
GENERAL INFORMATION

Grading Policy 2
Procedures for making schedule changes 3
Incompletes 3
Course Re-takes 3
Mid-Term Graduation 3
Earning College Credit in High School 3
NCAA Guidelines 3
Requirements for All Students 4
Diploma Requirements for the Class of 2009 5
Diploma Requirements of the Class of 2010+ 8

DEPARTMENT INFORMATION

Agriculture 11
Art 17
Business 24
Career-Technical Courses 28
Family and Consumer Science 36
Language Arts 41
Mathematics 48
Multidisciplinary 51
Music 52
Physical Education 55
Science 58
Social Studies 61
Technology Education 64
World Language 68

OTHER

ISTEP+ Prep / Study Hall / Driver Education /
Additional Information for College Bound 75

For the 2008-2009 School Year

To: Parents and Students

The information on the following pages has been prepared to assist you in making the right course selections.

Parents should also feel a responsibility to their student to be very certain all state and local requirements are met for graduation. Specific requirements are explained on the following pages.

The course selections should be done very carefully, as the entire school schedule is built upon the courses students select. It is much easier to make correct choices if you take the time to read course descriptions and talk to teachers and counselors before scheduling is complete.

GRADING POLICY

Tippecanoe Valley High School calculates grades on a 12-point scale.
Grades are awarded points in the following manner:

A+ = 12	B+ = 9	C+ = 6	D+ = 3	F = 0
A = 11	B = 8	C = 5	D = 2	
A- = 10	B- = 7	C- = 4	D- = 1	

AP and College level courses are weighted.

A+ = 15	B+ = 12	C+ = 9	D+ = 6	F = 0
A = 14	B = 11	C = 8	D = 5	
A- = 13	B- = 10	C- = 7	D- = 4	

STUDENT RANKING

Students shall be ranked during their senior year in the following manner:

1. All students receiving a Core 40 with Academic Honors Diploma shall be ranked first, according to their GPA (Grade Point Average).
2. All students receiving a Core 40 with Technical Honors Diploma shall be ranked second, according to their GPA.
3. All students receiving a Core 40 Diploma shall be ranked third, according to their GPA.
4. All students receiving a General Diploma shall be ranked fourth, according to their GPA.
5. All students receiving a Certificate of Achievement shall be ranked fifth, according to their GPA.

All students must earn the minimum of credits in order to be classified into the following grades: sophomore, 10 credits; junior, 20 credits; and senior, 30 credits.

If a student passes 2 of the 3 grades for a semester they will earn credit for the class.

If they fail 2 of the 3 grades they cannot earn credit for the class.

PROCEDURES FOR MAKING SCHEDULE CHANGES

Schedule changes should be made **by the last day of the prior school year or on day(s) of registration** prior to the beginning of school.

Changes may only be made after the specified dates if:

1. A student has seven credit courses and would like to drop one course for a study hall (**changes must be made within the first 10 days of the term**).
2. An administrative petition (**changes must be made within the first 5 days of the term**).
3. A student needs a change to meet graduation requirements.
4. A student does not meet the prerequisites of the course.
5. A student is not scheduled for six classes each term.
6. A student is removed from a class by administrative decision.
7. A computer error.
8. Class sizes need to be balanced.

INCOMPLETES

All incomplete work must be submitted within 5 week days after the term ends or the grade becomes an F.

COURSE RE-TAKES

A student at TVHS can retake any class in which he or she has earned a grade of D+ or below **if** needed for their diploma or as a prerequisite. Credit toward graduation may only be counted once if credit was previously earned in the same class. All grades earned will be a matter of record and count toward a student's GPA.

EARNING COLLEGE CREDITS IN HIGH SCHOOL

TAKE ADVANCED PLACEMENT CLASSES (AP) & I score successfully on the AP test in the spring

TAKE DUAL CREDIT COURSES (mostly ACP courses)

TAKE EARLY ENROLLMENT COURSES THROUGH A COLLEGE AFTER SCHOOL OR IN THE SUMMER

NCAA CLEARINGHOUSE

Any student who plans to participate in Division I or II sports at the college level must register with the NCAA Clearinghouse. It is recommended that this be done at the start of their senior year. Specific requirements and forms are available in the Athletic Office.

For All Students

Section 1

Students must also successfully complete one of the following.

- A) Pass the Indiana State wide Test of Educational Progress Plus/Graduation Qualifying Exam (ISTEP+/GQE).
- B) Successful completion of Core 40 with a “C” or better in all directed and elective Core 40 courses.
- C) Meet the GQE requirement by:
 - 1. Retake the GQE in the subject area(s) not passed at least one (1) time every year.
 - 2. Complete remediation opportunities as provided by the school.
 - 3. Maintain a 95% attendance rate throughout four years of high school.
 - 4. Maintain “C” average in credits required for graduation.
 - 5. A written recommendation from teacher(s) in subject area in which the student has not received a passing score on the GQE supporting the request for an appeal with concurrence by the building principal.
 - 6. Documentation of achievement of 9th grade academic standards in English/Language Arts and Mathematics on test (other than the GQE) and classroom work.

In the case of students with disabilities the student’s case conference committee may determine if the student fulfills the GQE requirements by meeting the above standards with specific attention to the IEP as it relates to items 1, 2 and 3.

Section 2

Any student not meeting the ISTEP+GQE requirements set forth by the state for a diploma but has successfully completed the minimum credit requirements of Tippecanoe Valley High School and all other criteria for an Indiana diploma will receive a Certificate of Completion. Students in special categories which are unable to meet the minimum requirements for a Certificate of Completion will receive a Certificate of Achievement.

Section 3

Any student not meeting the ISTEP+GQE requirements set forth by the state for a diploma but has successfully completed the minimum credit requirements of Tippecanoe Valley High School and all other criteria for an Indiana diploma will receive a Certificate of Completion. Students in special categories which are unable to meet the minimum requirements for a Certificate of Completion will receive a Certificate of Achievement.

Section 4

Health credit Note: (The Health and Safety credit may be waived for a student if the student's program includes three (3) credits from the following Family and Consumer Sciences courses: (A) Child Development and Parenting; (B) Human Development and Family Wellness; (C) Interpersonal Relationships; (D) Nutrition and Wellness; (E) Orientation to Life and Careers or Adult Roles and Responsibilities.)

Regarding Foreign Students

In most cases, students will be registered as exchange students with senior status and take normal classes. Special emphasis will be given to English/Language Arts, United States History and/or Government. Foreign students will be permitted to participate in graduation exercises but will receive a Certificate of Achievement in lieu of a diploma.

TIPPECANOE VALLEY HIGH SCHOOL

GENERAL DIPLOMA

(The class of 2009)

Section 1

In order to graduate from Tippecanoe Valley High School a student shall complete a minimum of 44 credits and be recommended for graduation by the principal. The 44 credits of high school study shall consist of 24 required credits in the following subjects and 20 elective credits.

English	8 credits	2 cr. in English 9 1 cr. in English 10 1 cr. in Speech 2 cr. in English 11 2 cr. in Eng 12 or Technical Comm.
Math	4 credits	2 cr. must be in Algebra 1 2 cr. additional math
Science	4 credits	2 cr. in a Biological Science 2 cr. in a Physical Science
Social Studies	4 credits	2 cr. in U.S. History 1 cr. Economics 1 cr. Government
Technical	2 credits	(See Technical credit note below)
Physical Ed.	2 credit	
Health	1 credit Health	(or substitution mentioned under All Students pg. 4)
Electives	20 credits	

Technical credit Note: (Two additional credits may be earned in any of the previously required areas of Math, Language Arts, Science, Social Studies or from the list below.)

- Computer Keyboarding/Digital Tool Communication
- Computer Applications
- Computer Programming
- Accounting 2
- Computers In Design
- Communication Processes
- Graphic Communications

INDIANA CORE 40

(The class of and 2009)

Section 1

Language Arts	8 credits	2 cr. in English 9 1 cr. in English 10 1 cr. in Speech 2 cr. in English 11 2 cr. in English 12
Math	6 credits	6 credits must be taken in high school from the following list 2 cr. Algebra 1 2 cr. Algebra 2 2 cr. Geometry 1 cr. Trigonometry 1 cr. Pre-Calculus
Science	6 credits	2 cr. in Biological Science 2 cr. from the following list Integrated Chemistry/Physics, Chemistry 1 or Physics 1 2 cr. from the following list Earth/Space Science, Biology 2, Anatomy, Chemistry 1, Physics 1
Social Studies	6 credits	2 cr. U.S. History 1 cr. Government 1 cr. Economics 2 cr. World History
<u>Section 2</u>	8 credits	Choose 8 additional credits from the list above or from Art, Music, Computers, Career Area, or Foreign Language
<u>Section 3</u>	8 credits	Choose 8 additional credits from any course area at school
<u>Section 4</u>	3 credits	2 cr. Physical Education (two terms) 1 cr. Health (or substitution mentioned under All Students pg. 4)
<u>Total Credits</u>	44 credits	

ACADEMIC HONORS DIPLOMA

(The class of 2009)

Section 1

Credit Requirements: a minimum of 47 credits and a minimum 7.0 grade point average are required for an Academic Honors Diploma. Only courses in which a student has earned a "C-" or above may be counted.

Section 2

Subject Area Requirements:

Language Arts	8 credits	2 cr. in English 9 or 2 cr. in English 9A 1 cr. in English 10 or 1 cr. in English 10A 1 cr. in Speech 2 cr. in English 11A 2 cr. in ACP English/or 2 cr. in AP Eng. Lang. & Comp. or Eng 12A
Math	8 credits	2 cr. Algebra 1 2 cr. Geometry 2 cr. Algebra 2 2 cr. in an upper-level mathematics course
Science	6 credits	2 cr. in Biological Science 2 cr. in chemistry or physics or Integrated Chemistry/Physics, Chemistry 1 or Physics 1 2 cr. in an upper-level science course Earth/Space Science, Biology 2, Anatomy, Chemistry 1, Physics 1
Social Studies	6 credits	2 cr. U.S. History 1 cr. Government 1 cr. Economics 2 cr. World History &/or World Geography
Foreign Language	6/8 credits	6 cr. in one language or 4 cr. in one language and 4 cr. in a second language
Fine Arts	2 credits	
Physical Education	2 credit	
Health	1 credit	
Electives	7-11 credits	(or substitution mentioned under All Students pg. 4)

GENERAL DIPLOMA

(The class of 2010+)

Section 1

In order to graduate from Tippecanoe Valley High School a student shall complete a minimum of 44 credits and be recommended for graduation by the principal. The 44 credits of high school study shall consist of 34 required credits in the following subjects and 10 elective credits.

English	8 credits	2 cr. in English 9 2 cr. in English 10 2 cr. in English 11 2 cr. in Eng. 12 or Technical Business Comm.
Math	4 credits	2 cr. must be in Algebra 1 2 cr. additional math
Science	4 credits	2 cr. in a Biological Science 2 cr. in a Physical Science
Social Studies	4 credits	2 cr. in U.S. History 1 cr. Government 1 cr. In Economics
Physical Ed. Health	2 credits 1 credit	(or substitution mentioned under All Students pg. 4)

Career Academic Sequence	6 credits
Flex Credit	5 credits

To earn 5 Flex Credits a student must complete one of the following:

- Additional courses to extend the career academic sequence
- Courses involving workplace learning, which include the following courses
 - Career exploration internship
 - Professional career internship
 - Business cooperative experience
 - Cooperative family and consumer sciences
 - Industrial cooperative education
 - Interdisciplinary cooperative education
 - Marketing field experience
- Advanced career-technical education, college credit
- Additional course in:
 - Language Arts
 - Social Studies
 - Mathematics
 - Science
 - World Languages
 - Fine Arts

Electives	10 credits
-----------	------------

INDIANA CORE 40

(the class of 2010+)

Section 1

Language Arts	8 credits	2 cr. in English 9 1 cr. in English 10 1 cr. in Speech 2 cr. in English 11 2 cr. in English 12
Math	6 credits	6 credits must be taken in high school from the following list 2 cr. Algebra 1 2 cr. Algebra 2 2 cr. Geometry 1 cr. Trigonometry 1 cr. Pre-Calculus (All students are required to take a math or physics course during their junior or senior year)
Science	6 credits	2 cr. in Biological Science 2 cr. from the following list Integrated Chemistry/Physics, Chemistry 1 or Physics 1 2 cr. any Core 40 science course
Social Studies	6 credits	2 cr. U.S. History 1 cr. Government 1 cr. Economics 2 cr. World History
Directed Electives	5 credits	5 credits from the following areas World Languages Fine Arts Career/Technical
Physical Education	2 credits	
Health	1 credit	(or substitution mentioned under All Students pg. 4)
Electives	10 credits	
<u>Total Credits</u>	44 credits	

CORE 40 with ACADEMIC HONORS DIPLOMA

(The class of 2010+)

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits.
- Earn 2 Core 40 fine arts credits.
- Earn a grade of “C” or above in courses that will count toward the diploma.
- Have a grade point average of “B” or above.
- Complete one of the following:
 - Two Advanced Placement courses and corresponding AP exams
 - Academic, transferable dual high school/college courses resulting in 6 college credits
 - One Advanced Placement course and corresponding AP exam and academic transferable dual high school/college course(s) resulting in 3 college credits
 - Score 1200 or higher combined SAT math and critical reading***
 - Score a 26 composite ACT
 - An International Baccalaureate Diploma.

***SAT requirements will be modified with the addition of the writing section.

CORE 40 with TECHNICAL HONORS DIPLOMA

(The class of 2010+)

- For the **Core 40 with Technical Honors** diploma, students must:
- Complete all requirements for Core 40.
- Earn a grade of “C” or above in courses that will count toward the diploma.
- Have a grade point average of “B” or above.
- Complete a career-technical program resulting in 8-10 credits.
- Earn a state-recognized certification or certificate of technical achievement in the career-technical program.

AGRICULTURE

FUNDAMENTALS OF AGRICULTURAL SCIENCE AND BUSINESS

71001 & 71002

2 semesters

1 cr. per semester

Grade level 9-10
Pre-Req.: None

A Core 40, Academic Hon. and Technical Hon. elective

Fundamentals of Agricultural Science and Business is a yearlong course that is highly recommended as a prerequisite and foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to careers and the fundamentals of agricultural science and business. Areas to be covered include: the history, purpose and organization of the FFA Chapter; agricultural literacy, its importance and career opportunities, plant and soil science, environmental science, horticulture and landscape management, agricultural biotechnology, agricultural science, and business tools and equipment, basic principles of and employability in the agricultural/horticultural industry, basic agribusiness principles and skills, developing leadership skills in agriculture, and supervised experience in agriculture/horticulture purposes and procedures. Student learning objectives are defined. Instruction includes not only agriculture education standards but many academic standards are included through the use of "hands-on" problem-solving individual and team activities. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

FOOD SCIENCE

71026

1 semester 1 cr. per semester

Grade level 9-12

A Core 40, Academic Hon. and Technical Hon. elective

Pre-Req.: Fundamentals of Ag. Science Business

School Year Offered: 2007-08; 2009-10; 2011-12

This course is a semester program that provides students with an overview of food science and its importance. Introduction to principles of food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry help students understand the role that food science plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized along with laboratory, team building, and problem solving activities to enhance student learning. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

HORTICULTURAL SCIENCE

71061

1 semester 1 cr. per semester

Grade level 9-12

A Core 40, Academic Hon. and Technical Hon. elective

Pre-Req.: None

School Year Offered: 2006-07; 2008-09; 2010-11

Horticultural Science is a semester course designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, hydroponics, floriculture and floral design, management practices for field and greenhouse production, interior plantscapes, marketing concepts, production of herbaceous, woody, and nursery stock, fruit, nut, and vegetable production, integrated pest management and employability skills. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

LANDSCAPE MANAGEMENT 1

71072

1 semester 1 cr.

