. Through a variety of instructional strategies, students practice skills that demonstrates that the physically literate individual: demonstrates competency in a variety of motor skills and movement patterns; applies knowledge of concepts, principles, strategies and tactics related to movement and performance; demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; exhibits responsible personal and social behavior that respects self and others; and recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. Physical Education courses are designated as laboratory course and, as such, 25% of course time must be spent in activity

APPLIED PHYSICAL EDUCATION I (L)

8503L

IDOE#3542

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

performance-based skill evaluation. One unit per semester. **This course is required to meet state graduation requirements.**

APPLIED PHYSICAL EDUCATION II (L)

8504L

IDOE#3544

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

personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

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

The nature of this course allows for successive semesters of instruction provided defined proficiencies and content standards are utilized.

ELECTIVE PHYSICAL EDUCATION & APPLIED ELECTIVE PHYSICAL EDUCATION (L)

85067 (8506-8507)

IDOE# 3560

85067W Adv/Weights

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

INTERNATIONAL BACCALAUREATE

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally and ethically
- acquire breadth and depth of knowledge and understanding, studying courses from six subject groups
- develop the skills and a positive attitude towards learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique Theory of Knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- enhance their personal and interpersonal development through creativity, action and service

The Curriculum

IB Diploma Programme students must choose one subject from each of the five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s) the social sciences, the experimental sciences and mathematics.

Students must also choose either an arts subject from group 6, or a second subject from groups 1 to 5.

DP subjects can be taken at higher level or standard level.

BIOLOGY STANDARD LEVEL

40378S (4037S-4038S)

IDOE# 3034

40390S (4039S-4040S)

Biology Standard Level, International Baccalaureate focuses on six core topics: cells; the chemistry of life, genetics, ecology, evolution, and human health and physiology. It is based on the curriculum published by the International Baccalaureate Organization. Optional course topics include neurobiology and behavior, applied plant and animal science, ecology and conservation, diet and human nutrition, physiology of exercise, and cell respiration and photosynthesis.

PREREQUISITES: Biology I and Chemistry I

BIOLOGY HIGHER LEVEL

40334H (4033H-4034H)

IDOE# 3032

40356H (4035H-4036H)

Biology Higher Level, International Baccalaureate focuses on six core topics: cells, the chemistry of life, genetics, ecology, evolution, and human health and physiology. It is based on the curriculum published by the International Baccalaureate Organization. Students must complete additional study in eight topics: nucleic acids and proteins, cell respiration and photosynthesis, human reproduction, defense against infectious disease, nerves, muscles and movement, excretion, and plant science. Optional course topics for students include diet and human nutrition, physiology of exercise, neurobiology and behavior, applied plant and animal science, and ecology and conservation.

PREREQUISITE: Biology I Honors

BUSINESS MANAGEMENT HL

55812H (5581H-5582H)

IDOE# 4580

55834H (5583H-5584H)

IDOE# 4580

The IB Business Management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss, and evaluate business activities at local, national, and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing, and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation, and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools, and techniques, and placed in the context of real world examples and case studies.

• Recommended Grade: 11, 12

• Recommended Prerequisites: none

- Credits: 2 or 4 semester course, 1 credit per semester

exploitation, conservation and biodiversity, and pollution management.

CHEMISTRY STANDARD LEVEL

44356S (4435S-4436S) *IDOE# 3072*
Chemistry Standard Level, International Baccalaureate is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. It is based on the curriculum published by the International Baccalaureate. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy. Higher physical organic chemistry is a further option. **QMR Course.**

PREREQUISITE: Chemistry I Honors

ECONOMICS, HIGHER LEVEL

51634H (5163H-5164H) *IDOE#1580*
 51656H (5165H-5166H)

ECONOMICS, STANDARD LEVEL

51634S (5163S-5164S) *IDOE#1582*
 51656S (5165S-5166S)

The IB Economics Standard Level/Higher Level course aims to provide students with a core knowledge of economics, encourage students to think critically about economics, promote an awareness and understanding of internationalism in economics and encourage students' development as independent learners. Alongside the empirical observations of positive economics, students of the subject are asked to formulate normative questions and to recognize tendencies for bias.
QMR Courses.

CREDITS: SL course is a 2 or 4 semester course, 1 credit per semester.

HL course is a 4 semester course, 1 credit per semester.

ENVIRONMENTAL SYSTEMS STANDARD LEVEL

43312S(4331S-4332S) *IDOE#3014*
Environmental Systems Standard Level, International Baccalaureate provides students with a coherent perspective on the environment that is essentially scientific and enables them to adopt an informed and responsible stance on the wide range of environmental issues they will inevitably come to face. The core is five broad topics: systems and models, the ecosystem, global cycles and physical systems, human population and carrying capacity, and analyzing ecosystems. Students are required to complete one of the following options: analyzing ecosystems, impacts of resource

FILM HL

63156H (6315H-6316H) *IDOE# 4270*
 63178H (6317H-6318H) *IDOE# 4270*

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical, and global perspectives in film. They examine concepts, theories, practices, and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis, and the imaginative synthesis through practical engagement in the art, craft, and study of film.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma
- Counts as a Directed Elective or Elective for all diplomas

FILM STANDARD LEVEL

63134S (6313S-6314S) *IDOE# 4272*

The IB Film Standard Level course explores film history, theory, and socio-economic background through the study and analysis of film text. To achieve an international understanding within the world of film, students are taught to consider film texts, theories, and ideas from the point of view of different individuals, nations, and cultures. Students also develop the skills needed to express themselves creatively in film. Students work individually and in groups as they attempt to understand alternative views and learn to respect and appreciate cultural diversity and to have an open and critical mind.

CREDITS: 2 or 4 semester course, 1 per semester

GEOGRAPHY STANDARD LEVEL

53312S *IDOE# 1586*

Geography Standard Level, International Baccalaureate is a basic study of the core themes of population and resources and development. It is based on the curriculum published by the International Baccalaureate

Organization. Optional themes for further study include topographic mapping, globalization and contemporary issues, and the management of specific environments.

HISTORY HIGHER LEVEL

51312H (5131H-5132H)

IDOE# 1590

51334H (5133H-5134H)

History Higher Level, International Baccalaureate promotes the understanding of the nature and diversity of history and its methods and interpretations. It is based on the curriculum published by the International Baccalaureate. Students develop an international awareness and understanding and the ability to use and communicate historical knowledge. The course includes one prescribed subject from a choice of three and two 20th century world history topics from a choice of six. Regional options include Africa, the Americas, East and Southeast Asia and Oceania, Europe, and South Asia and the Middle East. This course meets the state requirement for United States History

LANGUAGE A LITERATURE HIGHER LEVEL

11456H(1145H-1146H)

IDOE#1130 11478H (1147H-1148H)

Language A Literature Higher Level, International Baccalaureate is a pre-university literature course offered in English only and is based on the curriculum published by the International Baccalaureate Organization. It promotes an appreciation of literature and knowledge of the student's own culture, along with that of other societies, and develops the student's powers of expression, both in oral and written communication. The course emphasizes the skills involved in writing and speaking in a variety of styles and situations and offers the student the opportunity to read 11-15 works grouped by genres. Works are chosen from a broad list of prescribed authors and works representing different literary periods, genres, and regions in the target language, as well as literature in translation

LITERATURE STANDARD LEVEL

11578S(1157S-1158S)

IDOE#1132

11590S (1159S-1160S)

IB Language A: School-Supported Self-Taught (SSST) Literature Standard Level is an independent study pre-university literature course in the student's native or best language and is based on the curriculum published by the International Baccalaureate Organization. IB Language A: Literature Standard Level develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. The formal analysis of texts and wide coverage of a variety of literature— both in the language of the subject and in translations from other cultures—is combined with a study of the way literary conventions shape responses to texts. Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument

in clearly expressed writing, sometimes at significant length.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills an English/Language Arts requirement for all diplomas
- New assessment in 2021

MATHEMATICAL STUDIES STANDARD LEVEL

33434I(3343I-3344I)

IDOE#2586

Mathematical Studies Standard Level, International Baccalaureate includes eight core topics: introduction to the graphic display calculator, number and algebra, sets, logic and probability, functions, geometry and trigonometry, statistics, and introductory differential calculus. This course is inquiry-based and designed for students who do not anticipate a need for mathematics in their future studies.