Grade level 9-12

A Core 40, Academic Hon. and Technical Hon. elective

Pre-Req.: None

Landscape Management is a semester course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in

the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications, management and employability skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

LANDSCAPE MANAGEMENT 2

71076

1 semester 1 cr.

Grade level 9-12

A Core 40, Academic Hon. and Technical Hon. elective

Pre-Req.: Grade of "C" or better in Landscape Management 1

School Year Offered: 2007-08; 2009-10; 2011-12

Landscape Management 2 is a semester course that provides the students a continuation of learning from the Landscape 1 class. Subject matter in this course will further study environmental approach to the landscape design, economical impact of landscape management, in depth evaluation of the public utilities companies and their impact on the homeowner, along with CAD design processes. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

NATURAL RESOURCE MANAGEMENT 1

71081

1 semester 1 cr.

Grade level 9-12

A Core 40, Academic Hon. and Technical Hon. elective

Pre-Req.: None

School Year Offered: 2007-08; 2009-10; 2011-12

This course is a semester program that provides students with a background in natural resource management. Students are introduced to career opportunities in natural resource management and related industries, soil features, erosion and management practices, conservation practices, water cycles, uses, quality standards, reducing water pollution, conducting water quality tests, watersheds, and its importance to natural resource management, hazardous waste management, native wildlife, waterfowl, wetlands, and fish management, topography map use, management of recreational areas, game bird and animal management, outdoor safety, and weather. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

NATURAL RESOURCE MANAGEMENT 2

71092

1 semester 1 cr.

Grade level 10-12

A Core 40, Academic Hon. and Technical Hon. elective

Pre-Req.: None

School Year Offered: 2006-07; 2008-09; 2010-11

This course is a semester course that specialized in the forestry industry that is prevalent in our school district. Topics include understanding forest ecology importance, recognizing trees and their products, tree growth and development, forest management, measuring trees, timber stand improvement and urban forestry, identification and management of ecosystems, natural succession identification, natural communities, recycling and management of waste in the environment, soil conservation management practices, land uses, and air quality. Further studies of employment opportunities, preparation and collegiate structure will be evaluated in this course. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

FARM MANAGEMENT

71036 **1 semester** **1 cr.**
Grade level 10-12 **A Core 40, Academic Hon. and Technical Hon. elective**
Pre-Req.: Fundamentals of Ag. Science Business
School Year Offered: 2007-08; 2009-10; 2011-12

Farm Management is a semester course that introduces students to the principles of farm organization and management with the utilization of technology. It covers the effects of good and poor management on a farm, economic principles, decision-making, methods for organizing and planning, getting started in the farming business, farm record keeping systems, risk management, and career opportunities in the field of farm management. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

ANIMAL SCIENCE

72041 & 72042 **2 semesters** **1 cr. per semester**
Grade level 10-12 **A Core 40, Academic Hon. and Technical Hon. elective**
Pre-Req.: Fundamentals of Ag. Science Business

This course is a yearlong program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. Areas that the students study may be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction and biotechnology, nutrition, aquaculture, careers in animal science, animal health, and meeting environmental requirements of animals, and management practices for the care and maintenance of animals. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

ADVANCED LIFE SCIENCE, ANIMAL (L)

74001 & 74002 **2 semesters** **1 cr. per semester**
Grade level 11-12 **A Core 40 and AHD science credit**
Pre-Req.: Two years of Core 40/AHD science work
Next Offered 2009-2010

Advanced Life Science, Animals, is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out animal-based laboratory and field investigations as an essential course component. Students

investigate key concepts that enable them to understand animal growth, development and physiology as it pertains to agricultural science. This course stresses the unifying themes of both biology and chemistry as students work with concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology and chemistry in highly advanced agricultural applications of animal development. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

ADVANCED LIFE SCIENCE, PLANT AND SOIL (L)

74021 & 74022

2 semesters

1 cr. per semester

Grade level 11-12

A Core 40 and an AHD science credit

Pre-Req.: Two years of Core 40/AHD science work

Advanced Life Science, Plant and Soil, is a standards-based, interdisciplinary science course that integrates the study of advanced biology, chemistry, and earth science in an agricultural context. Students enrolled in this course formulate, design, and implement agriculturally-based laboratory and field investigations as an essential course component. These extended laboratory and literature investigations focus on the chemical reactions of matter in living and nonliving materials while stressing the unifying themes of chemistry and the development of physical and mathematical models of matter and its interactions. Using the principles of scientific inquiry, students examine the internal structures, functions, genetics and processes of living plant organisms and their interaction with the environmental. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to both biology and chemistry in the context of highly advanced agricultural applications of plants and soils. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

ADVANCED LIFE SCIENCE, FOODS (L)

71031 & 71032

2 semesters

1 cr. per semester

Grade level 11-12

A Core 40 and an AHD science credit

Pre-Req.: Two years of Core 40/AHD science work

Advanced Life Science, Foods, is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out food based laboratory and field investigations as an essential course component. Students understand how biology, chemistry, and physics principles apply to the composition of foods, food nutrition and development, food processing, and storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics and chemistry the context of highly advanced agricultural applications of food. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

PLANT AND SOIL SCIENCE

72051 & 72052

2 semesters

1 cr. per semester

Grade level 10-12

A Core 40, Academic Hon. and Technical Hon. elective

Pre-Req.: *Fundamentals of Ag. Science Business*

School Year Offered: 2006-07; 2008-09; 2010-11

Plant and Soil Science is a yearlong course that provides students with opportunities to participate in a variety of activities including laboratory work. Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, environmental factors affecting plant growth, integrated pest management plants and their

management, 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, grain and forage quality, cropping systems, precision agriculture, principles and benefits of global positioning systems and new technologies, harvesting, and career opportunities in the field of plant and soil science. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

AGRIBUSINESS MANAGEMENT

72001

1 semester

1 cr.

Grade level 10-12

A Core 40, Academic Hon. and Technical Hon. elective

Pre-Req.: Fundamentals of Ag. Science Business

School Year Offered: 2006-07; 2008-09; 2010-11

Agribusiness Management is a semester course that presents the concepts necessary for managing an agriculture-related business from a local and global perspective. Concepts covered in the course include: exploring careers in agribusiness, global visioning, applying E-commerce, risk management, understanding business management and structures, entrepreneurship, the planning, organizing, financing, and operation of an agribusiness, economic principles, credit, computerized record keeping, budgeting, fundamentals of cash flow, federal, state, property and sales tax, insurance, cooperatives, purchasing, the utilization of information technology in agribusiness, marketing agricultural products, developing a marketing plan, advertising and selling products and services, understanding consumers and buying trends, agricultural law applications and employability skills. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

AGRICULTURAL MECHANIZATION

73467 & 73468

2 semesters

1 cr. per semester

Grade level 10-12

A Core 40, Academic Hon. and Technical Hon. elective

Pre-Req.: None

Agricultural Mechanization is a yearlong, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural equipment in concert with utilization of safety and technology. Topics covered include: small and large gas and diesel engine repair, power transfer systems including hydraulic, pneumatic and robotic systems, arc, metal fabrication such as MIG, TIG and SMAW welding, concrete, wood, metal, electricity and electronics, recirculation aquaculture systems, hydroponics systems, surveying, precision farming equipment, remote sensing technology and global positioning systems equipment, building agriculture related buildings and structures including greenhouses, tillage, planting, irrigation, spraying, grain and forage harvesting, feed and animal waste management systems, agricultural industry communications and customer relations, safety and safety resources, career opportunities in the area of agricultural mechanization and employability skills. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

SUPERVISED AGRICULTURAL EXPERIENCE (SAE)

71156

1 semester

1 cr.

Grade level 10-12

A Core 40, Academic Hon. and Technical Hon. elective

Pre-Req.: Grade of "B" or better in Fundamentals of Ag. Science Business

The teacher of this class must approve you to take this class by signing your Schedule Request sheet.

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should experience and apply what is learned in the classroom, laboratory, and training site to real-life situations. Students work closely with their agricultural science and business teacher(s), parents, and/or employers to get the most out of their SAE program. This course should be offered each year as well as during the summer session. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

ART

INTRODUCTION TO TWO-DIMENSIONAL ART (L)

71106

1 semester 1 cr.

Grade level 9-12

A Core 40 and AHD course

Pre-Req.: Students are encouraged to take this course before their senior year.

Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

A) art history, students search for meaning, significance, and direction in two-dimensional works of art and artifacts through in-depth historical study and analysis of artwork from a variety of cultures and time periods;

B) art criticism, students search for meaning, significance, and direction in two-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;

C) aesthetics, students search for meaning, significance, and direction in two-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general;

D) production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. At this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

Additionally, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlation to other disciplines, and (8) explore career options in visual art. Students also identify ways to utilize and support art museums, galleries, studios, and community resources.

ADVANCED TWO-DIMENSIONAL ART (L)

71107

1 semester

1 cr.

Grade level 12

A Core 40 and AHD course

Pre-Req.: Grade of "B" or better in Intro. To Two Dimensional Art, and two or more art courses

The teacher of this class must approve you to take this class by signing your Schedule Request sheet.

Students in Advanced Two-Dimensional Art build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in two-dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- art criticism, students search for meaning, significance, and direction in two-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- aesthetics, students search for meaning, significance, and direction in two-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their own ideas and definitions in relation to the art community in general; and
- production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. (cont.)

Additionally, students: (1) create independent and advanced works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find a direct correlation to other disciplines, and (8) explore career options in visual art. Students also utilize art museums, galleries, studios, and community resources in their studies.

DRAWING 1 (L)

71126

1 semester

1 cr.

Grade level 10-12

A Core 40 and AHD course

Pre-Req.: Intro. To Two Dimensional Art

Students in Drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- **art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary drawings from a variety of cultural groups identifying relationships between context, form, and function;**
- **art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary drawings;**
- **aesthetics, students search for meaning, significance, and direction in their work by: (1) formulating evaluations of historic and contemporary drawings, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and**
- **production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition, students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. Students at this level produce works for their portfolios, which demonstrate a sincere desire to explore a variety of ideas and problems.**

Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to drawing. Art museums, galleries, studios and community resources are utilized.

DRAWING 2 (L)

72166

1 semester

1 cr.

Grade level 10-12

A Core 40 and AHD course

Pre-Req.: Grade of "C" or better in Drawing 1

Students in Drawing 2 engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary drawings from a variety of cultural groups identifying relationships between context, form, and function;
- art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary drawings;
- aesthetics, students search for meaning, significance, and direction in their work by: (1) formulating evaluations of historic and contemporary drawings, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition, students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. Students at this level produce works for their portfolios, which demonstrate a sincere desire to explore a variety of ideas and problems.

Students create advanced drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to drawing. Art museums, galleries, studios and community resources are utilized.

PAINTING 1 (L)

71146

1 semester

1 cr.

Grade level 10-12

A Core 40 and AHD course

Pre-Req.: Intro. to Two Dimensional Art

Students taking the class in Painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary paintings from a variety of cultural groups, identifying relationships between context, form, and function;
- art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary paintings;
- aesthetics, students search for meaning, significance, and direction in their work by formulating evaluations of historic and contemporary paintings, responding to personal questions about the nature of art, reflecting on their changing definitions of art, and assessing their ideas in relation to the art community; and
- production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In

addition students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) use a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. Students at this level produce works for their portfolios, which demonstrate a sincere desire to explore a variety of ideas and problems.

Within this context, students: (1) create abstract and realistic paintings, (2) reflect upon the outcome of these experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options related to painting. Art museums, galleries, studios and/or community resources are utilized.

PAINTING 2 (L)

72106

1 semester

1 cr.

Grade level 10-12

A Core 40 and AHD course

Pre-Req.: Grade of "C" or better in Painting 1

Students taking the class in Painting 2 engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary paintings from a variety of cultural groups, identifying relationships between context, form, and function;
- art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary paintings;
- aesthetics, students search for meaning, significance, and direction in their work by formulating evaluations of historic and contemporary paintings, responding to personal questions about the nature of art, reflecting on their changing definitions of art, and assessing their ideas in relation to the art community; and
- production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) use a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. Students at this level produce works for their portfolios, which demonstrate a sincere desire to explore a variety of ideas and problems.

Within this context, students: (1) create advanced abstract and realistic paintings, (2) reflect upon the outcome of these experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options related to painting. Art museums, galleries, studios and/or community resources are utilized.

SCULPTURE 1 (L)

71166

1 semester

1 cr.

Grade level 10-12

A Core 40 and AHD course

Pre-Req.: Intro. to Two Dimensional Art

School Year Offered: 2009-10; 2011-12; 2013-14

Students in Sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary sculpture from a variety of cultural groups identifying relationships between context, form, and function;
- art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary sculpture;
- aesthetics, students search for meaning, significance, and direction in their work by: formulating evaluations of historic and contemporary sculpture, (2) responding to personal questions about the nature of sculpture, (3) reflecting on their changing definitions of sculpture, and (4) assessing their ideas in relation to the art community; and
- production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. Students also use organizational principles and functions to solve specific visual problems and develop skills in applying media, techniques, and processes with sufficiency to communicate intended meaning. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios, which demonstrate a sincere desire to explore a variety of ideas and problems.

Students create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. In addition, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to sculpture. Art museums, galleries, studios, and community resources are utilized.

SCULPTURE 2 (L)

72186

1 semester

1 cr.

Grade level 10-12

A Core 40 and AHD course

Pre-Req.: Grade of "C" or better in Sculpture 1

School Year Offered: 2009-10; 2011-12; 2013-14

Students in Sculpture 2 engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary sculpture from a variety of cultural groups identifying relationships between context, form, and function;
- art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary sculpture; (cont.)
-
- aesthetics, students search for meaning, significance, and direction in their work by: formulating evaluations of historic and contemporary sculpture, (2) responding to personal questions about the nature of sculpture, (3) reflecting on their changing definitions of sculpture, and (4) assessing their ideas in relation to the art community; and
- production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork.

Students also use organizational principles and functions to solve specific visual problems and develop skills in applying media, techniques, and processes with sufficiency to communicate intended meaning. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios, which demonstrate a sincere desire to explore a variety of ideas and problems.

Students create advanced realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. In addition, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to sculpture. Art museums, galleries, studios, and community resources are utilized.

VISUAL COMMUNICATION 1

72121

1 semester

1 cr.

Grade level 10-12

A Core 40 and AHD course

Pre-Req.: Intro. to Two Dimensional Art

School Year Offered: 2008-09; 2010-11; 2012-13

Students in Visual Communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of the cultural context of visual communication identifying relationships between context, form, and function;
- the relationships between context, form, function, and meaning in their own work and in current work designed for advertising and visual communication;
- aesthetics, students search for meaning, significance, and direction in their work by: (1) formulating evaluations of works of visual communication, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition, students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) produce works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems.

Students create advertising designs and utilize graphic design, typography, illustration, and computer technologies. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find correlations to other disciplines, and (7) explore career options related to visual communication. Art museums, galleries, studios and community resources are utilized.

VISUAL COMMUNICATION 2

72142

1 semester

1 cr.

Grade level 10-12

A Core 40 and AHD course

Pre-Req.: Grade of "C" or better in Visual Communication 1

School Year Offered: 2008-09; 2010-11; 2012-13

Students in Visual Communication 2 engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of the cultural context of visual communication identifying relationships between context, form, and function;
- art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in current work designed for advertising and visual communication;
- aesthetics, students search for meaning, significance, and direction in their work by: (1) formulating evaluations of works of visual communication, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition, students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) produce works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems.

Students create advanced advertising designs and utilize graphic design, typography, illustration, and computer technologies. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find correlations to other disciplines, and (7) explore career options related to visual communication. Art museums, galleries, studios and community resources are utilized.

BUSINESS

CAREER PLANNING AND SUCCESS SKILLS

90011

Grade level 9

Pre-Req.: None

1 semester

1 cr.

A Core 40, Academic Hon. and Technical Hon. elective

Career Planning and Success Skills is a career and technical education business course that is designed to address the knowledge, skills, and behaviors all students need to live, plan, and work successfully in today's

society. This course includes exploring career clusters, developing leadership/teamwork skills, researching/collecting labor market data, and developing career plans. The employment process is explored through searching for jobs, completing applications, completing resumes, participating in interviews, gaining job-survival skills, and understanding employee evaluations. Extensive practice in reading, writing, listening, and speaking skills is provided. Thinking skills such as decision making, problem solving, and reasoning are utilized through research, report writing, technical writing, and interpreting data. Instructional strategies should include use of the Internet to conduct career research, job shadowing, mentoring, internships, field trips, projects, computer and technology applications, and cooperative ventures between school and community.

BUSINESS FOUNDATIONS

71201 & 71202
Grade level 9-12
Pre-Req.: None

2 semesters **1 cr. per semester**
A Core 40, Academic Hon. and Technical Hon. elective

Business Foundations, an introductory business course, provides the framework for all future business courses. This core course acquaints students with economics, entrepreneurship, management, marketing, law, risk management, banking, personal finance, and careers in business. The importance and application of business etiquette and ethics are included. Instructional strategies may include simulations, projects, and cooperative ventures between the school and the community.

DIGITAL COMMUNICATION TOOLS

71226
Grade level 9-12
Pre-Req.: None

1 semester **1 cr.**
A Core 40, Academic Hon. and Technical Hon. elective

Digital Communication Tools is a business course that prepares students to use computerized devices and software programs to effectively handle communication-related school assignments and to develop communication competencies needed for personal and professional activities after graduation. Students will learn the capabilities and operation of high-tech hardware and software and will develop proficiency using a variety of computer input and output technologies, including touch keyboarding, speech recognition and handwriting recognition. Knowledge of hardware, software, and input and output proficiencies will be applied to communication situations that require problem solving and critical thinking. The projects included in this course will enable students to enhance their math, reading, listening, writing, speaking, and information presentation skills.

COMPUTER APPLICATIONS

72646
Grade level 9-12
Pre-Req.: Computer Keyboarding

1 semester **1 cr.**
A Core 40, Academic Hon. and Technical Hon. elective

Computer Applications is a business course that provides instruction in software concepts using a Windows-based professional suite, which includes word processing, spreadsheet, database, graphics, and presentation applications. Instruction in basic computer hardware and operating systems that support software applications is provided. Additional concepts and applications dealing with software integration, Internet use, and information about future technology trends are included. Instructional strategies include teacher demonstrations, collaborative instruction, interdisciplinary and/or culminating projects, problem-solving and critical-thinking activities, simulations, and mini baskets/in-basket projects.

ACCOUNTING 1

72241 & 72242
Grade level 10-12
Pre-Req.: None

2 semesters **1 cr. per semester**
A Core 40, Academic Hon. and Technical Hon. elective

Accounting I is a business course that introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and corporations using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making. Instructional strategies include the use of computers, projects, simulations, case studies, and business experiences requiring the application of accounting theories and principles.

ACCOUNTING 2

73201 & 73202
Grade level 11-12
Pre-Req.: Grade of "C" or better in Accounting 1
School Year Offered: 2007-08; 2009-10; 2011-12

2 semesters **1 cr. per semester**
A Core 40, Academic Hon. and Technical Hon. elective

Accounting II, an advanced-level business course, builds upon the Generally Accepted Accounting Principles (GAAP) and procedures learned in Accounting I. Emphasis is placed on managerial decisions made in corporate accounting, including in-depth analysis of financial statements. Instructional strategies include the use of spreadsheets, word processing, and accounting software. Projects, simulations, case studies, and business experiences are used to apply accounting theories and produce appropriate financial reports.

MARKETING

73241
Grade level 10-12
Pre-Req.: Business Foundations
School Year Offered: 2007-08; 2009-10; 2011-12

1 semester **1 cr.**
A Core 40, Academic Hon. and Technical Hon. elective

Marketing Foundations is a business course that 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. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects focused on the marketing functions such as those available through the DECA program of co-curricular activities.

ENTREPRENEURSHIP

73242
Grade level 11-12
Pre-Req.: Business Foundation
School Year Offered: 2006-07; 2008-09; 2010-11

1 semester **1 cr.**
A Core 40, Academic Hon. and Technical Hon. elective

Entrepreneurship is a specialized business course designed to enable students to acquire the knowledge and develop the skills needed to effectively organize, develop, create, and manage their own business. Topics addressed include the assessment of entrepreneurial skills, the importance of business ethics, and the role of entrepreneurs in a free enterprise system. Students will develop a written business plan for a business of their choice. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects available through the BPA/DECA programs of co-curricular activities.

BUSINESS AND PERSONAL LAW

73226

1 semester 1 cr.

Grade level 11-12

A Core 40, Academic Hon. and Technical Hon. elective

Pre-Req.: None

Business and Personal Law provides an overview of the legal system. Topics covered include: Basics of the Law, Contract Law, Employment Law, Personal Law, and Property Law. Both criminal and civil trial procedures are presented. Instructional strategies include mock trials, case studies, professional mentoring, job shadowing, field trips, guest speakers, and Internet projects.

BUSINESS MATHEMATICS

74512 & 74513

2 semesters 1 cr. per semester

Grade level 10-12

A Core 40, Academic Hon. and Technical Hon. elective

Pre-Req.: Algebra 1

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

TECHNICAL/BUSINESS COMMUNICATION

11871 & 11872

2 semesters 1 cr. per semester

Grade level 11-12

A Core 40, Academic Hon. and Technical Hon. elective

Pre-Req.: Computer Keyboarding & Computer Applications

Technical/Business Communication is a business course that provides students with the communication and problem-solving skills to function effectively in the workplace. Areas of study include written/oral/visual communication, listening, informational reading, Internet research/analysis, and electronic communication. Concepts addressed will include adapting communication to the situation, purpose, and audience. Students produce documents related to employee handbooks, instructional manuals, employment communication, organizational communication, business reports, and social and professional situations using word processing, presentation, multimedia, and desktop publishing software. Instructional strategies should include team projects, class or small group discussions, case studies or scenarios, community-based projects, technology, and business experiences.

BUSINESS MANAGEMENT

72256

1 semester 1 cr.

Grade level 11-12

A Core 40, Academic Hon. and Technical Hon. elective

Pre-Req.: Business Foundations, Computer Applications

Business Management, an advanced-level business course, focuses on the opportunities and challenges of ethically managing a business in the free enterprise system. Students will attain an understanding of management theories and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized. Instructional strategies include job shadowing, simulations, guest speakers, tours, Internet research, and business experiences.

DESKTOP PUBLISHING

71237

Grade level 10-12

Pre-Req.: Computer Keyboarding

1 semester

1 cr.

A Core 40, Academic Hon. and Technical Hon. elective

Desktop Publishing is a business course designed to allow students to develop proficiency in using desktop publishing software to create a variety of printed publications. Students will incorporate journalistic principles in design and layout of print and Web publications including integration of text and graphics and use sophisticated hardware and software to develop and create quality materials for business related tasks. Students will incorporate the process of analyzing information and audience and choosing the appropriate visual signals to communicate the desired message effectively. Applied principles are used to analyze and organize information, set up a design structure, and produce special visual expressions. Instructional strategies may include computer/technology applications, teacher demonstrations, collaborative instruction, interdisciplinary and /or culminating projects, problem-solving and critical thinking activities, simulations and project-based learning activities.

WEB DESIGN

71238

Grade level 10-12

Pre-Req.: Computer Applications

1 semester

1 cr.

A Core 40, Academic Hon. and Technical Hon. elective

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

CAREER-TECHNICAL COURSES

WARSAW AREA CAREER CENTER

The following courses are offered through the Warsaw Area Career Center. Students who are interested in any of these courses should read the description and prerequisites carefully to make sure they qualify for the class. The students must set aside the number of hours necessary for the program plus one period for transportation to Warsaw. Students must have their own transportation to the class. The student may apply for any of these programs, but placement into that program is not guaranteed. Application deadlines will be announced at a later time. Any late applications are not accepted. If you are participating in a sport make sure and taking one of these courses that you have a total of 5 credits per semester.

GRAPHIC IMAGING TECHNOLOGY

72653 & 72654

2 semesters-2period 2 cr. per semester

Grade level 11-12

A Core 40 directed elective as part of a technical career area

Pre-Req.: Grade of "C" or better in Communication Processes

Graphic Imaging Technology will include organized learning experiences that focus on theory and laboratory activities in pre-press, press and finishing operations. Emphasis will be placed on design and layout leading to computerized electronic image generation, plate preparation, pressroom operations, and finishing techniques. The course will include actual production processes in conjunction with classroom assignments using the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

BUILDING TRADES TECHNOLOGY 1

73503 & 73504

2 semesters -3 periods

3 cr. per semester

Grade level 11-12

A Core 40 directed elective as part of a technical career area

Pre-Req.: None

Building Trades Technology includes classroom and laboratory experiences concerned with the erection, installation, maintenance, and repair of buildings, homes, and other structures using a variety of materials such as metal, wood, stone, brick, glass, concrete, or composition substances. Instruction covers a variety of activities such as cost estimating; cutting, fitting, fastening, and finishing various materials; the uses of a variety of hand and power tools; and, blueprint reading and following technical specifications. Knowledge concerning the physical properties of materials should also be emphasized. Instruction in plastering, masonry, tile setting, dry wall installation, plumbing, residential wiring and roofing should be covered in the course of study. Additional areas of instruction can include operation and maintenance of heavy equipment used in the construction industry and processes used for digging, grading, clearing, and excavating. Students will develop accurate and precise measuring skills and an advanced understanding of volume and area calculations as well as the advanced mathematical skills required for construction of rafters, stair stringers, and complex angles. Estimation skills will be strengthened through activities such as ordering of materials and planning construction jobs. Scientific principles will be reinforced through weight load exercises, span length determinations, and the study of relative strength. Reading skills as well as oral and written communication skills will also be emphasized to ensure students' abilities to accurately interpret instructions and provide information to customers and colleagues. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes. Offered at TVHS

BUILDING TRADES TECHNOLOGY 2

64603 & 64604

2 semesters -3 periods

3 cr. per semester

Grade level 11-12

A Core 40 directed elective as part of a technical career area

Pre-Req.: Building Trades 1

Building Trades should include classroom and laboratory experiences concerned with the erection, installation, maintenance and repair of buildings, homes and other structures using assorted materials such as metal, wood, stone, brick, glass, concrete or composition substances. Instruction should provide a variety of activities such as cost estimating; cutting, fitting, fastening and finishing various materials; the uses of a variety of hand and power tools; and blueprint reading and following technical specifications. Knowledge concerning the physical properties of materials should also be emphasized. Instruction in plastering, dry wall installation and roofing should be covered in the course of study. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes. Offer at TVHS.

ICE - INTERDISCIPLINARY COOPERATIVE EDUCATION

(Including Related Instruction and On-The-Job Training)

The following two courses describe the two components of the Interdisciplinary Cooperative Education method of instruction.

74943 &, 74944(take w/74933&74934)
Grade level 12
Pre-Req.: Instructor Approval

2 semesters –1 period 1 cr. per semester
A Core 40 directed elective as part of a technical career area

Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. This approach is especially valuable in enriching the small school's career and technical education program where a traditional cooperative program of clustered occupations cannot be identified because of varied student interest and diverse training stations. The following two components must be included as part of the Interdisciplinary Cooperative Education course.

Related Instruction, that is classroom based, shall be organized and planned around the activities associated with the student's individual job and career objectives in a career cluster area; and shall be taught during the same semesters as the student is receiving on-the-job training. The concepts, skills, and attitudes basic to occupational competence are to be taught in school and are to be applied and tested on the job. The sequence of related instructional topics in school shall be continuously correlated with the student's job activities.

Because each student's on-the-job activities will vary according to the types of occupations in which they have been placed, part of the related instructional time needs to be individualized in such ways as: (a) using group instruction, but individualizing the assignment so that the learning is applied to each student's own work experience, and (b) using individual study assignments such as projects, job study guides, and individual reading assignments.

For a student to become occupationally competent and therefore employable, the related instruction should cover in varying proportions: (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.

This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

ON-THE-JOB TRAINING

74933 & 74934(take w/74943 & 74934)
Grade level 12
Pre-Req.: Instructor Approval

2 semesters -3 periods 2 cr. per semester
A Core 40 directed elective as part of a technical career area

On-the-Job Training is the actual work experience in an occupation in any one of the Indiana career clusters that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with pre-determined training plans and agreements and who assist in evaluating the student's job performance.

PRECISION MACHINE TECHNOLOGY 1

65353 & 65354
Grade level 11-12
Pre-Req.: None

2 semesters -3 periods 4 credit course
A Core 40 directed elective as part of a technical career area

Precision Machine Technology includes a wide range of classroom and laboratory experiences that develop skills and knowledge in the shaping of metal parts. Emphasis is placed on basic precision machining operations including the use of lathes, drill presses, and grinders, in addition to mill and bench work. Instruction includes the use and care of other precision tools such as micrometers, indicators, combination squares, scales, and calipers. Advanced instruction should include preparation in the use of Computer Numerically Controlled (CNC) machines that reflect current industry practices. Application of mathematical skills and blue print reading is part of the daily experience. Technical reading and writing skills will also be emphasized. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes. Students are required to purchase safety equipment for this class. A list of anticipated fees is available in the guidance office.