PREREQUISITES: Pre-Calculus

MATHEMATICS STANDARD LEVEL

3345I Statistics

IDOE# 2584

3341I Calculus

IDOE# 2584

Mathematics Standard Level, International Baccalaureate includes seven core topics: algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability, and calculus.

PREREQUISITES: Pre-Calculus/Trigonometry Honors (Advanced).

MATHEMATICS: ANALYSIS AND APPROACHES, HL

33367H(3336H-3337H)

IDOE#2590

33389H(3338H-3339H)

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

HIGHER LEVEL (HL): This class is most similar to the current Mathematics HL course.

PREREQUISITES: Algebra II and / or Trigonometry
And be a strong Math student. 4 Credits maximum

MATHEMATICS: ANALYSIS AND APPROACHES, SL

33367S(3336S-3337S) *IDOE#2588*
33389S(3338S-3339S)

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

STANDARD LEVEL (SL): This class is most similar to the current Mathematics SL course.

Prerequisites: Algebra II and / or Trigonometry

4 Credits maximum

MATHEMATICS: APPLICATIONS AND INTERPRETATIONS, HL

33467H(3346H-3347H) *IDOE#2594*
33489H (3348H-3349H)

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. This course will include new content, including statistics. It is intended to meet the needs of students whose interest in mathematics is more practical than theoretical but seek more challenging content.

Student must have strong Algebra 2 skills

4 Credits maximum

MATHEMATICS: APPLICATIONS AND INTERPRETATIONS, SL

33467S(3346S-3347S) *IDOE#2592*
33489S (3348S-3349S)

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. This class is most similar to the current Mathematical Studies SL course.

Student must have strong Algebra 1 skills

4 Credits maximum

MUSIC HIGHER LEVEL

83534H(8353H-8354H) *IDOE#4212*

Music Higher Level, International Baccalaureate is a course designed by the International Baccalaureate Organization to promote greater awareness and understanding of the power and variety of musical experiences for those who have a general interest in music. Content of the course expands on material covered in Music Standard Level course. Higher level students participate through three compulsory parts; musical perception and analysis which includes the study of prescribed work, the study of musical genres

and styles, and musical investigation; vocal or instrumental solo performance-one or more recitals; and composition-three contrasting compositions.

Recommended Grade Levels: 11, 12

MUSIC STANDARD LEVEL

83512S (8351S-8352S) *IDOE#4214*

Music Standard Level, International Baccalaureate is a course designed by the International Baccalaureate Organization to promote greater awareness and understanding of the power and variety of musical experiences for those who have a general interest in music. Candidates are exposed to a broad spectrum of music, ranging from classical and Western traditions to that of other regions and cultures. The creative and practical aspects of music are evenly balanced with the theoretical or academic. Students study musical perception and analysis and undertake studies of a wide range of musical genres and styles. Standard level students participate through two compulsory parts; musical perception and analysis which includes the study of prescribed works, the study of musical genres and styles, and musical investigation; and group performance entailing two or more public performances.

Recommended Grade Levels: 11, 12

PHILOSOPHY STANDARD LEVEL

52512S *IDOE# 1602*

Philosophy Standard Level, International Baccalaureate develops students an intellectually independent and creative way of thinking and encourages students to relate their philosophical understanding to other disciplines and to personal and civic life. It is based on the curriculum published by the International Baccalaureate Organization. Students learn to formulate arguments in rational and logical ways and are encouraged to critically examine their own experiences and ideological and cultural biases. This course promotes an awareness of the plurality of philosophical traditions and develops ways of thinking that draw on personal reflection and knowledge of philosophical traditions

Recommended Grade Levels: 11, 12

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

PHILOSOPHY HL (NEW)

52512H (5251H-5252H) *IDOE# 1600*

52534H(5253H-5254H)

The IB Philosophy Higher Level course provides an opportunity for students to engage with some of the world's most interesting and influential thinkers. It also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues. The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others. Students are challenged to develop their own philosophical voice and to grow into independent thinkers. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

PHYSICS HIGHER LEVEL

46312H (4631H-4632H)
46334H (4633H-4634H)

IDOE# 3096

PHYSICS STANDARD LEVEL

46312S (4631S-4632S)
46334S (4633S-4634S)

IDOE# 3098

Physics Higher and Standard Level, International Baccalaureate introduces students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Students study six topics: physics and physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. Additional study in six topics: measurement and uncertainties, mechanics, thermal physics, wave phenomena, electromagnetism, and quantum physics and nuclear physics.

QMR Courses.

PSYCHOLOGY HIGHER LEVEL

55234H(5523H-5524H)
55256H (5525H-5526H)

IDOE# 1604

PSYCHOLOGY STANDARD LEVEL

55234S(5523S-5524S)
55256S (5525S-5526S)

IDOE#1606

Psychology – Standard Level/Higher Level, International Baccalaureate courses aim to develop an awareness of how research findings can be applied to better

understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive, and socio-cultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

CREDITS: SL is a 2 or 4 semester course.

Recommended Grade Levels: 11, 12

HL is a 4 semester course.

SOCIAL AND CULTURAL ANTHROPOLOGY HIGHER LEVEL

51278H (5127H-5128H)
51290H (5129H-5130H)

IDOE# 1608

Social and Cultural Anthropology Higher Level, International Baccalaureate focuses on the comparative study of culture and human societies and includes the three compulsory themes of social organization, systems of belief and knowledge, and processes of change and transformation. It is based on the curriculum published by the International Baccalaureate. Students at the higher level must also study six fundamental theoretical issues: materialism and idealism, agency centered and structure-centered approaches, particularistic and universalistic perspectives, synchronic and diachronic perspectives, cohesion and conflict, and relation to empirical material.

SPORTS, EXERCISE, AND HEALTH SCIENCES, STANDARD LEVEL

40078S (4007S-4008S)

IDOE# 3510

Sports, Exercise, and Health Sciences, Standard Level, International Baccalaureate involves the science that underpins physical performance and allows students opportunities to apply these principles both through inquiry and experimental (field and laboratory).

THEORY OF KNOWLEDGE

5135I (Fall) 2nd Semester 11th Grade

IDOE# 0560

5136I (Spring) 1st Semester 12th Grade

IDOE# 0560

Theory of Knowledge, International Baccalaureate is unique to the International Baccalaureate Organization and is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The 100-hour course challenges students to question the bases of knowledge, to see the consilience between the academic disciplines, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging appreciation of other cultural perspectives.