PRECISION MACHINE TECHNOLOGY 2

75363 & 75364

Grade level 12

Pre-Req.: Machine Shop 1

2 semesters -3 periods

4 credit course

A Core 40 directed elective as part of a technical career area

This course offers more advanced training on the machines used in the beginning course. The first semester concentrates on problem solving, materials, production techniques and tool and die making. The second semester focuses on CNC programming, set-up and operations. Credits earned in the program are transferable to Ivy Tech State College. On completion of the program students attaining a "B" or better average are given a Machine Shop certificate. This certificate is recognized by Warsaw and surrounding area employers as recognition of accomplishment and considered a recommendation for employment. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

RADIO/TV BROADCASTING/TELECOMMUNICATIONS

75401 & 75402

Grade level 12

Pre-Req.: Applied Communication 1

2 semesters -3 periods

4 credit course

A Core 40 directed elective as part of a technical career area

Radio/TV Broadcasting/Telecommunications provides instruction to develop and enhance competencies in various communication, marketing, media, production, and technical functions and tasks performed by employees, including management personnel, in radio/TV broadcasting and telecommunications occupations. Emphasis is placed on career opportunities, production, programming, promotion, sales, announcing, broadcast equipment operation, news and sports casting, broadcast regulations and laws, station organization, technical oral/written communication, and listening skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, such as the operation of an in-school radio, television, telecommunications, or distance learning studio, job shadowing, field trips, and internships.

This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

COMPUTER OPERATIONS/VISUAL BASIC

73606 & 73607

Grade level 11-12

Pre-Req.: Algebra 1 & Computer Kybd. 1

2 semesters -2 periods

2 credit course

A Core 40 directed elective under Computers

Students training in the areas of hardware and software programming and analysis will learn to design, develop, test, document, implement and maintain computer systems and software. Students will select from program specialties that will lead to computer training in computer operating systems, programming languages, software development, application and computer maintenance. Skills needed to acquire certifications will be an integral part of this program. (i.e. Visual Basic) Essential skill areas include but are not limited to: Computer System Architecture; Programming Analysis; Software Design; Application/Operating System Programming; GUI/Interface; WEB Design Utilization; Computer Application Development and Implementation.

- Content standards and competencies are defined based on business and industry standards and certification standards.

- Indiana’s Academic Standards for Language Arts and Mathematics have been incorporated into this course.
- Although IT Programming and Software Development may benefit all career clusters, this program is recommended as a component of the following: Business, Management, and Finance; Engineering, Science, and Technologies.
- This course may fulfill the two credits for graduation in technology.

COMPUTER OPERATIONS/C++

73609 & 73610

Grade level 11-12

Pre-Req.: Algebra 2 & Computer Kybd. 1

2 semesters -2 periods

2 credit course

A Core 40 directed elective under Computers

Students training in the areas of hardware and software programming and analysis will learn to design, develop, test, document, implement and maintain computer systems and software. Students will select from program specialties that will lead to computer training in computer operating systems, programming languages, software development, application and computer maintenance. Skills needed to acquire certifications will be an integral part of this program. (i.e. C/C++) Essential skill areas include but are not limited to: Computer System Architecture; Programming Analysis; Software Design; Application/Operating System Programming; GUI/Interface; WEB Design Utilization; Computer Application Development and Implementation.

- Content standards and competencies are defined based on business and industry standards and certification standards.
- Indiana’s Academic Standards for Language Arts and Mathematics have been incorporated into this course.
- Although IT Programming and Software Development may benefit all career clusters, this program is recommended as a component of the following: Business, Management, and Finance; Engineering, Science, and Technologies.
- This course may fulfill the two credits for graduation in technology.

INTRODUCTION TO HEALTH CAREER SYSTEMS

76101 & 76102

Grade level 12

Pre-Req.: “C” or better GPA & application

2 semesters -3 periods

3 credits per semester

A Core 40 directed elective as part of a technical career area

The class meets 7:30 a.m.-10:30 p.m. and is taught at Ivy Tech Community College-Warsaw. Students must provide their own transportation. There are additional fees of approximately \$180 to cover KCH required testing (Mantou/TB), drug screening, background checks, scrubs, special workbooks, etc. and these fees not subject to reduced fees.

Introduction to Health Care Systems introduces students to various aspects of the health care industry. Students have the opportunity to explore a number of health related disciplines, learn associated entry level skills, compare educational requirements, credentialing and job opportunities of each with their personal abilities and interests as a means to making informed career choices. Varied instructional strategies and technologies are used to introduce medical terminology, anatomy and physiology, content of the Indian Health Occupations Education Competency-Based Curriculum and health concepts found in the health and safety courses; with emphasis on a healthy life-style, wellness and health maintenance. The students are also introduced to the health specific career and technical student youth organization, Health Occupations of America (HOSA).

Students will investigate career choices by participating in and completing a series of clinical site visits in areas that are of interest to them as well as targeted demands areas for future job openings.

INTRODUCTION TO HEALTH CAREER SYSTEMS/CERTIFIED NURSING ASSISTANT

76201 & 76202

2 semesters – 3 periods

3 credits per semester

Grade level 12

A Core 40 directed elective as part of a technical career area

Pre-Req.: "C" or better GPA & application

The class meets 11:30 a.m. - 2:30 p.m. and is taught at Ivy Tech Community College-Warsaw. Students must provide their own transportation. There are additional fees of approximately \$180 to cover KCH required testing (Mantou/TB), drug screening, background checks, scrubs, special workbooks, etc. and these fees not subject to reduced fees.

Introduction to Health Care Systems/Certified Nursing Assistant (CAN) introduces students to various aspects of the health care industry, but with a focus on obtaining a CAN certification which will allow them to work in long-term care facilities. Students have the opportunity to explore a number of health related disciplines, learn associated entry level skills, compare educational requirements, credentialing and job opportunities of each with their personal abilities and interests as a means to making informed career choices. Varied instructional strategies and technologies are used to introduce medical terminology, anatomy and physiology, content of the Indiana Health Occupations Education Competency-Based Curriculum and health concepts found in the health and safety courses; with emphasis on a healthy life-style, wellness and health maintenance. The students are also America (HOSA). Students will investigate career choices by participating in and completing a series of clinical site visits in areas that are of interest to them as well as targeted demand areas for future job openings. Upon successful completion of this course, students will become CPR certified, and can receive dual credit from Ivy Tech Community College.

EMT

64947 & 64948

2 terms-3 periods

2 credits per semester

Grade level 12

A Core 40 directed elective as part of a technical career area

Pre-Req.: "C" or better GPA & application

Emergency Medical Technician Training is a vocational course in which students will be trained to become certified EMT's. The course will follow state guidelines and use state certified instructors. It will encompass both written and practical exams. Students may also be required to spend some time working in the emergency room and/or with a local ambulance service. Upon completion of this course, students will be able to take the state exam to become a licensed EMT. Note: although a student does not have to be 18 years old to take this class, they must be 18 to take the state exam. Students must submit an application and be accepted into the class. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes. A special textbook must be purchased for this class and it is not subject to reduced fees.

CULINARY ARTS I

73401 73402

2 semesters -2 periods

2 credits per semester

Grade level 12

A Core 40 directed elective as part of a technical career area

Pre-Req.: "C" or better GPA & application

This course will be taught at Whitko High School. Students must provide their own transportation. This class ends at 3:00p.m. Culinary Arts Careers 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 hospitality and tourism. Instruction and intensive laboratory experiences may include commercial applications of principles of nutritious, aesthetic, and sanitary selection, purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of person with special requirements; related research, development, and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or “on-the-job” or a combinations of the two. Work-based experiences in the food industry are strongly encouraged.

WELDING TECHNOLOGY 1

65421 & 65422

Grade level 11-12

Pre-Req.: Application

2 semesters -3 periods

6 credit course

A Core 40 directed elective as part of a technical career area

Welding Technology includes classroom and laboratory experiences that develop a variety of skills detailed in American Welding Society (AWS) Entry Level Guidelines and Certifications. Areas of study include electric welding and flame and plasma cutting. 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 industrial metals in four basic welding positions. Reinforcement of mathematical skills in geometry, precision measurement, and estimation will be part of the daily instruction. Understanding the principles of metallurgy, gases, and materials science is integral to this course. Safety is emphasized with all equipment and procedures. This is year one of a two-year course offering. The second year offering will become available in school year 2005-2006. A lab fee will be assessed for this class. Students are required to purchase safety equipment for this class. A list of anticipated fees is available in the guidance office. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

WELDING TECHNOLOGY 2

75421 & 75422

Grade level 12

Pre-Req.: Successful completion of Welding Technology 1

2 semesters -3 periods

6 credit course

A Core 40 directed elective as part of a technical career area

Includes fundamental skills achieved in Welding Technology 1 plus TIG welding using a variety of metals. Emphasis will be placed on fabrication techniques to include layout, sequence of operations, set up, positioning, aligning, fitting and welding of parts. Students who become proficient in all phases may have the opportunity for short-term placement with area employers to apply learned skills. Students successfully completing the two-year program may earn certifications through AWS (American Welding Society). A lab fee will be assessed for this class.

EDUCATION AND EARLY CHILDHOOD CAREERS

72551 & 72552

2 semesters-3 periods

6 credit course

- Grade level – 11, 12
- Recommended prerequisite – Child Development and Parenting, Orientation to Life and Careers, Nutrition and Wellness
- Students must apply for this course and must have a “C average to apply.

- This course is taught off site from WHS and students must provide their own transportation and runs from 7:30 am to 9:30 am. The class has a limit of 20 students and is taught in partnership with Ivy Tech Community College in Warsaw. This course has a field experience component along with the classroom work. The student may earn up to 9 hours of college credit at Ivy Tech Community College. The students can choose from two options: 1) Coursework that leads to the Associate of Applied Science or the Associate of Science in Early Childhood Education which transfers to IPFW 's Elementary Education Program, or 2) Coursework that leads to the Child Development Associate Credential (CDA) which is a workforce certification.

Education and Early Childhood Careers is recommended for students with interests in early childhood, education, and related services career paths and provides the foundation for the study in higher education that leads to early childhood, education, and other child-related careers. The course of study includes, but is not limited to: planning and guiding developmentally appropriate activities for young children or school-aged children; developmentally appropriate practices of guidance and discipline; application of basic health and safety principles when working with children; overview of management and operation of licensed child care facilities or educational settings; Indiana state child care regulations and licensing requirements or regulations related to school-aged children; and employability skills. A standards-based plan for each student guides the student's lab or field experiences.

LAW ENFORCEMENT

- Grade level – 12
- 2 semester course, 3 periods
- 6 total credits
- Students must apply for this course and must have a “C” average to apply
- Students must have scores of 460 or higher on the PSAT, 19 or higher on the ACT, or take and pass the COMPASS Test at Ivy Tech at no cost to be chosen for this course.

This course is taught off site from WHS and students must provide their own transportation. This course is taught in partnership with Ivy Tech Community College in Warsaw and has a class limit of 20 students. It meets from 7:30 am to 9:30 am. The students can choose from these options after completing the course: 1) Associates of Applied Science in Criminal Justice Degree which emphasizes certain career specialties, or 2) Associates Degree in Criminal Justice which is more general. Distance education is also an option to further your education in this area. The student may earn up to 9 hours of college credit at Ivy Tech Community College.

This course has a field experience component along with the classroom work. Students must purchase college textbooks for this course.

Law Enforcement includes specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss protection services, and homeland security. Training is based on standards and content similar to that provided by officially designated law enforcement agencies. Instruction includes procedures for patrolling on foot or in an automobile during day or night; dealing with misdemeanors, felonies, traffic violations, and accidents; investigative and evidence collection procedures; making arrests; and testifying in court. 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. Oral and written communication skills will be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports.

Cisco Network Technologies (CTE Honors Course)

Grades 11 – 12

2 terms

4 credits total

Pre-Req: Algebra with “C” or better

The overall class goal will be to prepare students for the industry recognized CCNA (Cisco Certified Network Associate) exam. This exam is also recognized for dual credit at many state colleges and universities. The class will be a mix of online learning and in class instruction, with all tests being taken online. Instruction will include: some pc hardware repair, making and testing network cables, and introductory LAN and WAN configurations. Students will get hands on experience working with Cisco routers and switches, and introductions into network security. There will also be an end of year case study incorporating all of the class content into a group based network design project.

FAMILY AND CONSUMER SCIENCES

The Health and Safety credit may be waived for a student if the student's program includes three (3) credits from the following Family and Consumer Sciences courses: (A) Child Development and Parenting; (B) Human Development and Family Wellness; (C) Interpersonal Relationships; (D) Nutrition and Wellness; (E) Orientation to Life and Careers or Adult Roles and Responsibilities.

CONSUMER ECONOMICS

(Consumer Education)

71361

Grade level 9-12

Pre-Req.: None

1 semester 1 cr.

A Core 40, Academic Hon. and Technical Hon. elective

Consumer Economics enables students to achieve high standards and competencies in economic principles in contexts of high relevancy and applicability to their individual, family, workplace, and community lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. The course focuses on interrelationships among economic principles and individual and family roles of exchanger,

consumer, producer, saver, investor, and citizen. Economic principles to be studied include scarcity, supply and demand, market structure, the role of government, money and the role of financial institutions, labor productivity, economic stabilization, and trade. Depending on needs and resources, this course may be taught in a local program. In schools where it is taught, it is recommended for all students regardless of their career pathway, in order to build basic economics proficiencies. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

INTERPERSONAL RELATIONSHIPS

71372

Grade level 9-12

Pre-Req.: None

1 semester 1 cr.

A Core 40, Academic Hon. and Technical Hon. elective

Interpersonal Relationships addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include components of healthy relationships, roles and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships (e.g., power, conflicting interests, peer pressure, life events); establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communications styles; techniques for effective communication, leadership and teamwork; individual and group goal setting and decision making; preventing and managing stress and conflict; addressing violence and abuse; and related resources, services and agencies. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

NUTRITION AND WELLNESS

(Foods 1)

72471

Grade level 9-12

Pre-Req.: None

1 semester 1 cr.

A Core 40, Academic Hon. and Technical Hon. elective

Nutrition and Wellness enables students to realize the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices; planning for Wellness and fitness; selection and preparation of nutritious meals and snacks based on USDA Dietary Guidelines including the Food Guide Pyramid; safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Laboratory experiences which emphasize both nutrition and wellness practices are required components of this course. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic nutrition and wellness knowledge and skills, and is especially appropriate for students with interest in human services, wellness/fitness, health, or food and nutrition-related career pathways. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

ADVANCED NUTRITION AND FOODS

(Foods 2)

72492

Grade level 9-12

1 semester 1 cr.

A Core 40, Academic Hon. and Technical Hon. elective

Pre-Req.: Nutrition and Wellness

Advanced Nutrition and Foods is a sequential course that builds on concepts from Nutrition And Wellness or Culinary Arts Foundations. This course addresses more complex concepts in nutrition and foods, with emphasis on contemporary issues, or on advanced special topics such as International, Regional, and/or Cultural Foods; Food Science, Nutrition, or Dietetics; or with emphasis on a particular aspect of the food industry, such as Baking, Catering, or Entrepreneurial Endeavors. Higher order thinking, communication, leadership and management processes will be integrated in classroom and laboratory activities. Topics include:

- In-depth study of daily nutrition and wellness throughout the life span
- Acquiring, organizing, and evaluating information about foods and nutrition
- Selecting and preparing nutritious meals
- Safety and sanitation in food production
- Meal planning and preparation for specific economic, psychological, and nutritional needs
- Community and world food concerns, including scarcity and hunger
- Advanced impacts of science and technology on nutrition, food, and related tools and equipment
- Exploring careers in nutrition and food industries

Laboratory experiences with advanced applications are required. School-based entrepreneurial enterprises, field-based observations/experiences or internships, and service learning activities are recommended. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

FASHION AND TEXTILES FOUNDATIONS 1 (Clothing 1)

72501

Grade level 9-12

Pre-Req.: None

1 semester 1 cr.

A Core 40, Academic Hon. and Technical Hon. elective

Fashion and Textiles Foundations addresses knowledge and skills related to design, production, acquisition, and distribution in fashion and textiles arenas. Topics include exploration of textiles and fashion industries; elements of science and design in textiles and apparel; textiles principles and applications; social, psychological, cultural and environmental aspects of clothing and textiles selection; clothing and textile products for people with special needs; critical thinking applied to consumer options for fashion, textiles, and related equipment and tools; care and maintenance of textile products, equipment, and tools; impacts of technology; construction and alteration skills; contemporary issues, including global applications. Work-based, entrepreneurial, experimental, laboratory, and/or service learning experiences are to be included; and portfolio activities are required.

This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

FASHION AND TEXTILES FOUNDATIONS 2 (Clothing 2)

72522

Grade level 9-12

Pre-Req.: Textiles and Fashion Technologies 1

1 semester 1 cr.

A Core 40, Academic Hon. and Technical Hon. elective

Creative sewing will be the emphasis for the course. Basic sewing will be required to enter this course. Students will learn special techniques (such as dying, leather works, quilting, designing, and numerous others), to construct articles to wear, articles for the home, and work place. The student will also be able to construct textile items that require more advanced techniques. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

CHILD DEVELOPMENT AND PARENTING

72451 & 72452

Grade level 10-12

2 semester 1 cr. per term

A Core 40, Academic Hon. and Technical Hon. elective

Pre-Req.: None

Child Development and Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

This course is recommended for all students regardless of their career cluster or pathway to build basic parenting skills and is especially appropriate for students with interest in human services and education-related careers.

This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

HOUSING AND INTERIORS DESIGN FOUNDATIONS

72542

Grade level 10-12

Pre-Req.: None

1 semester 1 cr.

A Core 40, Academic Hon. and Technical Hon. elective

Housing and Interior Design Foundations addresses selecting and planning living environments to meet the needs and wants of individuals and families throughout the family life cycle. Economic, social, cultural, technological, environmental, maintenance, and aesthetic factors are considered. The project-based approach in this course utilizes higher order thinking, communication, leadership, and management processes to integrate housing and interior design content. Topics to be studied include: housing styles, locations, zones, restrictions, and ownership options; managing resources (including financing options and tax considerations) to provide shelter; contemporary housing issues, including homelessness; environmental and energy issues; impacts of technology; housing to meet special needs; elements and principles of design related to interiors, housing, and architecture; creating functional, safe, and aesthetic spaces; historical aspects and contemporary trends in housing, interiors, furniture, and appliances; exploration of housing-related careers. Applications through authentic settings such as work-based observations, internships, and service learning experiences (e.g., Habitat for Humanity) are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

HUMAN DEVELOPMENT AND FAMILY WELLNESS

(Family Relations)

73371

Grade level 11-12

Pre-Req.: None

1 semester 1 cr.

A Core 40, Academic Hon. and Technical Hon. elective

Human Development and Family Wellness addresses development and wellness of individuals and families throughout the life cycle. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include human development and wellness theories, principles, and

practices; roles, responsibilities, and functions of families and family members throughout the life cycle; individual and family wellness planning; prevention and management of illnesses and disease; impacts of diverse perspectives, needs, and characteristics on human development and family wellness; gerontology and intergenerational aspects, including adult care giving; contemporary family issues, including ethics, human worth and dignity, change, stress, and family crisis-abuse-violence; physical, mental, and emotional health issues, including substance use/abuse and eating disorders; managing the family's health-related resources; community services, agencies, and resources; and exploration of human and family services careers. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

ADULT ROLES AND RESPONSIBILITIES (Independent Living)

73382

Grade level 11-12

Pre-Req.: None

1 semester

1 cr.

A Core 40, Academic Hon. and Technical Hon. elective

Adult Roles and Responsibilities builds knowledge, skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. The focus is on becoming independent, contributing, and responsible participants in family, community, and career settings. Topics include living independently and family formation; analysis of personal standards, needs, aptitudes and goals; integration of family, community, and career responsibilities; consumer choices and decision making related to nutrition and wellness, clothing, housing, and transportation; financial management; relationship of technology and environmental issues to family and consumer resources; and community roles and responsibilities of families and individuals. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

LANGUAGE ARTS

The State Board of Education requires eight credits in English for graduation from Indiana High Schools. The rules further specify that the high school English programs should provide a balance of: (1) writing, (2) reading, (3) listening, (4) speaking, (5) grammar, (6) literature, and (7) media studies. Balance may be achieved by integrating each area into English nine (9), ten (10), eleven (11), and twelve (12); or through a balanced selection of English courses from among the categories of Literature, Composition, and Speech; or through a combination of approaches. All courses (except those specifically noted) will meet the standards for three different types of diplomas. (1) General diploma (2) Core 40 diploma (3) Academic Honors diploma

ENGLISH 9

11301 & 11302
Grade level 9-12
Pre-Req.: None

2 semesters

1 cr. per semester
A Core 40 and AHD course

Through the integrated study of language, literature, writing, and oral communication, English 9 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students practice identifying, analyzing, and composing with different elements, structures, and genres of written language.

Literature instruction focuses on opportunities to

- Read and comprehend a broad variety of literature applying appropriate reading strategies to enhance reading skills and literary appreciation which includes the ability to (1) identify and analyze the elements of story structure, (2) utilize literature and expository material related to the world of work and technical documents, (3) identify literature by genre, (4) identify the author's purpose and perspective, (5) recognize bias and propaganda, and (6) identify and analyze elements of drama.
- Develop vocabulary through (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, and (5) independent reading.

The *Composition* component of language arts requires students to write for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. These include (1) having a hierarchy of ideas such as, thesis, supporting points, and specific examples; (2) the understanding of the paragraph as a formal structure, with a topic sentence; and (3) the understanding that composition (regardless of type) is an organized message from an author to a specific, identified audience.

Using technology, students receive instruction and practice in the writing process. This process includes (1) prewriting (including summarizing, analyzing, and evaluating research), defining a problem or question, and outlining; (2) drafting; (3) revising (including, obtaining, evaluating, and using feedback to rewrite the substance of the document) (4) editing (including attending to issues of spelling, grammar, punctuation, and style using a style manual, such as that of the Modern Language Association [MLA], Chicago Manual of Style, or American Psychological Association [APA]; and (5) publishing (including overall presentation, stylistic consistency, and electronic production).

Composition also provides opportunities to create multiple types of writing, including expository essays of persuasion, literary analysis, memoir, poetry, and a research paper using MLA style documentation.

Oral Communication (speech) emphasizes effective listening and speaking techniques and provides opportunities for students to integrate other reading and language arts skills as they learn to express ideas verbally. Oral communication should incorporate correct grammar, usage, vocabulary, reading, and composition skills. Student expectations emphasize both making presentations and being critical participants and listeners.

- Presentations include (1) a well researched and coherently organized message to a given audience, (2) using effective delivery techniques in presentations, (3) establishing rapport with the audience, and (4) using the proper mechanics of speech.
- Critical listening and participant skills include (1) identifying and analyzing characteristics of a speaker's tone and style of presentation, (2) actively contributing to group discussions, (3) note taking, and (4) collaborating with peers to create written texts, speeches, and to make decisions.
- Other skills related to oral communication include (1) understanding the meaning and consequences of Freedom of Speech, (2) reading about and researching topics using the library and various media resources, and (3) giving and following oral directions as expected in the workplace.

ENGLISH 9A

11303/11304

2 semesters

1 cr. per semester

Grade level 9

A Core 40 and AHD course

Pre-Req.: None

English 9A contains all of the Indiana English/Language Arts proficiencies and content standards (essential skills) required for English 9. These proficiencies and content standards will be covered through the use of higher-level thinking and reasoning skills. This course is recommended for students who plan to attend college. All students enrolled in English 9A will be required to complete the summer reading and the accompanying writing assignments by the first day of the new school year. Students failing to complete the work will receive a 0 for 15% of the nine-week' grade. English 9A is designed to prepare students for English 10A.

ENGLISH 10

10001/10002

2 semesters

1 credit per semester

Grade level 9-12

A Core 40 and AHD course

Pre-Req.: English 9

Language arts instruction, as with math and other disciplines, is cumulative. Thus, English 10 reinforces and continues to make full use of many of the activities and skills of English 9. Beyond these, English 10 adds the following emphasis: (1) consideration of a given canon of literature, usually American Literature; and (2) increased focus on the self-conscious choice of comprehension and writing strategies. Literature instruction focuses on opportunities to:

- Respond critically, reflectively, and imaginatively to American Literature, including major authors from the Puritan Era, Age of Reason, the Romantic Period, the Civil War Era, the Twenties, Modern Black Literature, the Forties, the Fifties, and Modern Drama, or World Literature including classic and contemporary works, and recognizes the relevance of this literature in today's world;
- Practice distinguishing among the different types of contents and purposes language can hold, for example, logic, opinion, ideology, point-of-view, and suggestion. Moreover, students practice using language for different, sophisticated purposes, including:
- Identifying and forming conclusions; (2) recognizing and using persuasive devices; (3) judging authors' purpose, perspective, and expertise; and (4) reading and interpreting public documents, instructions, and symbols; and develop vocabulary through:
- Decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, and (5) independent reading.

Students should be responsible for taking personal time for both instructional and recreational reading.

The *Composition* component of language arts provides students with opportunities to write for various audiences and purposes. Students identify and employ various elements of good writing in well organized descriptive, expository, and narrative writings. These elements include: (1) stating and supporting a point of view or opinion, (2) using transitions effectively to relate individual points and paragraphs to each other and to the main idea, (3) creating expository essays of persuasion and literary analysis, and (4) completing technical writing assignments.

Students use the basic modes of oral and written expression through the development of effective descriptive and narrative procedures, including focus and logical organization of ideas. As a part of the writing process,

students: (1) apply and use specialized reading skills in the content areas; (2) listen attentively and critically for different purposes and take appropriate notes; (3) interpret research by summarizing, analyzing, evaluating, and making decisions individually as well as in groups; (4) utilize rating scales and checklists for personal assessment, and (5) use a variety of technological tools in the learning process.

The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing. Students are encouraged to use one of the manuals of style such as Modern Language Association (MLA), American Psychological Association (APA), or the Chicago Manual of Style (CMS). *Oral Communication* (speech) provides students with opportunities to develop greater facility with choosing and employing different elements of effective oral communication. Student expectations include: (1) using effective delivery techniques; (2) communicating responsibly, critically, and confidently on specialized topics when speaking in public; (3) creating and using technological devices in oral presentations; (4) using transitional devices effectively and using the proper style of delivery; (5) using proper social etiquette; and (6) demonstrating the various types of speeches and developing an effective personal delivery style.

ENGLISH 10A

10303

2 semesters

1 cr. per semester

Grade level 10-12

A Core 40 and AHD course

Pre-Req.: English 9 or English 9A

Strong GPA in language arts

English 10A contains all of the Indiana English/Language Arts proficiencies and content standards (essential skills) required for English 10. These proficiencies and content standards will be covered through the use of higher level thinking and reasoning skills. This course is recommended for students who plan to attend college. All students enrolled in English 10A will be required to complete the summer reading and the accompanying writing assignments by the first day of the new school year. Students failing to complete the work will receive a 0 for 15% of the nine-week' grade. English 10A is designed to prepare students for English 11A.

ENGLISH 11

11001 & 11002

2 semesters

1 cr. per semester

Grade level 11-12

A Core 40 course

Pre-Req.: English 10

Through the integrated study of language, literature, composition, and oral communication, English 11 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Literature instruction focuses on opportunities to

- Develop criteria for judging and analyzing literary works, speeches, essays, and poetry.
- Select appropriate reading skills and strategies to: (1) distinguish elements in literature that make it a reflection of the social, economic, political thinking, or condition of the times; (2) analyze literature as it reflects divergent points of view; and (3) identify how contemporary writing reflects past tradition and movements.
- Respond critically, reflectively, and imaginatively to American Literature, including major authors from the Puritan Era, Age of Reason, the Romantic Period, the Civil War Era, the Twenties, the Forties, the Fifties, and contemporary fiction.
- Develop vocabulary through: (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, (5) recognizing analogies, and (6) independent reading.

The *Composition* component of language arts provides students with opportunities to produce a variety of forms including persuasive writing, synthesis and analysis of information from a variety of sources, completing complex forms, describing procedures, giving directions, and supporting a thesis.

The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing. Students are given the opportunity to learn MLA style of usage.

Oral Communication continues to emphasize effective listening and speaking techniques. This includes providing opportunities for students to integrate other reading and language arts skills as they incorporate correct grammar, usage, vocabulary, reading, and composition skills while learning to express ideas verbally.

ENGLISH 11A

11403/11404

2 semesters

1 cr. per semester

Grade level 11-12

A Core 40 and AHD course

Pre-Req.: English 10 or English 10A

Strong GPA in Language Arts

English 11A contains all of the Indiana English/Language Arts proficiencies and content standards (essential skills) required for English 11. These proficiencies and content standards will be covered through the use of higher level thinking and reasoning skills. This course is highly recommended for students who plan to attend college. It will prepare them for the critical reading and writing sections of the SAT test. All students enrolled in English 11A will be required to complete the summer reading and the accompanying writing assignments by the first day of the new school year. Students failing to complete the work will receive a 0 for 15% of the nine-weeks' grade.

ENGLISH 12

12001 & 12002

2 semesters

1 cr. per semester

Grade level 12

A Core 40 course

Pre-Req.: English 11

Grade 12 continues to refine students' ability and desire to learn and communicate about language and literature. While students developed judgments informed by keen literary analysis in Grades 9-11, in Grade 12 they practice explaining and defending their readings to others. In addition, the emphasis on different cultural contexts is intensified in a focus on world literature. To negotiate these texts, students learn to identify and communicate about the broad themes, trends, and cultural issues present in world literature. *Literature* instruction focuses on opportunities to:

- Apply appropriate reading skills and strategies to make and defend judgments about written quality and content of literary works, written and technologically generated material, literary genres, conventions, and story structure;
- Respond critically, reflectively, and imaginatively to the literature of outstanding world writers; become acquainted with cultures of other countries; study themes that relate to mankind and outstanding world writers; and analyze literature as it reflects a divergent point of view in all literary periods; and
- Develop vocabulary through: (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, (5) recognizing analogies, and (6) independent reading.