VISUAL ARTS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

60912H (6091H-6092H)
60934H (6093H-6094H)

IDOE# 4090

VISUAL ARTS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

60812S (6081S-6082S)

IDOE# 4092

follow university courses in other disciplines in the language B that is studied

60834S(6083S-6084S)

Visual Arts Higher Level International Baccalaureate and Visual Arts Standard Level, International Baccalaureate are courses designed by the International Baccalaureate Organization. Each course consists of three compulsory parts: comparative study-analysis and comparison of different artworks by different artists; process portfolio-evidence of experimentation, exploration, manipulation and refinement of a variety of visual arts activities; and an exhibition-a selection of resolved artworks. Visual Arts Higher Level includes additional assessment requirements that allow for breadth and greater depth in learning. The IB Diploma Program visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

PREREQUISITE: Introduction to Two-Dimensional Art and Three-Dimensional Art

Recommended Grade Levels: 11, 12

WORLD LANGUAGE AB INITIO SL

22290S (2229S-2230S) German IDOE# 2310

22312S (2231S-2232S) German IDOE# 2310

27312S (2731S-2732S) Spanish IDOE# 2310

27456S (2745S-2746S) Spanish IDOE# 2310

23012S (2301S-2302S) Mandarin IDOE#2310

23034S (2303S-2304S) Mandarin IDOE#2310

World Language AB Initio Standard Level, International Baccalaureate provides an opportunity for students to further their linguistic skills by taking up a second world language or for students to learn a world language for the first time. The course concentrates on the acquisition of language necessary for practical communication in a variety of everyday situations and also focuses on the development of the four primary language skills of listening, speaking, reading and writing. This course further enables students to acquire a basic awareness of the target cultures through the study of a core-syllabus and a language-specific syllabus.

WORLD LANGUAGE B HL

27412 H Spanish @ AHS IDOE# 2306

27434 H Spanish @ AHS IDOE# 2306

The IB Language B Higher Level course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. Those learning a language B at higher level should be able to

WORLD LANGUAGE B HL

27412I (2741I-2742I) FRENCH @AHS IDOE# 2306

27434I (2743I-2744I) FRENCH@ AHS IDOE# 2306

The IB Language B Higher Level course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. Those learning a language B at higher level should be able to follow university courses in other disciplines in the language B that is studied

WORLD LANGUAGE B SL

20278I French @ AHS IDOE# 2308

20290I French @ AHS IDOE# 2308

27278S Spanish @ AHS IDOE# 2308

27290S Spanish @ AHS IDOE# 2308

World Language B Higher Level and Standard Level, International Baccalaureate are world language courses for students with two to five years previous experience in learning the target language and prepares students to be successful on the International Baccalaureate exam for the target language. It is based on the curriculum published by the International Baccalaureate. This course prepares students to use the target language appropriately in a range of situations and contexts and for a variety of purposes, and also focuses on language acquisition and development in the four primary language skills of listening, speaking, reading, and writing. Language skills are developed through the study and use of a range of written and spoken material, which extends from everyday oral exchanges to literary texts related to the target cultures. The course is further designed to promote an awareness of, and sensitivity to, the cultures related to the language studied.

WORLD RELIGIONS, SL

48334S (4833S-4834S) IDOE# 1588

48356S (4835S-4836S)

World Religions Standard Level, International Baccalaureate is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the student of a diverse range of religions. The religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others.

MATHEMATICS

There is an increased use of graphing calculator technology in many mathematics classes. Graphing calculators are introduced in Algebra I and become an integral part of courses at the Algebra II level and above. Schools have sets of Texas Instrument graphing calculators for student use in the classroom. Students in upper level math courses are encouraged to purchase their own graphing calculators.

ALGEBRA LAB

30190 (3019-3020)

IDOE# 2516

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Algebra I Lab is designed as a support course for Algebra I. As such, a student taking Algebra I Lab must also be enrolled in Algebra I during the same academic year..**

APPLIED ALGEBRA I LAB

30190I (3019I-3020I)

IDOE#2516A

30190E (ESL at AHS)

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

combines standards from high school courses with foundational standards from the middle grades. One unit per semester.

ALGEBRA I

32212 (3221-3222)

IDOE# 2520

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

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

APPLIED ALGEBRA I

32212I(3221I-3222I)

IDOE#2520

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

ALGEBRA I HONORS

32312(3231-3232) *IDOE#2520*
Algebra I Honors provides a more in-depth study of algebra and moves at a faster pace than Algebra I. Additional topics will be covered, including applications to real world problems.

ALGEBRA II

34212 (3421-3422) *IDOE# 2522*
34212E ESL at AHS
Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice 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.
PREREQUISITE: Algebra I

ALGEBRA II HONORS

34312(3431-3432) *IDOE#2522*
Algebra II Honors provides a more in-depth study of Algebra II and moves at a faster pace. Additional topics will be covered, including major ideas from trigonometry.

ALGEBRA II HONORS (ADVANCED)

32412A(3241A-3242A) *IDOE#2522*
Algebra II Honors (Advanced) is designed for students who excelled in an algebra class in grade 8 and who intend to rigorously study mathematics for four years culminating in Advanced Placement Calculus. All topics from Algebra I will be reviewed and expanded upon and Algebra II topics will then be covered. This course moves at an extremely fast pace.

FINITE MATHEMATICS

34612(3461-3462) *IDOE#2530*
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 not include calculus.
Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory. Technology, such as computers and graphing calculators, should be used frequently.

PREREQUISITE: Algebra II

MATH 10

33512 (3351-3352) *IDOE#2531*
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 for students 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 recommendation of

the Algebra I or Integrated Math I teacher. Emphasis is on a variety of instructional methods designed to meet each student's needs and delivered through competency-based units with frequent pre- and post-assessment data analyzed to drive instructional design and delivery.

PREREQUISITE: Algebra I

GEOMETRY

33212(3321-3322) *IDOE#2532*
Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Geometry is made up of seven strands: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

APPLIED GEOMETRY

33212I(3321I-3322I) *IDOE#2532A*
33212E (ESL at AHS)
Applied Geometry formalizes and extends students' geometric experiences from the middle grades. These critical areas comprise the Geometry course: Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

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

GEOMETRY HONORS

33312(3331-3332) *IDOE#2532*
Geometry Honors provides a more in-depth study of geometry and moves at a faster pace than Geometry. Additional topics will be covered, including the logic and reasoning in the analysis of plane and spatial relationships.

PREREQUISITE: Algebra I Honors

GEOMETRY HONORS (ADVANCED)

33412A(3341A-3342A) *IDOE#2532*
Geometry Honors (Advanced) is designed for the superior math student who is on a course of study to reach Advanced Placement Calculus in two years. This course provides an in-depth study of geometric concepts and the solution of challenging problems that are geometric in content. Additional topics will be covered, including ideas from non-euclidean geometry.

PREREQUISITE: Algebra II Honors (Advanced)

also be enrolled in Integrated Mathematics I or II during the same academic year.

INTEGRATED MATHEMATICS I

35356 (3535-3536)

IDOE# 2554

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 use 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 to make sense of problem situations.

INTEGRATED MATHEMATICS II

35378 (3537-3538)

IDOE# 2556

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 to make sense of problem situations.

PREREQUISITES: *Integrated Mathematics I*

INTEGRATED MATH LAB I

33034 (3303-3304)

IDOE#2518

Integrated Mathematics I Lab is a mathematics support course for *Integrated Mathematics I*. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of *Integrated Mathematics I Lab* are: Relationships between Quantities; Linear and Exponential Relationships; Reasoning with Equations; Descriptive Statistics; Congruence, Proof, and Constructions; and Connecting Algebra and Geometry through Coordinates. However, whereas *Integrated Mathematics I* contains exclusively grade-level content, *Integrated Mathematics I Lab* combines standards from high school courses with foundational standards from the middle grades. **A student taking *Integrated Mathematics I Lab* must**

MATHEMATICS LAB

30001 (3000-3001)

IDOE# 2560

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

Recommended Grade Levels: 10, 11, 12

APPLIED MATHEMATICS LAB

30001I

IDOE#2560A

30001I (3000I-3001I)

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

Recommended Grade Levels: 10, 11, 12

PRE-CALCULUS/TRIGONOMETRY

35212(3521-3522)

IDOE#2564

Pre-Calculus/Trigonometry is a two-credit course that combines the material from *Trigonometry* and *Pre-Calculus* into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides skills and understandings that are necessary for advanced manipulation of angles and measurement. Students advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and is designed to provide students with strong foundations for calculus and other higher-level math courses.

PREREQUISITES: Algebra II and Geometry

PRE-CALCULUS/TRIGONOMETRY HONORS

35312(3531-3532)

IDOE#2564

Pre-Calculus/Trigonometry Honors provides a more in-depth study of *Pre-calculus* and moves at a faster pace. Part of the second semester will consist of beginning topics in *Calculus*.

Recommended Grade Level: 12

PREREQUISITES: Geometry Honors, Algebra II Honors

PRE-CALCULUS/TRIGONOMETRY HONORS (ADVANCED)

35334A(3533A-3534A)

IDOE#2564

Pre-Calculus/Trigonometry Honors (Advanced) is designed for the superior math student who is planning to enroll in Advanced Placement Calculus next year. This course provides an in-depth study of analytic geometry, trigonometry, and other pre-calculus topics. There is extensive use of the graphing calculator.

Recommended Grade Level: 11

PREREQUISITES: Algebra II Honors (Advanced), Geometry Honors Advanced

QUANTITATIVE REASONING

35234M (3523M-3524M)

IDOE# 2550

Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Algebra II or Integrated Mathematics III
- Credits: 1 to 2 semester course, 1 credit per semester. Due to the level of rigor, it is recommended that this course be offered as a 2 semester, 2 credit course.

TRIGONOMETRY

3451W@WHS

IDOE# 2566

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, including music, engineering, medicine, and finance (and nearly all other STEM disciplines).

Students will 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 engineering and computer programming..

PREREQUISITES: Algebra II and Geometry

MULTI-DISCIPLINARY

Multi-disciplinary courses shall be applied to an area of study to which a significant portion of the course content is closely related when establishing majors and minors.

BASIC SKILLS DEVELOPMENT

84312

IDOE# 0500

84312E(ESL at AHS)

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

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

APPLIED BASIC SKILLS DEVELOPMENT

84312I

IDOE# 0500A

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

- Recommended Grade Level: 11, 12
- Applied Units: 8 units maximum

- Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion

CADET TEACHING EXPERIENCE

8435-8436

IDOE# 0502

This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through grade nine (9). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Study topics and background reading provide the cadets with information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, up to 4 semesters, 4 credits maximum
- Cadet teaching experience for high school students is limited to grades kindergarten through grade nine

CAREER INFORMATION AND EXPLORATION

8485 JAG

IDOE# 0522

Career Information and Exploration provides students with opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of Indiana occupational preparation or training needed for various occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students

to observe and participate in various job situations through opportunities such as field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students.

- Recommended Grade Level: 11, 12
- Credits: 1 semester course, 1 credit per semester
- The nature of this course allows for successive semesters of instruction provided progressively advanced proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas

APPLIED CAREER INFORMATION AND EXPLORATION

8485I JAG only

IDOE#0522

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

COLLEGE-ENTRANCE PREPARATION

8441

IDOE#0532

College-Entrance Preparation utilizes individual student score reports from the PSAT, PLAN, and/or ACCUPLACER to prepare students for the SAT, ACT, ACCUPLACER and/or Compass college readiness assessments. Based on student score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science sections of college admission and placement exams. As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment. Teachers are encouraged to use a curriculum with longitudinal, successful results. Course may also include college selection and application units, to better prepare students for overall college-readiness. Being “college ready” means being prepared for any postsecondary education or training experience, including readiness for study at two-year and four-year institutions leading

to a post-secondary credential (i.e., a certificate, license, Associate’s or Bachelor’s degree). Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

- Recommended Grade: Recommended Grade Level: semester 1 – grade 11; semester 2 – grade 10
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II (or concurrent enrollment in Algebra II)
- Credits: 1 semester course, 1 credit per semester, 4 credits maximum
- Counts as an Elective credit for all diplomas.
 - The nature of this course allows for successive semesters of instruction provided progressively advanced proficiencies and content standards are utilized.

COMMUNITY SERVICE

84812 (8481-8482)

IDOE#0524

Community Service is a course created by public law IC 20-30-14, allowing students the opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that “relates to a course in which the student is enrolled or intends to enroll.” For each student who wishes to earn credit for community service or volunteer service under this law, the student, a teacher of the student, or a community or volunteer service organization must submit an application to the high school principal.

1. Name of the community service organization or volunteer service organization the student intends to assist.
2. Name, address, and telephone number of the director or supervisor of the community service organization or volunteer service organization and, if different from the director or supervisor, the name, address, and telephone number of the individual assigned by the community or volunteer service organization to supervise the student at the activity site.
3. Nature of the community service or volunteer service performed by the student with a certification that the service performed by the student is voluntary.
4. Total number of hours the student intends to serve the community service organization or volunteer service organization during the school year.
5. Written statement by the director or supervisor of the community service organization or volunteer service organization certifying that the information included in the application is an accurate reflection of:
 6. The student's expectations with regard to the number of hours of service contemplated to be performed; and
 - b. The community service organization's or the volunteer service organization's need to acquire the student's service.
7. Description of:

- a. The educational or career exploration benefits the student and the school should expect to gain, including the student learning standards to be achieved, from the student's community or volunteer service participation; and
 - b. The service and benefit the community service organization or volunteer service organization expects to gain from the student's participation.
8. Description of how the community or volunteer service activity relates to a course in which the student is enrolled or intends to enroll.
 9. Manner and frequency in which the student and the community or volunteer service activity will be evaluated.
 10. Name of the certificated school employee who will be responsible for monitoring and evaluating the student's activity and performance and assigning the student a grade for participation under this section.
 11. Any other information required by the principal/school administration.

- Recommended Grade Levels: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 to 2 semester course, 1 credit per semester, up to 2 semesters, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Students must submit an application for this course by November 1.

APPLIED COMMUNITY SERVICE

84812I

IDOE#0524A

Applied Community Service is a course created by public law IC 20-30-14, allowing juniors and seniors the opportunity of earning up to two high school units for completion of approved community service projects

or volunteer service that “relates to a course in which the student is enrolled or intends to enroll.”.