The *Composition* component of English 12 continues to provide students with opportunities to hone their writing. Writing at this stage has: (1) a clearly identified audience, (2) a well articulated purpose and thesis, and (3) a structured body that fulfills its stated purpose and supports its thesis in a way accessible to its audience. Writing at this stage is also well informed by careful research and intelligent analysis.

Using technology, students are able to produce polished final documents. Polished writing requires following through with all phases of the writing process (prewriting, drafting, revising, editing, and publishing), at which all students should be proficient. All writing should meet the four criteria outlined above and have been through all stages of the process just described, including persuasive writing, synthesis and analysis of information from a variety of sources, and reflective essays.

Students are also able to complete complex forms, describe procedures, give directions, and use graphic forms to support a thesis. The formal study of grammar, usage, spelling, and language mechanics is integrated into the

study of writing. Students are encouraged to use one of the manuals of style such as Modern Language Association (MLA), American Psychological Association (APA), or the Chicago Manual of Style (CMS). *Oral Communication* (speech) continues to emphasize the organization of ideas, awareness of audience, and sensitivity to context in carefully researched and well organized speeches. Student expectations include: (1) presenting facts and arguments effectively; (2) analyzing speeches in terms of socio-cultural values, attitudes, and assumptions; (3) recognizing when another does not understand the message being delivered; (4) utilizing Aristotle's three modes of proof; (5) utilizing elementary logic such as, deductive, inductive, causal, and analogical forms of reasoning; and (6) expressing and defending, with evidence, one's thesis.

ENGLISH 12A

12003 & 12004

2 semesters

1 cr. per semester

Grade level 12

An AHD course

Pre-Req.: English 11A

English 12A contains all of the Indiana English/Language Arts proficiencies and content standards (essential skills) required for English 12. These proficiencies and content standards will be covered through the use of higher level thinking and reasoning skills. This course is recommended for students who plan to attend college. All students enrolled in English 12A will be required to complete the summer reading and the accompanying writing assignments by the first day of the new school year. Students failing to complete the work will receive a zero for fifteen percent of their nine weeks' grade.

TECHNICAL/BUSINESS COMMUNICATION

11871 & 11872

2 semesters

1 cr. per semester

Grade level 11-12

General diploma course

A Core 40 directed elective as part of a technical career area

Pre-Req.: Computer Keyboarding & Computer Applications

Technical/Business Communication is an integrated business and English course that will provide students with the communication and problem-solving skills to function effectively in the workplace. Areas of study will include written/oral/visual communication, listening, Internet research/analysis, and communication technology. Concepts addressed will include adapting communication to the situation, purpose, and audience. Students will have the opportunity to use presentation, multimedia, and desktop publishing software. Instructional strategies will include team projects, class or small group discussions, case studies or scenarios, community-based projects, technology, and real world communication experiences. This course may fulfill up to two graduation credits of the minimum Language Arts requirement for graduation.

ADVANCE COLLEGE PROJECT

W131 ELEMENTARY COMPOSITION & A202 LITERARY INTERPRETATION

12131 & 12202 2 semesters 1 cr. per semester

Grade level 12

A Core 40 and AHD course

Pre-Req.: English 11 A

Upper half of the high school graduating class

Strong GPA in college preparatory or academic classes

State average on SAT scores (or comparable PSAT scores)

Endorsement from ACP teacher and counselor

Completion of summer reading

The Advance College Project (ACP) is a partnership program between Indiana University and selected high schools within the states of Indiana, Michigan, and Ohio. The Project offers college credit to qualified high school seniors who enroll in IU general education courses that are offered at their high schools during the regular school day and taught by specially trained high school teachers who hold adjunct lecturer status with the University. ACP W131 is a college freshman composition course, and ACP A202 is a college literature course. Both courses may be taken for college credit as well as for high school graduation credit. The ACP W131 course prepares students for writing in a variety of college courses. The focus of the course is on writing from multiple sources to analyze an issue and argue a position. Skills include evaluating sources of information, summarizing sources, adopting a thoughtful position, advancing a clear thesis, and supporting one's views with evidence. The ACP A202 course emphasizes a close, thoughtful reading of representative literary texts (poetry, drama, fiction, or non-fiction prose) originally written in English and drawn from a range of historical periods and countries. A major goal is to develop the ability to read and write with precision, responsibility, and imagination through class discussion and the writing of several short, critical responses. Close reading of a few selected texts, rather than wide coverage, is encouraged.

All students enrolled in this course will be required to purchase the college textbooks. Students who elect to take the course for college credit must register and pay for college credits. Students must earn a grade of C or better in the course to obtain the college credit. ACP students receive a reduced college credit rate since they do not use on-campus services. It is likely that the class will contain both students taking the course for dual credit and students taking the course for only high school credit. The course content will be the same for all students.

Admission into the high school course does not guarantee admission into IU for college credit. That decision is made by the university admissions board. Cost waivers are available for students on free and reduced lunch. Students failing to complete the summer reading will receive a 0 for 15% of the nine weeks' grade.

AP ENGLISH LANGUAGE AND COMPOSITION

12456 & 12766

2 semesters

1 cr. per semester

Grade level 11 and 12 offered every other year 2009-10, 2011-12, 2013-14)

A Core 40 and AHD course

Pre-Req.: SAT 1000 verbal and composition combined (or equivalent)

Completion of summer assignments

English Language and Composition, Advanced Placement or College Credit, is a title covering any course which follows College Board entrance examination guidelines for advanced placement English. Writing and reading assignments will be frequent, including weekly in-class essays and a major research paper. Students will also be expected to participate fully in class discussions and make presentations. Students should make use of technological resources both in researching and in producing their papers. Students are strongly encouraged to take the AP Language and Composition test at the end of the course and may opt to take the AP Literature test as well. Juniors who opt to take this course may take ACP their senior year. They may also opt to retake AP or take 12A.

SPEECH

11806
Grade level 10-12
Pre-Req.: English 9

1 semester

1 cr.
A Core 40 and AHD course

Speech provides the study of and practice in the basic principles and techniques of effective oral communication. This course includes instruction in adapting speech to different audiences and purposes. Students have opportunities to make different types of oral presentations including (1) viewpoint, (2) instructional, (3) demonstration, (4) informative, (5) persuasive, and (6) impromptu. Students are given opportunities to express subject matter knowledge and content through creative, analytical, and expository writing, as well as reading a variety of literary genre related to course content and speaking assignments. This course emphasizes research using technology and careful organization and preparation. Students also practice and develop critical listening skills.

DEBATE

11856
Grade level 11-12
Pre-Req.: English 9

1 semester

1 cr.
A Core 40 and AHD elective course

Debate focuses on developing skills for students to become (1) in-depth researchers, (2) technical and persuasive writers, (3) effective communicators, and (4) perceptive listeners. Students gain an understanding of argumentation and persuasion theories and develop skills in logic and analysis. Students also research topics using a variety of literary and technical genre, organize research, write persuasive cases, and practice public speaking.

STUDENTS PUBLICATIONS- YEARBOOK

12301-12302
Grade level 10-12
Pre-Req.: English 9

2 semesters

1cr. per semester
A Core 40 and AHD elective course

This course provides the study of and practice in gathering and analyzing information, interviewing, and note taking for the purpose of: (1) writing, (2) editing, and (3) publishing for print, specifically the yearbook. This course includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, and typography. Representative examples of amateur and professional journalism are studied. The concept of responsible journalism is discussed. Word processors and desktop publishing technology are used to support the journalism curriculum. Student Publications offers practical training in planning, marketing, publishing, and distributing the yearbook. Students also use and improve their interpersonal; communication skills while selling yearbook ads and interacting with the student body. This course is an elective and does not count as a required English credit.

MATHEMATICS

CONCEPTS OF Algebra (must also take Alg. Lab class 22551/22552)

22553 & 22554
Grade level 9-12
Pre-Req.: None

2 semesters

1 cr. per semester
A Core 40 and AHD course

(3) Quadratic Equations and Functions, (4) Conic sections, (5) Polynomials, (6) Algebraic Fractions, (7) Logarithmic and Exponential Functions, (8) Sequences and Series, (9) Counting Principles and Probability, and (10) Mathematical Reasoning and Problem Solving.

TRIGONOMETRY

23581

1 semester

1 cr.

Grade level 10-12

A Core 40 and AHD course

Pre-Req.: Algebra 2 & Geometry

Trigonometry is a course that provides for the development of the trigonometric relationships from an understanding of the circular functions and their properties and graphs. Inverse trig functions, trig equations and identities, vectors, the Law of Sines and the Law of Cosines, applications of the trig functions, and polar coordinates are also included in the course. Time should be allowed for realistic applications.

PRE-CALCULUS

23592

1 semester

1 cr.

Grade level 10-12

A Core 40 and AHD course

Pre-Req.: Trigonometry

Pre-Calculus blends together all of the concepts and skills that must be mastered prior to enrollment in a college-level calculus course. A functional approach provides for the integration of all of the concepts listed for the course in Trigonometry plus: (1) the relationship of equations and graphs of linear, quadratic, and parametric equations; (2) translation of axes; and (3) locus and vectors. The course includes the theory of equations, exponential and logarithmic functions, matrices, and determinants.

PROBABILITY AND STATISTICS

23561

1 semester

1 cr.

Grade level 11-12

A Core 40 and AHD course

Pre-Req.: Algebra 2

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

AP CALCULUS (AB)

24451 & 24452

2 semesters

1 cr. per semester

Grade level 11-12

A Core 40 and AHD course

Pre-Req.: Pre-Calculus

Calculus AB, Advanced Placement or is a course that provides students with the content established by the College Board. Topics include: (1) graphs, limits, and continuity, (2) derivatives and their applications, and (3) integrals and their applications. The use of graphing technology is required.

AP CALCULUS (BC)

24461 & 24462

Grade level 11-12

Pre-Req.: Pre- Calculus

2 semesters

1 cr. per semester

A Core 40 and AHD course

Calculus BC, Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) graphs, limits, and continuity, (2) derivatives and their applications, and (3) integrals and their applications, and (4) polynomial approximations and series. The use of graphing technology is required. If the number of students signed up to take this course does not meet the minimum number required to form a class, this will be an independent study course.

MULTIDISCIPLINARY

PEER FACILITATORS

80100 & 80101

Grade level 11-12 and 2nd semester open to Sophomores

2 semesters

2 cr.

Pre-Req.: Teacher Approval Needed. Teacher must sign your request on the Class Schedule Request form in the spring

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

MUSIC

BEGINNING CONCERT BAND (L)

MARCHING BAND

11611, 11612

Grade level 9-12

Pre-Req.: Jr. High Band

2 semesters

1 cr. per semester

A Core 40 and AHD course

Students taking this course are provided with a balanced comprehensive study of music through marching, pep and concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students are given opportunities to develop the ability to understand and convey the composer's intent in order to connect the performer with the audience.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

INTERMEDIATE CONCERT BAND (L)

MARCHING BAND

11621, 11622

2 semesters

1 cr. per semester

Grade level 10-12

A Core 40 and AHD course

Pre-Req.: *Beginning Concert Band*

Students taking this course are provided with a balanced comprehensive study of music through marching, pep and concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have opportunities to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress 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.

In addition, students perform, with expression and technical accuracy, a large and varied repertoire of concert band literature that is developmentally appropriate. Evaluation of music and music performances is included.

ADVANCED CONCERT BAND (L)

MARCHING BAND

11631, 11632

2 semesters

1 cr. per semester

Grade level 11-12

A Core 40 and AHD course

Pre-Req.: *Intermediate Concert Band*

Advanced Concert Band provides students with a balanced comprehensive study of music through marching, pep and concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate

music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress 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.

Band repertoire must be of the highest caliber. Mastery of advanced wind band technique must be evident. Areas of refinement consist of advanced techniques including, but not limited to: (1) intonation, (2) balance and blend, (3) breathing, (4) tone production, (5) tone quality, (6) technique, (7) rhythm, (8) sight-reading, and (9) critical listening skills. Evaluation of music and music performances is included.

BEGINNING CHORUS (L)

11651, 11652

1-2 semesters

1 cr. per semester

Grade level 9-12

A Core 40 and AHD course

Pre-Req.: None

Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

INTERMEDIATE CHORUS (L)

11661, 11662

1-2 semesters

1 cr. per semester

Grade level 10-12

A Core 40 and AHD course

Pre-Req.: Beginning Chorus

Intermediate Chorus provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Activities create the development of quality repertoire in the diverse styles of choral literature that is appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. A limited

amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

Choral repertoire should be developmentally appropriate. Additional emphasis is placed on sight-reading, critical listening skills, and vocal technique.

ADVANCED CHORUS (L)

11671 & 11672

1-2 semesters

1 cr. per semester

Grade level 11-12

A Core 40 and AHD course

Pre-Req.: Intermediate Chorus/Teacher approval

Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals.

Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

Students must have the approval of the director to enroll for this course. Have them sign you Class request form during spring scheduling.

PHYSICAL EDUCATION

PHYSICAL EDUCATION 1 (L)

41803

1 semester

1 cr.

Grade level 9-12

A Core 40 and AHD course

Pre-Req.: None

Physical Education 1 continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor

pursuits, (7) self-defense, and (8) recreational games. Ongoing assessment includes both written and performance-based skill evaluations.

- This course is required to meet state graduation requirements, Academic Honors diploma, and Core 40 requirements.
- Classes are coeducational unless the activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based on individual assessment.

PHYSICAL EDUCATION 2 (L)

41804

1 semester

1 cr.

Grade level 9-12

A Core 40 and AHD course

Pre-Req.: None

Physical Education 2 emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. It includes at least three different movement forms without repeating those offered in Physical Education I. Movement forms may include: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, and (8) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers.

ELECTIVE PHYSICAL EDUCATION (L)-LIFETIME ACTIVITIES

72901/72902

2 semester

1 cr. per semester

Grade level 10-12

Pre-Req.: Grade of "C" or better in Physical Education 2

Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in specific areas. A minimum of two of the following activities should be included: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility and body composition), (2) team sports, (3) individual or dual sports, (4) aquatics and, (5) outdoor pursuits. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop. A maximum of six credits can be earned provided that there is no course or skill level duplication.

ELECTIVE PHYSICAL EDUCATION (L)-CONDITIONING

72931 & 72932

2 semesters

1 cr. per semester

Grade level 10-12

Pre-Req.: Grade of "C" or better in Physical Education 2

Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in specific areas. A minimum of two of the following activities should be included: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility and body composition), (2) team sports, (3) individual or dual sports, (4) aquatics and, (5) outdoor pursuits. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop. A maximum of six credits can be earned provided that there is no course or skill level duplication.

ELECTIVE PHYSICAL EDUCATION (L)-LIFESAVING

72926

1 semester

1 cr.