Recommended Grade Levels: 11, 12

PEER TUTORING

8487

IDOE#0520

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

SCIENCE

ADVANCED SCIENCE, SPECIAL TOPICS (L)

IDOE# 3092

ASTRONOMY & METEOROLOGY

43378 (4337-4338)

CIVIL AIR PATROL

44601 (4160-4461) at AHS only

ECOLOGY

43412 (4341-4342)

EMT PREPARATION

44378 (4437-4438)

GENETICS & BIOTECHNOLOGY

4501

INTRODUCTION TO THE FUNDAMENTALS OF

FLIGHT

4601

MARINE BIOLOGY

40412 (4041-4042)

ANATOMY AND PHYSIOLOGY

40234 (4023-4024)

IDOE#

5276

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Students study the cell, tissues, integument, skeletal, muscular and nervous systems as an integrated unit. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

Recommended Grade Levels: 11, 12

PREREQUISITE: Biology

BIOLOGY

40212(4021-4022)

IDOE#3024

40212E ESL Cohort at AHS

40212M Magnet at WHS

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

APPLIED BIOLOGY I (L)

40212 (4021-4022)

IDOE# 3024

40212E ESL Cohort at AHS

40212M Magnet at WHS

Applied Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution.

Instruction 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.

BIOLOGY I HONORS (L)

40312(4031-4032)

IDOE#3024

Biology I Honors will include a 40% to 50% laboratory experience. Students in this course will be required to do inquiry projects/labs.

BIOLOGY II HONORS (L)

40356(4035-4036)

IDOE#3026

Biology II will include a 40% to 50% laboratory experience. Students in this course will be required to do inquiry projects/ labs.

PREREQUISITE: Biology I Honors

CHEMISTRY I (L)

44212(4421-4422)

IDOE#3064

44212M Magnet at WHS

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students will compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction focuses on 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. QMR Course.

Grades 10-12

PREREQUISITE: Algebra II (can be taken concurrently)

CHEMISTRY I HONORS (L)

44312 (4431-4432)

IDOE# 3064

44312M Magnet at WHS (Grade 10)

Chemistry I Honors will include a 40% to 50% laboratory experience. Students in this course are required to do inquiry projects/labs. QMR Course.

Grades 10-12

PREREQUISITE: Algebra II Honors

CHEMISTRY II HONORS (L)

44356(4435-4436)

IDOE#3066

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students examine the chemical reactions of matter in living and nonliving materials. Students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry. *This course includes a 40% to 50% laboratory experience. Students in this course are required to do inquiry projects/labs.* **QMR Course**

PREREQUISITE: Chemistry I H

EARTH AND SPACE SCIENCE I

42612(4261-4262)

IDOE#3044

42612E (ESL @ Adams)

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

APPLIED EARTH AND SPACE SCIENCE I (L)

42612I(4261I-4262I)

IDOE#3044

42612E (ESL @ Adams)

Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction focuses on developing student understanding that scientific knowledge is gained from observation and investigations. Course may include a variety of learning experiences and tools support the process of investigation, data collection and analysis. One unit per semester.

EARTH AND SPACE SCIENCE I HONORS (L)

43312(4331-4332)

IDOE#3044

Earth and Space Science I Honors includes a 40% to 50% laboratory experience. Students in this course are required to do inquiry projects/labs.

ENVIRONMENTAL SCIENCE (L)

40612(4061-4062)

IDOE#3010

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

INTEGRATED CHEMISTRY-PHYSICS (L)

40134(4013-4014)

IDOE#3108

40134E ESL Cohort at AHS

Integrated Chemistry-Physics focuses on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction focuses on 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. **QMR Course.**

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

LIFE SCIENCE (L)

4011W

IDOE# 3030

Life Science is an introduction to biology course. Students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles.

MEDICAL MICROBIOLOGY

4051M Magnet at WHS

IDOE#3092

Advanced Science, Special Topics is grounded in extended laboratory, field, and literature investigations. Students engage in an in-depth study of the applications of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Students will complete an end-of-course project and presentation. Individual projects are preferred, but group projects may be appropriate.

Recommended Grade Levels: 11, 12

PHYSICS I (L)

46212(4621-4622)

IDOE# 3084

Physics I focuses on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction focuses on observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations. **QMR Course.**

PREREQUISITES: Geometry, Algebra II (may be taken concurrently).

SCIENCE RESEARCH, INDEPENDENT STUDY (L)

40034 (4003-4004)

IDOE# 3008

40034M Magnet at WHS

Science Research, Independent Study provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students will complete a science fair project to be exhibited at a regional science fair and/or state science

symposium, an end-of-course project, such as a scientific research paper, or some other suitable presentation of their findings.

PREREQUISITES: Two credits in Core 40 and AHD science coursework (this course may be taken concurrently with a Core 40 and AHD science course)

Recommended **Grade Levels:** 11, 12

SOCIAL STUDIES

CURRENT PROBLEMS, ISSUES, AND EVENTS

5321

IDOE#1512

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

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester.

Course may be repeated for credit if the content of the course changes.

- Counts as an Elective for all diplomas

APPLIED CURRENT PROBLEMS, ISSUES, AND EVENTS

5321I

IDOE#1512

Applied Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of problems or issues existing in the class, school, community, state, country or world. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have significance to the student and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

Units: One "Unit" course. The course may be repeated for units if the course content changes each time.

ECONOMICS

5161

IDOE# 1514

5161E (ESL @ AHS)

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

reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.

APPLIED ECONOMICS

5161I

IDOE# 1514

5161E (ESL @ AHS)

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

ETHNIC STUDIES

5191

IDOE#1516

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

Recommended Grade Levels: 10, 11, 12

GEOGRAPHY AND HISTORY OF THE WORLD

52312 (5231-5232)

IDOE#1570

52312D Off Sequence

52312E ESL at AHS

52312X at CHS & RHS

52312Y at RHS

Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and

documenting and presenting findings orally or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

APPLIED GEOGRAPHY AND HISTORY OF THE WORLD

52312I (5231I-5232I)

IDOE# 1570

52312E ESL at AHS

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

Geographical and historical skills include forming research questions, acquiring information by investigating a variety sources, organizing information by creating graphic representations, analyzing information to understand, determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. Students use the knowledge, tools, and skills obtained from this course in order to understand, analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century. One unit per semester.

GEOGRAPHY AND HISTORY OF THE WORLD HONORS

53312 Honors (5331-5332)

IDOE#1570

Geography and History of the World Honors provides a more in-depth study of geographical skills and historical concepts to broaden students' experiences by analyzing the impact of globalization and contemporary issues by making predictions, synthesizing information, and communicating their understanding of global developments.

INDIANA STUDIES

5171

IDOE# 1518

Indiana Studies uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It includes the study of state and national leaders and their role in a democratic society and participation of citizens in the political process.

INTERNATIONAL RELATIONS

IDOE# 1520

International Relations provides a survey of the formal relations among sovereign states in the international system, emphasizing the operation of diplomacy. The procedures for settlement of disputes and various methods of international conflict resolution are included. This course examines power, interdependence, global development, and international organizations.

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

LAW EDUCATION

5181

IDOE#1526

Law Education provides an understanding of the American legal system and its basis in the United States Constitution. The course is designed to promote an understanding of society and its system of laws by indicating how citizens may effectively function within the law. Ways of dealing with interpersonal conflict in order to secure constructive change are included, along with the development of critical thinking and problem solving skills.

Recommended Grade Levels: 11, 12

PSYCHOLOGY

5221

IDOE#1532

Psychology is the scientific study of mental processes and behavior. The course is divided into six content areas and uses the scientific methods to explore research methods and ethical considerations. Cognitive aspects of the course focus on learning, memory, information processing, and language. Personality, Assessment, and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. The Biological Basis focuses on the way the brain and nervous system function.

Grades 11-12

SOCIOLOGY

5061

IDOE#1534

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students will examine society, group behavior, and social structures. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined by

analyzing the role of individuals in the community and social problems in today's world.

Grades 11-12

TOPICS IN SOCIAL SCIENCE

4975

IDOE#1550

Topics in Social Science provides students with an opportunity for in-depth study of a specific topic, theme, or concept in one of the social science disciplines such as anthropology, archaeology, economics, geography, political science, psychology, or sociology. It is also possible to focus the course on more than one discipline. A subtitle should be included to give a clear idea of the course content. For example, a course focusing on a specific political science might be entitled, "Topics in Social Science: Comparative Government." Courses taught under this title should emphasize scientific methods of inquiry and help students develop effective research and thinking skills.

Grades 11-12

UNITED STATES GOVERNMENT

4961

IDOE# 1540

4961ES ESL (@ AHS)

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Fulfills Government requirement for all diplomas
- Students are required to take the naturalization test for citizenship per SEA 132 (New 20192020)

APPLIED UNITED STATES GOVERNMENT

4961I

IDOE# 1540A

4961ES ESL (@ AHS)

Applied United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments; the

rights and responsibilities of citizens; and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will recognize their own impact, the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

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

UNITED STATES HISTORY

51212 (5121-5122)

IDOE# 1542

51212E ESL at AHS

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

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

APPLIED UNITED STATES HISTORY

51212I (5121I-5122I)

IDOE# 1542

51212E ESL at AHS

United States History builds upon concepts of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in

Indiana and the United States. Students trace and analyze chronological periods and examine the significant themes and concepts in U.S. history. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand specific topics or the cause for changes in the nation over time. Two semesters are required for graduation.

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

Grade 11

WORLD HISTORY AND CIVILIZATION

48212(4821-4822)

IDOE#1548

48212D Off Sequence

48212E ESL at AHS

48212 X, Y, Z

World History and Civilization emphasizes events and developments in the past that greatly affected large

numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. Students are also expected to practice skills and process of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes.

WORLD LANGUAGES

LEVEL I

ARABIC

27634 (2763-2764)

IDOE# 2200

Arabic I introduces students to effective strategies for beginning Arabic language learning, and to various aspects of Arabic-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, participates in brief guided conversations on familiar topics and write short passages with guidance. This course further emphasizes making connections across content areas and the application of Arabic language and culture outside of the classroom.

CHINESE I 27512 (2751-2752) IDOE# 2000

FRENCH 20212(2021-2022) IDOE# 2020

GERMAN I 22212 (2221-2222) IDOE# 2040

LATIN I 24212 (2421-2422) IDOE# 2080

SPANISH I 27212 (2721-2722) IDOE# 2120

27212M Magnet at WHS

Level I introduces students to effective strategies for beginning language learning, and to various aspects of the target language 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 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 the practices, products and perspectives of the target 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 the target language and culture outside of the classroom.

LEVEL II

ARABIC II

27656 (2765-2766)

IDOE# 2202

Arabic II builds upon effective strategies for Arabic learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing opportunities while

making or responding to requests or answering questions. This course also emphasizes the development of reading and listening comprehension. Students will learn about practices, products, and perspectives of Arabic-speaking cultures and make connections across content areas.

PREREQUISITE: Arabic I

CHINESE II

27534(2753-2754)

IDOE#2002

FRENCH II 20234 (2023-2024) IDOE# 2022

GERMAN II 22234 (2223-2224) IDOE# 2042

LATIN II 24234 (2423-2424) IDOE# 2082

SPANISH II 27234 (2723-2724) IDOE# 2122

27234M Magnet AT WHS

Level II builds upon effective strategies for the target 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 sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of the target 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 the target language and culture outside of the classroom.

PREREQUISITE: Level I

LEVEL III

CHINESE III 27556 (2755-2756) IDOE# 2004

FRENCH II 20256 (2025-2026) IDOE# 2024

GERMAN III 22256 (2225-2226) IDOE# 2044

LATIN III 24256 (2425-2462) IDOE# 2084

SPANISH III 27256 (2725-2726) IDEO# 2124

27256M Magnet at WHS

Level III builds upon effective strategies for the target 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

simple paragraphs using characters. This course also emphasizes the continued development of reading and listening comprehension skills. 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. Additionally, students will continue to develop an understanding of the target 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 the target language and culture outside of the classroom.

PREREQUISITE: Level II

LEVEL IV

CHINESE IV	27578 (2757-2758)	<i>IDOE# 2006</i>
FRENCH IV	20278 (2027-2028)	<i>IDOE# 2026</i>
GERMAN IV	22278 (2227-2228)	<i>IDOE# 2046</i>
LATIN IV	24278 (2427-2428)	<i>IDOE# 2086</i>
SPANISH IV	27278 (2727-2728)	<i>IDOE# 2126</i>

27278M Magnet at WHS

Level IV provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop an understanding of the target 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 target language and culture in the community beyond the classroom is explored.

PREREQUISITE: Level III

LEVEL V

SPANISH V	27290 (2729-2730)	<i>IDOE# 2128</i>
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Level V provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of the target culture. This course emphasizes the use of

appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop an understanding of the target culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources.

PREREQUISITE: Level IV

LEVEL VI

SPANISH VI	27312 (2731-2732)	<i>IDOE# 2130</i>
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Level VI provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Spanish-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop an understanding of Spanish-speaking cultures through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Spanish speakers.

PREREQUISITES: Level V

OTHER WORLD LANGUAGE COURSES

LANGUAGE FOR HERITAGE SPEAKERS I (Spanish)	27356(2735-2736)	<i>IDOE#2190</i>
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Language for Heritage Speakers I is designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve

reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

LANGUAGE FOR HERITAGE SPEAKERS II

(Spanish)27378 (2737-2738) *IDOE# 2192*

PREREQUISITE: Language for Heritage Speakers I or placement as determined at local level

LANGUAGE FOR HERITAGE SPEAKERS III

(Spanish)27390 (2739-2740) *IDOE# 2194*

Grades 10-12

PREREQUISITE: Language for Heritage Speakers II or placement as determined at local level.

SPECIAL EDUCATION

All students eligible for special education services must have the opportunity to participate in the general education curriculum and to achieve state and local academic standards. Most will be able to progress through the general education curriculum with accommodations and/or other support. Some will need significant modifications in the curriculum.

It is the decision of the case conference committee to determine whether a student should work toward a diploma or certificate of completion. Individual class selection is based on the recommendation of the case conference committee. Decisions must be clearly communicated to the students' parents.

DIPLOMA TRACK

Special education students may receive either a general education diploma (which could also be a Core 40, Academic Honors, or Technical Honors Diploma) or a certificate completion (must have 40 credits but did not pass End of Course Assessments (ECAs). State law requires that all special education students participate in Indiana's assessment system. Students serviced by special education who are not working towards a diploma may participate in an alternative assessment.