Grade level 10-12

Pre-Req.: Grade of "C" or better in Physical Education 2 and 15 years old

Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in specific areas. A minimum of two of the following activities should be included: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility and body composition), (2) team sports, (3) individual or dual sports, (4) aquatics and, (5) outdoor pursuits. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop. A maximum of six credits can be earned provided that there is no course or skill level duplication.

ELECTIVE PHYSICAL EDUCATION (L)-WEIGHT-TRAINING

73901 **1 semester** **1 cr.**

Grade level 11-12

Pre-Req.: Grade of "C" or better in Conditioning

Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in specific areas. A minimum of two of the following activities should be included: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility and body composition), (2) team sports, (3) individual or dual sports, (4) aquatics and, (5) outdoor pursuits. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop. A maximum of six credits can be earned provided that there is no course or skill level duplication.

ELECTIVE PHYSICAL EDUCATION (L)-POWER LIFTING

73922 **1 semester** **1 cr.**

Grade level 11-12

Pre-Req.: Grade of "C" or better in Weight Training

Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in specific areas. A minimum of two of the following activities should be included: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility and body composition), (2) team sports, (3) individual or dual sports, (4) aquatics and, (5) outdoor pursuits. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop. A maximum of six credits can be earned provided that there is no course or skill level duplication.

HEALTH and WELLNESS

41956 **1 semester** **1 cr.**

Grade level 10-12

Pre-Req.: None

A Core 40 and AHD course

High school health education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Standards Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drugs; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention.

Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to

assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy.

CURRENT HEALTH ISSUES

72976

1 semester

1 cr.

Grade level 10-12

Pre-Req.: None

Current Health Issues is an elective course which focuses on emerging trends in health including, but not limited to: (1) medical technology; (2) local, state, and national health policy; (3) health care issues; (4) health career; and (5) chronic and communicable diseases. The course is driven by student selection of topics and emphasizes individual learning techniques.

SCIENCE

The Rules of the State Board of Education require four (4) credits in science for graduation from Indiana high schools; the rules further specify that these credits shall include content from more than one of the following three (3) major science discipline categories: Life Sciences, Earth and Space Sciences, and Physical Sciences. Since all integrated science courses include content from more than one of these science discipline categories, a student could technically meet the requirement by acquiring one or two credits in an integrated science course and the remainder of the four credits from a single discipline category. Such a combination of credits is not recommended, however, because the coursework generally does not provide a good balance of scientific knowledge and will most likely have built-in content redundancy. In order to graduate from Tippecanoe Valley High School, a student must earn at least 2 credits in a life science and at least 2 credits in a Physical Science or Earth Space Science.

BIOLOGY 1(L)

31681 & 31682
Grade level 9-12
Pre-Req.: None

2 semesters

1 cr. per semester
A Core 40 and AHD course

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

BIOLOGY 2 / ANATOMY

33681 & 33682
Grade level 10-12
Pre-Req.: Grade of "C" or better in Biology 1

2 semesters

1 cr. per semester
A Core 40 and AHD course

Biology 2 / Anatomy is an extended laboratory and literature course that concentrates on the structure and function of human anatomy.

AP BIOLOGY (L)

31686 & 31687
Grade level 11-12
Pre-Req.: Grade of "C" or better in Biology 2

2 semesters

1 cr. per semester
A Core 40 and AHD course

Biology, Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) molecules and cells; (2) heredity and evolution; (3) organisms and populations.

INTEGRATED CHEMISTRY-PHYSICS (L)

31701 & 31702

2 semesters

1 cr. per semester

Grade level 10-12

A Core 40 and AHD course

Pre-Req.: Algebra 1

Integrated Chemistry-Physics is a laboratory-based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.

EARTH AND SPACE SCIENCE (L)

32783 & 32784

2 semesters

1 cr. per semester

Grade level 10-12

A Core 40 and AHD course

Pre-Req.: None

Earth and Space Science I is a course focusing on the study of the earth's lithosphere, atmosphere, hydrosphere, and its celestial environment. Students enrolled in Earth and Space Science I analyze and describe Earth's interconnected systems that may be changing or may be in equilibrium. Students examine energy at work in forming and modifying earth materials, landforms, and continents through geological time. Through regular laboratory and field investigations, students understand the history and development of the earth and space sciences, explore the uses of knowledge of the earth and its environment in various careers, and investigate earth and space science problems concerning personal needs and community issues related to science.

CHEMISTRY 1 (L)

72761 & 72762

2 semesters

1 cr. per semester

Grade level 10-12

A Core 40 and AHD course

Pre-Req.: Algebra 1

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

CHEMISTRY 2 (L)

33701 & 33702

2 semesters

1 cr. per semester

Grade level 11-12

A Core 40 and AHD course

Pre-Req.: Chemistry 1

Chemistry 2 is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry 2 examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.

AP CHEMISTRY (L)

33711 & 33712

2 semesters

1 cr. per semester

Grade level 11-12

A Core 40 and AHD course

Pre-Req.: Chemistry 1

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

PHYSICS 1 (L)

73471 & 73472

2 semesters

1 cr. per semester

Grade level 11-12

A Core 40 and AHD course

Pre-Req.: Geometry & Algebra 2

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

PHYSICS 2, Other (L)

73473 & 73474

2 semesters

1 cr. per semester

Grade level 11-12

A Core 40 and AHD course

Pre-Req.: Physics 1

Physics 2 is an extended laboratory, field, and literature investigations-based course. Students enrolled in Physics 2 investigate physical phenomena and the theoretical models that are useful in understanding the interacting systems of the macro- and microcosms. Students extensively explore the unifying themes of physics, including such topics and applications of physics as mechanics, wave motion, electricity, magnetism, electromagnetism, atomic and nuclear physics, and thermodynamics, etc., in laboratory activities aimed at investigating physics questions and problems concerning personal needs and community issues related to physics.

AP PHYSICS (B) (L)

33715 & 33716

2 semesters

1 cr. per semester

Grade level 11-12

A Core 40 and AHD course

Pre-Req.: Physics 1

Physics B, Advanced Placement is a course that provides students with the content established by the College Board. Topics and their relative emphasis include: (1) Newtonian Mechanics (35%); (2) Fluid Mechanics and Thermal Physics (15%); (3) Electricity and Magnetism (25%); (4) Waves and Optics (15%); (5) Atomic and Nuclear Physics (10%).

SOCIAL STUDIES

WORLD HISTORY AND CIVILIZATION

71821 & 71822
Grade level 9-12
Pre-Req.: None

1 or 2 semesters 1 cr. per semester
A Core 40 and AHD course

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

WORLD GEOGRAPHY

71761
Grade level 9-12
Pre-Req.: None

1 semester 1 cr.
A Core 40 and AHD course

World Geography provides an opportunity to study the interaction of humans and their environments in a world setting. Students study global patterns of physical (natural) and cultural (human) characteristics, including earth/sun relationships, atmospheric and oceanic circulation, landforms, climate, vegetation, population, economic activity, political structures, culture, cultural diffusion, and international and interregional links. They use maps, graphs, and technology, such as geographic information systems (GIS) to establish spatial relationships: the interaction of two or more physical and cultural characteristics within a designated place, area, or region. Historical trends and events provide a context for understanding cultural change. Countries and regions selected for study include examples from each continent. Students are expected to apply knowledge of geographic concepts to research, inquiry, and participatory processes. Geographic concepts that guide the course follow the Five Themes of Geography and the Six Basic Elements of the National Geography Standards. The Five Themes of Geography are Location, the Characteristics of Place, Human/Environment Interaction, Movement between Places and Regions. The Six Elements of the National Geography Standards are: (1) The World in Spatial Terms, (2) Places and Regions, (3) Physical Systems, (4) Human Systems, (5) Environment and Society, and (6) The Uses of Geography.

CURRENT PROBLEMS, ISSUES, AND EVENTS

73766
Grade level 11-12
Pre-Req.: None

1 semester 1 cr.
A Core 40 and AHD course

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

ECONOMICS

33806

1 semester

1 cr.

Grade level 12

A Core 40 and AHD course

Pre-Req.: None

Economics is the social studies course that examines the allocation of scarce resources and their alternative uses for satisfying human wants. This course analyzes the economic reasoning used as consumers, producers, savers, investors, workers, voters, and government agencies make decisions. Key elements of the course include a study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices in all aspects of daily life and demonstrate understanding of the role that supply, demand, prices, and profits play in a market economy. Students will examine the functions of government in a market economy and study market structures, including the organization and role of businesses. Students will understand the role of economic performance, money, stabilization policies, and trade of the United States. While the economic way of thinking involves scientific tools and techniques, economics remains a social science, which endeavors to systematically study the behavior of people, institutions, and societies.

PSYCHOLOGY

73786

1 semester

1 cr.

Grade level 11-12

Pre-Req.: None

Psychology is the scientific study of mental processes and behavior. The Standards have been divided into six content areas. These areas include: Scientific Methods, Developmental, Cognitive, Personality, Assessment and Mental Health, Socio-cultural and Biological Bases of Behavior. In the Scientific Methods area, research methods and ethical considerations are discussed. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of psychology 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 the influence of the group on the individual. The Biological Bases focuses on the way the brain and nervous system functions, including topics such as sensation, perception, motivation, and emotion.

SOCIOLOGY

73826

1 semester

1 cr.

Grade level 11-12

Pre-Req.: None

Sociology provides opportunities for students to study human social behavior from a group perspective. The sociological perspective is a distinct method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students will describe the development of sociology as a social science and identify methods and strategies of research. Students examine society, group behavior, and social structures through research methods using scientific inquiry. The influence of culture on group behavior is addressed through areas of content including social institutions such as the family, religion, education, economics, government, community organizations, and political and social groups. Students will also explore the impacts of social groups and social institutions on individual and group behavior and examine the changing nature of society. The development of group organizations and interactions, the factors that influence group behavior and social problems, and the impact of cultural change on society are included in the study. Students will analyze a range of social problems in today's world and examine the role of the individual as a member of the community.

UNITED STATES HISTORY

33721 & 33722

Grade level 11-12

Pre-Req.: None

2 semesters

1 cr. per semester

A Core 40 and AHD course

United States History is a two-semester course, which builds upon concepts developed in previous studies of American history. Students in this course are expected to identify and review significant events, persons, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of key events, persons, and groups with political, economic, social, and cultural influences on state and national development in the late nineteenth, twentieth, and early twenty-first centuries. Students are expected to trace and analyze chronological periods and examine the relationship of significant themes and concepts in Indiana and United States history. They are expected to develop skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, and research that uses primary and secondary sources found at local and state historic sites, museums, libraries, and archival collections, including electronic sources. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents that provide diverse perspectives. Investigation of themes and issues includes cultural pluralism and diversity of opinion in American society. Students should exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision-making in the classroom, school, and community setting.

UNITED STATES GOVERNMENT

34506

Grade level 12

Pre-Req.: None

1 semester

1 cr.

A Core 40 and AHD course

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States of America. Responsible and effective participation by citizens is stressed. Students will understand the nature of citizenship, politics, and government when they understand their rights and responsibilities as citizens and be able to explain how those rights and responsibilities as citizens are part of local, state, and national government in the United States today. Students examine how the United States Constitution protects individual rights and provides the structures and functions for the various levels of government affecting their lives. Students will also analyze how the United States government interacts with other nations and evaluate the United States' role in world affairs. Students inquire about American government through primary and secondary sources and articulate, evaluate, and defend positions on political issues with sound reasoning and evidence. As a result, students can explain the roles of citizens in the United States and the participation of individuals and groups in government, politics, and civic activities, recognize the need for civic and political engagement of citizens, and exercise rights and responsibilities in order to preserve and improve their civil society and constitutional government.

TECHNOLOGY

COMMUNICATION SYSTEMS

71481

Grade level 9-12

Pre-Req.: None

1 semester 1 cr.

Core 40 directed elective as part of a technical career area

Activities for this class include black& white photography and digital photography, screen printing T-shirts, graphic design, and web page design using computers. This course explores the application of tools, materials, and energy in designing, producing, using, and assessing communication systems. Instructional strategies introduce students to the world of communication technology through a variety of presentations, discussions, and laboratory activities. Students will produce graphic and electronic media as they explore and apply communication technologies. Most activities are designed for small group work since communication takes place between two parties or machines.

CONSTRUCTION SYSTEMS

72581

Grade level 9-12

Pre-Req.: None

1 semester 1 cr.

A Core 40 directed elective as part of a technical career area

Students will be involved in making a variety of individual projects using typical construction materials, machines, tools and techniques. Construction technology involves using resources efficiently to produce a structure on a site. Construction projects include building and heavy engineering projects. In this course, students will learn how to use a variety of tools, equipment, measuring devices, and processes to make several projects using materials utilized in the construction trades. Classroom activities introduce students to techniques used in applying technology to the production of residential, commercial, and industrial buildings in addition to a variety of civil structures. Opportunities should be provided for students to learn how ideas are converted into projects and how projects are managed during construction.

MANUFACTURING SYSTEMS

71461

Grade level 9-12

Pre-Req.: None

1 semester 1 cr.

A Core 40 directed elective as part of a technical career area

Students will be involved in making a variety of individual projects using typical manufacturing materials, machines, tools, and techniques. Materials included are hardwoods, softwoods, metals, and plastics. This course provides students with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a base for technological literacy and competence. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Activities should allow students to study techniques used in identifying and obtaining resources in addition to developing an understanding of the primary and secondary processes used to convert raw materials into finished products. In this course, students will learn how to use a variety of tools, equipment, measuring devices, and processes to make several projects using materials utilized in the manufacturing industry.

TRANSPORTATION SYSTEMS

73469

1 semester 1 cr.

Grade level 9-12

A Core 40 directed elective as part of a technical career area

Pre-Req.: None

Students will be involved in building different forms of vehicles and rebuilding small gasoline engines. Transportation is one of the basic human productive activities and is essential for societal development. Commerce is based on fast, efficient movement of goods and people. In this course, students will explore systems and techniques used to apply technology to move people and cargo in vehicles, and by other means, on land and in water, air, and space. Activities should allow students to understand a variety of transportation systems and investigate the processes and energy resources used to move people and products from one location to another.

DESIGN PROCESSES I

71423 & 71424

1 semesters 1 cr. per semester

Grade level 9-12

as part of a A Core 40 directed elective technical career area

Pre-Req.: It is recommended that students take this course before computers in design.

Students will be designing mechanical and architectural products using typical drafting instruments and computer software. Design Processes is a specialized course that explores technological processes and employs creative problem solving in developing, engineering, testing, and communicating designs for products, structures, and systems. Classroom activities help students to understand the steps used to move an idea from a designer's mind into a specified artifact, process, or system. Students will participate in design activities using critical thinking skills that require them to: identify problems; generate alternative solutions; select and refine the most plausible solution; develop specifications for the solution; model and test the solution; and present the final solution for approval. Students will be designing products using drafting instruments and computers.

DESIGN PROCESSES II

71424

1 semester 1 cr. per semester

Grade level 9-12

A Core 40 directed elective as part of a technical career area

Pre-Req.: Design Processes I

A continuation of the skills used in Design Processes I, which will be developed to a higher level of achievement, along with the further development of new skills.