Students working towards a general education diploma must meet all state requirements and take all required courses. These courses will be taught in the subject-related departments. Students who require added support in the general education setting will be scheduled into co-taught classes. Co-teaching is an educational approach in which two teachers work in a co-active and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in an integrated setting. In these classes there will be a general education and special education teacher to support students who need accommodations in order to meet the course requirements.

CERTIFICATE OF COMPLETION TRACK

A certificate of completion is an option for special education students. Four years of course work has been developed within the Special Education Department for students to achieve this certificate. Students who are working towards a certificate do NOT take the ISTEP+ but will be assessed on the ISTAR by their teacher of record.

CAREER AWARENESS/ JOB SHADOWING (certificate)

69589 (6958-6959)

This course is designed to help students identify personal and societal values met through work. Students become familiar with career possibilities in the marketplace, individual job requirements and training needs for employment. Students visit various job sites. Students are required to complete a career interest inventory and a vocational transition assessment in order to move on to Career Preparation/Training.

Grade 9

PREREQUISITES: Completion of Career Interest Inventory and Vocational Transition Assessment as well as recommendation of the case conference committee.

CAREER PREPARATION/TRAINING (certificate)

71045 (7104-7105)

This course is designed to help students investigate local occupational and training opportunities as well as determine their personal job skills. Students focus on the skills needed to search, apply, and interview for a job. Students have the opportunity to participate in a variety of short term training opportunities in the community. Students are required to successfully complete a minimum of 10 hours. at 1 job site per semester.

HEALTH (certificate)

8021

This course includes topics of personal fitness, first aid, communicable and non-communicable diseases. Students learn about topics that include sex education, mental health and family living, drugs, alcohol, and community health services available.

INDEPENDENT LIVING SKILLS I (certificate)

7007

This course covers the techniques required to take care of minor household repairs as well as simple house cleaning. Basic meal planning including grocery shopping and healthy food choices are emphasized. Students explore areas, shops, and internet sites to help guide students in all aspects of caring for themselves, family and home.

INDEPENDENT LIVING SKILLS II (certificate)

70089

In this course students learn the skills necessary to live independently. Topics covered include housing costs (renting, leasing, mortgages), transportation costs (bus, taxi, car buying), budgeting for bills, internet, cell phone, laundry, and yearly taxes.

INTERN PROGRAM 1-4 (certificate)

70512 (7051-7052)

70534 (7053-7054)

The INTERN Program is designed to help South Bend Community School Corporation students with disabilities to stay in school, find a way to make a living and obtain jobs in their chosen field of interest. Students spend a half day in school and a half day on the community job site. These are not paid positions. Students can spend up to one semester at each INTERN training site. The program adds an additional option for students and supports research indicating that vocational assessment and training should take place in integrated community settings.

PREREQUISITE: Recommendation of case conference committee and for students in the BEST program, prior approval from the INTERN coordinator.

INTERPERSONAL SKILLS (certificate)

69567 (6956-6957)

This course focuses on skills needed to develop and maintain positive relationships with family, friends, teachers, employers, and people in the community. The student will learn to develop coping strategies, anger management, and conflict resolution skills for school, home, work, and the community.

APPLIED ENGLISH 9-10 (certificate)

1121C-1122C

1121L-1122L

This is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students deliver ability appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information. 4 units maximum

Grade 9-10

APPLIED ENGLISH 11-12 (certificate)

APPLIED GEOGRAPHY and HISTORY OF THE WORLD) 4 units maximum

STREET LAW (certificate)

7006

This course provides students with the opportunity to explore and identify current local, state, and national laws that will impact their day-to-day living. The content of this course is designed to promote an understanding of the American legal system with emphasis on criminal, civil, and juvenile laws as well as individual rights.

UNITED STATES GOVERNMENT (certificate)

APPLIED UNITED STATES HISTORY (certificate)

WORK EXPERIENCE (certificate)

69601 (6960-6961)

Students receive on-the-job training at a community work site. The student's performance on the job is evaluated jointly by the employer and school staff.

LIFE SKILLS PROGRAM

The following courses are offered to special education students who are on a non-diploma track (typically students with moderate and severe disabilities). Priority skills will be identified in each student's Individual Education Plan (IEP).

ADAPTIVE HOME ECONOMICS

69145 (6914-6915)

These courses are offered to assist in learning functional skills; such as, food preparation, eating, nutrition, shopping, purchasing, and eating in restaurants and skills relating to health and safety and human awareness.

ADAPTED PHYSICAL EDUCATION

69101 (6910-6911)

Students in these courses will participate in activities involving gross motor activities, endurance, competitive group games, weight training and/or swimming.

CAREER AWARENESS/JOB SHADOWING

69589 (6958-6959)

This course is designed to help the student identify personal and societal values met through work. The student will become familiar with career possibilities in the marketplace, individual job requirements and training needs for employment. The student will have the opportunity to visit job training sites in the community that are part of the program.

COMMUNITY BASED TRAINING

69023 (6902-6903)

Students in these courses will apply skills learned in the classroom to practical applications in the community; such as, shopping, banking, safe mobility and access to recreation and leisure opportunities.

FUNCTIONAL LANGUAGE ARTS

69123 (6912-6913)

These courses are designed to provide students with functional reading, writing, and communication skills.

FUNCTIONAL MATH

69067 (6906-6907)

These courses are designed to provide students with functional money, time and math skills.

FUNCTIONAL SCIENCE

69167 (6916-6917)

This course is designed to provide a basic understanding of and/or demonstration of the following; energies that make things move; human factors related to heredity health and nutrition; ecosystems including plants and animals; energy from sun, water, and wind; cellular structure and the impact of recycling, reusing and reducing for our environment.

FUNCTIONAL SOCIAL STUDIES

69189 (6918-6919)

This course is designed to provide students demonstration of the following: Economics – goods/services based on peoples' countries; Geography – use of globes, maps & technology to locate & gain information on places, common characteristics of specific regions. US Government – rights and responsibilities of citizens, basic structure of state and federal government; working as a group to solve a problem & make a change; US History – use of multiple sources to create a sequence of events from a historical period, roles of leaders, impact of technology advancements, increased participation in our society by people of various cultures, race & ethnicities.

INTERN PROGRAM 1-4

70512 (7051-7052)

70534 (7053-7054)

The INTERN program is designed to help students with disabilities stay in school, find a way to make a living, and obtain jobs in their chosen fields. The students spend a half day in school and a half day on the job site. Students can spend up to one semester at each INTERN training site.

RECREATION AND LEISURE SKILLS

69045 (6904-6905)

Students in this course will sample a variety of sports and leisure skills, learning simple rules, use of equipment, accessing these activities in the community, safety strategies and working cooperatively with peers. Students will also develop specific independent leisure time skills (i.e., hobbies, crafts and art activities).

VOCATIONAL ACTIVITIES

69001 (6900-6901)

These courses are designed to provide students with information about various jobs/tasks and skills needed for these. It will stress problem solving, endurance, time on task, the rate of completion of task, accuracy of task, materials management and appropriate interactions with supervisor and other workers.

WORK EXPERIENCE

69089 (6908-6909)

Students involved in these courses will sample a variety of jobs both as training sites and for pay. These work experiences will lead to the transition to sheltered supported or competitive work settings once their public school experiences are completed.