COMMUNICATION PROCESSES

71484

1 semester 1 cr.

Grade level 9-12

A Core 40 directed elective as part of a technical career area

Pre-Req.: None

Students will use computers, darkroom, printing press, and printing related equipment for self-designated activities, as well as production for the school corporation. Modern technology allows society to exchange messages at greater volumes and improved speeds. This course explores the various technical means used to link ideas and peoples through the uses of electronic and graphic media. Among the major goals is that of providing an overview of communication technology; the way it has evolved, how messages are designed and produced. Activities for this class are mostly graphic arts/printing press oriented. Students will use computers, darkroom printing press, and printing related equipment for self-designated activities, as well as production work for the school corporation.

CONSTRUCTION PROCESSES

72580

1 semester 1 cr.

Grade level 9-12

A Core 40 directed elective as part of a technical career area

Pre-Req.: None

This course was designed to help students understand how technology was used to produce our constructed environment. Buildings provide physical conditions people want and need for themselves, their activities, and their things. Structures in our environment include residential, commercial, institutional, and industrial buildings in addition to special purpose facilities built for displays, sports contests, and transportation terminals. Students will study construction topics such as preparing the site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students will also investigate buying and maintaining a structure.

MANUFACTURING PROCESSES 1

71462

1 semester

1 cr.

Grade level 9-12

A Core 40 directed elective as part of a technical career area

Pre-Req.: Manufacturing systems recommended.

Students will be involved in designing products with the use of computer design software and using various manufacturing processes to manufacture the produces with typical manufacturing materials and techniques. Safety and group mass production will be emphasized during this class. Manufacturing Processes is a specialized course that explores the technological processes used to obtain resources and change them into industrial materials and finished industrial and consumer products. Activities should provide an understanding of the characteristics and properties of industrial material and the processing of materials into consumer goods. The students will investigate the properties of four solid engineering materials: metallic; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. In this course, each of these processes is a major body of content. It is through the study of common principles, supported by related laboratory and problem solving activities, that understanding is developed and reinforced. Students will be involved in designing products and using various manufacturing processes to make them out of wood, metal, and possibly plastic.

MANUFACTURING PROCESSES 2

71462

1 semester

1 cr.

Grade level 9-12

A Core 40 directed elective as part of a technical career area

Pre-Req.: Manufacturing Processing I

Students will be involved in designing products with the use of computer design software and using various manufacturing processes to manufacture the produces with typical manufacturing materials and techniques. Individual production will be emphasized in this class. Manufacturing Processes is a specialized course that explores the technological processes used to obtain resources and change them into industrial materials and finished industrial and consumer products. Activities should provide an understanding of the characteristics and properties of industrial material and the processing of materials into consumer goods. The students will investigate the properties of four solid engineering materials: metallic; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. In this course, each of these processes is a major body of content. It is through the study of common principles, supported by related laboratory and problem solving activities, that understanding is developed and reinforced. Students will be involved in designing products and using various manufacturing processes to make them out of wood, metal, and possibly plastic.

COMPUTERS IN DESIGN AND PRODUCTION SYSTEMS I

72680

Grade level 9-12

Pre-Req.: Design Processes

12 semesters 1 cr. per semester

A Core 40 directed elective as part of a technical career area

Students will be using 3D modeling computer aided design software (CAD) to design mechanical and architectural products. Students will also manufacture some products from their designs. This course focuses on using computer systems in production drawings and related documentation for products and structures and in controlling automated production systems. The emphasis is placed on using modern computer applications rather than on developing job skills. The content and activities should be developed locally in accordance with available computer systems in the school. Course content should attempt to address major themes such as: design documentation using CAD systems; assignments involving the interface of CAD, CAM, and CIM technologies; computer simulation of products and systems; animation and related multimedia applications; control technologies; and automation in the modern workplace. Students will be using 3D model computer programs to design products. Some products may be manufactured from wood, metal, or plastic.

COMPUTERS IN DESIGN AND PRODUCTION SYSTEMS II

72681

Grade level 9-12

Pre-Req.: Computers in Design & Prod. Sys. I

1 semesters 1 cr. per semester

A Core 40 directed elective as part of a technical career area

A continuation of the skills used in Computers in Design & Prod. Sys I, which will be developed to a higher level of achievement, along with the further development of new skills.

TECHNOLOGY ENTERPRISE

73402

Grade level 11-12

Pre-Req.: "C" or better in Design Processes or Manufacturing

1 semester 1 cr.

A Core 40 directed elective as part of a technical career area

Students will form a corporation that will manufacture and market products using all of the industrial technologies including CAD to design the products. This class is designed for students considering engineering as a career. Technology Enterprise is a synthesis course that allows students to apply technological and managerial principles in organizing, financing, and operating a company to produce a product, structure, or service. In a competitive marketplace, today's enterprises must be developed and operated in an efficient manner. This class will focus on these areas by allowing students to structure and operate a real-life enterprise in a classroom environment. The students will: identify human needs and wants; obtain resources; apply "produce-develop-use" activities to make artifacts and services; and, assess their impacts on individuals, society, and the environment. Students will be forming a corporation that designs and manufactures products.

WORLD LANGUAGES

FRENCH I

51321 & 51322
Grade level 9-12
AHD course

2 semesters

1 cr. per semester
A Core 40 and

Level I foreign language courses provide instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, the course provides students with opportunities to:

- respond to and give oral directions and commands and to make routine requests in the classroom and in public places;
- understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events;
- ask and answer simple questions and participate in brief guided conversations related to their needs and interests;
- read isolated words and phrases in a situational context, such as menus, signs, and schedules;
- comprehend brief written directions and information;
- read short narrative texts on simple topics; and
- write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. (Goals 1-4)

Additionally, students learn:

- about nonverbal communication, such as gestures and body language;
- about awareness of current events in the cultures;
- the major holidays and geographical features of the countries being studied;
- greeting and leave taking behaviors in a variety of social situations;
- the appropriate way to respond to introductions and use courtesy behaviors; and
- appropriate etiquette in a variety of social settings. (Goals 5 and 6)

FRENCH II

52391 & 52392
Grade level 10-12
AHD course

2 semesters

1 cr. per semester
A Core 40 and

Pre-Req.: Grade of "C" or better in French I

Level II foreign language courses enable students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Students are able to:

- ask questions regarding routine activities;
- participate in conversations on a variety of topics;
- relate a simple narrative about a personal experience or event;
- interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life;
- understand main ideas and facts from simple texts over familiar topics;
- read aloud with appropriate intonation and pronunciation; and
- write briefly in response to given situations, for example postcards, personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style. (Goals 1-4)

Additionally, students become:

- familiar with major geographical features, historical events, and political structures of the country(ies) being studied;
- familiar with different aspects of the culture, including the visual arts, architecture, literature and music, using the foreign language where appropriate;
- able to extend and respond to hospitality as a host or a guest; and
- aware of time expectations, such as arriving for appointments and social engagements. (Goals 5 and 6)

FRENCH III ACP
Advanced College Project
F203 Second Year French I

53341 & 53342
Grade level 11-12
AHD course

2 semesters

1 cr. per semester
A Core 40 and

Pre-Req.: Grade of "C" or better in French II

The advanced College Project (ACP) is a partnership program between Indiana University and selected high schools within the states of Indiana, Michigan, and Ohio. The project offers college credit to qualified high school juniors and seniors who enroll in IU general education courses that are offered at their high schools during the regular school day and taught by specially trained high school teachers who hold adjunct lecturing status with the university.

F203 is Second Year French 1 (3 credit hours). It may be taken for college credit as well as for high school graduation credit. The ACP French III class prepares students with continued development of proficiency in oral and written communication in French through listening, reading, and use of French in realistic situations.

All students enrolled in this course will be required to purchase the college textbooks. Students who elect to take the course for college credit must register and pay for college credits. ACP students receive a reduced college credit rate since they do not use on-campus services. It is likely that the class will contain both students taking the course for dual credit and students taking it for only high school credit. The course content will be the same for all students.

FRENCH IV ACP
Advanced College Project
F204 Second Year French II

54221 & 54222
Grade level 12
AHD course

2 semesters

1 cr. per semester
A Core 40 and

Pre-Req.: Grade of "C" or better in French III & Instructor approval

F204 is Second Year French II (3 credit hours). It may be taken for college credit as well as for high school graduation credit. The ACP French IV class prepares students with continued development of proficiency in oral and written communication in French through listening, reading, and use of French in realistic situations.

SPANISH I

51341 & 51342
Grade level 9-12
AHD course

2 semesters

1 cr. per semester
A Core 40 and

Level I foreign language courses provide instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, the course provides students with opportunities to:

- respond to and give oral directions and commands and to make routine requests in the classroom and in public places;
- understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events;
- ask and answer simple questions and participate in brief guided conversations related to their needs and interests;
- read isolated words and phrases in a situational context, such as menus, signs, and schedules; comprehend brief written directions and information; read short narrative texts on simple topics; and
- write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. (Goals 1-4)

Additionally, students learn:

- about nonverbal communication, such as gestures and body language;
- about awareness of current events in the cultures;
- the major holidays and geographical features of the countries being studied;
- greeting and leave taking behaviors in a variety of social situations;
- the appropriate way to respond to introductions and use courtesy behaviors; and
- appropriate etiquette in a variety of social settings. (Goals 5 and 6)

SPANISH II

52401 & 52402
Grade level 9-12
AHD course

2 semesters

1 cr. per semester
A Core 40 and

Pre-Req.: Grade of "C" or better in Spanish I

Level II foreign language courses enable students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Students are able to:

- ask questions regarding routine activities;
- participate in conversations on a variety of topics;
- relate a simple narrative about a personal experience or event;
- interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life;
- understand main ideas and facts from simple texts over familiar topics;
- read aloud with appropriate intonation and pronunciation; and
- write briefly in response to given situations, for example postcards, personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style. (Goals 1-4)

Additionally, students become:

- familiar with major geographical features, historical events, and political structures of the country(ies) being studied;
- familiar with different aspects of the culture, including the visual arts, architecture, literature and music, using the foreign language where appropriate;
- able to extend and respond to hospitality as a host or a guest; and
- aware of time expectations, such as arriving for appointments and social engagements. (Goals 5 and 6)

SPANISH III

53351 & 53352

2 semesters

1 cr. per semester

Grade level 10-12

A Core 40 and

AHD course

Pre-Req.: Grade of "C" or better in Spanish II

Level III foreign language courses provide instruction enabling students to understand and appreciate other cultures by comparing social behaviors and values of people using the languages being learned. Students are willing to initiate and participate in discussions concerning these cultures. In addition, students are able to:

- respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases;
- read for comprehension from a variety of authentic materials, such as advertisements in newspapers and magazines and cartoons and personal correspondence;
- read short literary selections of poetry, plays, and short stories;
- complete authentic forms and documents and take notes that require familiar vocabulary and structures;
- write paraphrases, summaries, and brief compositions;
- describe different aspects of the culture, using the foreign language where appropriate, including: (1) major historical events, (2) political structures, (3) value systems, (4) visual arts, (5) architecture, (6) literature, and (7) music; and
- seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries. (Goals 1- 6)

SPANISH IV

54251 & 54252
Grade level 10-12
AHD course

2 semesters

1 cr. per semester
A Core 40 and

Pre-Req.: Grade of "C" or better in Spanish III

Level IV foreign language courses enable students to participate in classroom and extra-curricular activities related to the language studied, such as presentations to the student body and to parent groups and taking leadership roles in language clubs. Students are willing to participate in conversations with native and advanced non-native speakers, either in their community or in the school. This course also enables students to:

- respond to factual and interpretive questions, interact in complex social situations, and express opinions and make judgments;
- give presentations on cultural topics including: (1) traditions, (2) historical and contemporary events, and (3) major historical and artistic figures;
- paraphrase or restate what someone else has said;
- read for comprehension from a variety of longer authentic materials, such as newspapers and magazine articles, novels, and essays, as well as make judgments about what is read;
- write well-organized compositions on a given topic; and
- begin using the language creatively in writing simple poetry and prose.
- (Goals 1- 4)

Students are also:

- aware of the relationship between various art forms in at least one major historical period;
- aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in which the language is spoken;
- able to adjust speech appropriate to the situation and audience; and
- able to participate appropriately in a variety of specific circumstances which could include public meetings, attending concerts, and using public transportation.
(Goals 4-6)

ISTEP PREPARATION

90009/90010

1 semester

0 cr.

Grade level 9-12

Pre-Req.: Assigned

This course is designed to help students prepare for the Math or Language Arts part of the ISTEP+ Graduation Examination. If the students 8th grade scale score was below the state proficiency standards the student is expected to participate in a course designed to help bring them up to state proficiency standards. A student who has not passed the ISTER+ and will be retesting, should also sign up for this class.

STUDY HALL

90001

Study Hall semester 1

1 semester

0 cr.

90002

Study Hall semester 2

90006

Study Hall either semester

Grade level 9-12

Pre-Req.: None

A student is allowed no more than one study hall per semester.

DRIVERS EDUCATION

Offered only in the summer

Driver Education is a non-credit course. The course consists of 30 hours of classroom instruction. The laboratory phase consists of 6 hours of “behind the wheel” instruction and 12 hours of “in car” observation. No credit is earned for this class. This class is offered in the summer. **If a student failed a class during the school year or needs to take ISTEP Prep, this must be done during summer school, or they cannot take Driver’s Ed.**

ADDITIONAL INFORMATION FOR COLLEGE BOUND

1. The first S.A.T. should be taken in the spring of the student’s junior year. If they decide to try the test a second time, it can be taken in May or June. They should then not have to take one their senior year. If your student is involved in spring sports, make sure to check the schedule and try to avoid the June test.
2. Applications for admission should be mailed to the college by November 1st of a student’s senior year. The earlier you apply the greater your chances are of being accepted. This date makes sure you make all early admission deadlines.
3. Financial Aid form, FAFSA, (which are used to qualify you for Federal and State aid, grants, loans and scholarships) can be obtained through the High School Guidance Department in January. Financial Aid forms (can not be filed before January 1st) should be completed and mailed by March 1st.
4. There will be a Financial Aid seminar held at 7:00 P.M. on the 1st Wednesday after Christmas break in the lecture room. During this meeting we will go through the FAFSA form item by item explaining how to fill it out. ALL college bound students need to file this form.
5. There are many types and variations of scholarships. Check with the Financial Aid Office of the individual Universities for their scholarships and application procedures. Newsletters go out from the guidance department every month containing all the scholarships as we receive them
6. Some programs within a University are more selective. You may get accepted to the school but not to the program. Example: your student might be accepted to BSU (the university), but not accepted in to their Architecture program.
7. Most private colleges will follow State University guidelines, which require a Core 40 or Honors diploma.
8. Many requirements are based on individual programs of studies. It may take more academic credits in certain areas to enter one specific program. For example, Engineering may require more maths.
9. A college visitation is strongly suggested before applying for admission. It is suggested that college visitations be taken during the summer before the student’s senior year. That way you are ready to get applications sent in early in the fall of your senior year and it doesn’t count against perfect attendance.