JUNIOR RESERVE OFFICER TRAINING CORPS (ROTC)

The MISSION of Junior ROTC is to “motivate young people to be better Americans.” The objectives are to promote and encourage citizenship, strengthen self-esteem, develop leadership potential, improve physical fitness, promote high school completion, promote higher education goals and provide an incentive to live healthy and drug free.

Participation in the Air Force JROTC program in no way incurs any obligation to enlist in the United States Armed Forces after graduation. Students who successfully complete four years of the AFJROTC program, may apply for scholarships through the Senior AFROTC programs offered at many colleges and universities throughout the United States. Successful completion of the university level ROTC program incurs an obligation for the student to serve as a commissioned officer in the military service of their choice. Should a high school graduate of the Air Force JROTC program elect to enlist in one of the Armed Forces, certain advanced promotion benefits are offered to that student by that particular armed service. High school graduates completing four years of the Air Force Junior ROTC program, may apply for up to 16 semester hours of college credit through the University of Colorado at Colorado Springs. Students should see their counselors to enroll or to receive further information about the program in their schools. The curriculum focus of each branch of the service will differ in content.

JROTC students may earn up to two credits in physical education upon successful completion of these classes, earned at a rate of one credit earned per semester.

WASHINGTON HIGH SCHOOL (AIR FORCE)

AEROSPACE SCIENCE 1 - 2

44512 (4451-4452)

Aerospace Science 1 - 2 is the first of three courses in the Air Force Junior Reserve Officers Training Corps (AFJROTC) program. Sixty percent (60%) of the curriculum is devoted to Aerospace Science, including the heritage of flight, development of airpower, military aerospace, and policy and organization. Forty percent (40%) of the curriculum is devoted to Leadership Education, including introduction to AFJROTC, elements of good followership, personal development skills and health awareness. The objectives of the AFJROTC

program are to 1) develop informed citizens, 2) strengthen character, 3) interest students in the aerospace age, 4) promote understanding of the role of the citizen soldier, 5) encourage students to complete high school and 6) promote higher educational goals.

Grades 9-12

AEROSPACE SCIENCE 3 - 4

44534 (4453-4454)

This course has the same six overall objectives as those listed for Aerospace Science 1 - 2. The Aerospace Science portion of the curriculum (60%) includes the aerospace environment, human requirements of flight, principles of aircraft flight and principles of navigation. The Leadership Education portion of the curriculum (40%) includes communication skills, understanding individual behaviors, understanding group behavior and introduction to leadership theory.

PREREQUISITE: Aerospace Science 1 - 2

AEROSPACE SCIENCE 5 - 6

44556 (4455-4456)

This course has the same six overall objectives as those listed for Aerospace Science 1 - 2. The Aerospace Science portion of the curriculum (60%) includes the space environment, space programs, space technology, manned spaceflight, and an Introduction to Astronomy. The Leadership Education portion of the curriculum (40%) includes management theories, stress and financial management, introduction to ethics and citizenship and Global and Cultural Studies.

Grades 11-12

PREREQUISITE: Aerospace Science 3 - 4

AEROSPACE SCIENCE 7 - 8

44578 (4457-4458)

This course is focused on choosing a career path with exposure to Practical Leadership by assignment to specific management positions within the Corps of Cadets under the instructor's supervision. Hands-on exposure affords cadets the opportunity to put theories from previous leadership courses into practice. All planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. Students practice their communication, decision-making, personal interaction, managerial, and organization skills by applying Air Force

standards of discipline and conduct to the overall operation of the Corp of Cadets for the entire school year.

Grade 12

PREREQUISITE: Aerospace Science 5 - 6

RILEY HIGH SCHOOL (MARINES)

LEADERSHIP EDUCATION I

44512 (4451-4452)

Designed for high school freshmen or sophomores, Leadership Education I introduces cadets to the major subjects to lay a foundation for the grade levels to follow. The curriculum focuses on leadership tenets; physical fitness and health; drill and ceremonies; and military organization and orientation. The Leadership Education course materials provided to support each grade level of the MCJROTC are the textbook, student workbook and training aids, and films and visual materials.

Grades 9-10

LEADERSHIP EDUCATION II

44534 (4453-4454)

The second year course is designed for high school sophomores or juniors. It explores each subject in greater detail than Leadership Education I. Some leadership roles are assigned to second year cadets.

Grades 10-11

LEADERSHIP EDUCATION III

44556 (4455-4456)

The third year course is designed for high school juniors or seniors. It emphasizes leadership training and leadership application. The majority of the cadet instructors are third year cadets.

Grades 11-12

SUMMER LEADERSHIP ACADEMY

4459

Summer Leadership Academy (SLA) is a joint Junior ROTC course offered only in the summer. This course is open to JROTC cadets who have successfully completed at least one semester of JROTC. The purpose of the SLA is to prepare cadets to assume leadership roles within their Corps of Cadets. The course consists of classroom instruction on topics such as leadership principles, the importance of teamwork, the role of the officer and the NCO, authority and respect, patriotism, etiquette and protocol, and situational leadership. There is also a strong emphasis on drill and ceremonies, physical fitness, and team sports. *Cadets who successfully complete this course will receive 1/2 semester credit.*

Grades 9-11

PREREQUISITE: 1 semester of JROTC .5 credit course

**South Bend Community School Corporation
Secondary Administration Staff**

John Adams High School (AHS)

Principal	James Seitz
Assistant Principals	Cristina Campos
	Jeanne Dietrich
	Chris Berg
Athletic Director	Bob Tull
Counselors	Tammy Berebitsky
	Michelle Freel
	Kristin Gaines
	Gaye Johnson
	Karen Hernandez
Magnet Coordinator	Caryn Schierbeck
Main Office	Beckie Hernandez
	393-5300
	Fax 283-7704
Guidance Office	393-5314
Athletic Office	393-5324
Magnet Office	393-5321

Clay High School (CHS)

Principal	Timothy Pletcher
Assistant Principals	Denise Boyd
	Robert Smith
	Al Hartman
Athletic Director	Catherine Henderson
Counselors	Katy Buda
	Clinton Hummer
	TBD
Magnet Coordinator	Meghan Beard
Main Office	393-4900
Fax	243-7005
Guidance Office	393-4914
Athletic Office	393-4924
Magnet Office	393-4921

Riley High School (RHS)

Principal	Shawn Henderson
Assistant Principals	Chiquita Adams
	Weston Lambert
Athletic Director	Seabe Gavin
Counselors	Charan Richards
	Toni Cannady
	Allison Cruse
	Thomas Brown
Magnet Coordinator	Ed Marang
Main Office	393-5100
	Fax 283-8405
Guidance Office	393-5115
Athletic Office	393-5123
Magnet Office	393-5170

Washington High School (WHS)

Principal	Thomas Sims
Assistant Principals	Trent Chambliss
	Kemlyn Schreiber
Student Advocate	Todd Stammich
Athletic Director	Garland Hudson
Counselors	Arnez Lee
	Irene Patterson
	Judy Tulchinsky-Prawat
Magnet Coordinator	Susan Rathwick
Main Office	393-5500
Fax	283-7205
Guidance Office	393-5513
Athletic Office	393-5522
Magnet Office	393-5519

Rise Up Academy at Perley

Principal	Francois Bayingana
Assistant Principal	Keith Lewis
Counselor	Anne Coglianesse
Main Office	393-5700
Fax	283-8783