

CONTENTS

GENERAL INFORMATION

Note to Parents and Students.....	2
Grading Policy.....	2
Procedures for Making Schedule Changes.....	2
How to Earn College Credits in High School.....	3
Additional Information for the College Bound.....	3
NCAA Clearinghouse.....	3
Incompletes.....	4
Course Re-Takes.....	4
Regarding Foreign Exchange Students.....	4
Diploma requirements for students graduating in or after 2016.....	5
Core 40.....	5
Core 40 with Academic Honors.....	6
Core 40 with Technical Honors.....	6
Quantitative Reasoning Courses Class of 2016 and Beyond.....	8
Dual Credit & AP Opportunities.....	9

COURSE OFFERINGS & DESCRIPTIONS

<u>AGRICULTURE</u>	10
<u>ART</u>	14
<u>BUSINESS</u>	18
<u>CAREER-TECHNICAL COURSES</u>	22
<u>FAMILY AND CONSUMER SCIENCES</u>	30
<u>LANGUAGE ARTS</u>	34
<u>MATHEMATICS</u>	36
<u>MUSIC</u>	39
<u>PHYSICAL EDUCATION</u>	43
<u>SCIENCE</u>	49
<u>SOCIAL STUDIES</u>	53
<u>TECHNOLOGY</u>	57
<u>WORLD LANGUAGES</u>	62
<u>OTHERS</u>	67

Note to Parents and Students

To: Parents and Students

The information on the following pages has been prepared to assist you in making the right course selections. You want to be very certain all state and local requirements are met for graduation. Specific requirements are explained on the following pages. It is much easier to make correct choices if you take the time to read course descriptions and talk to teachers and/or counselors if you have questions. These choices are for the entire year.

The course selections should be done very carefully, as the entire school schedule is built upon the courses students select. For this reason, **ANY SCHEDULE CHANGES FOR THE ENTIRE YEAR SHOULD BE MADE DURING REGISTRATION AND MUST BE MADE BY THE END OF THE 1st WEEK OF SCHOOL.** Exceptions to this are listed on the next page under PROCEDURES FOR MAKING SCHEDULE CHANGES.

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 noted College level courses are weighted in the following manner:

A+ = 13.2	B+ = 9.9	C+ = 6.6	D+ = 3.3	F = 0
A = 12.1	B = 8.8	C = 5.5	D = 2.2	
A- = 11	B- = 7.7	C- = 4.4	D- = 1.1	

Final semester grade is figured by awarding each 9 weeks percentage grade a weight of 40% and the final exam percentage grade counts as 20%.

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 during designated summer office hours.

Changes may only be made after the specified dates if:

1. An administrative petition (changes must be made within the first 5 days of the term).
2. A student needs a change to meet graduation requirements.
3. A student does not meet the prerequisites of the course.
4. A student is not scheduled for seven classes each term.
5. A student is removed from a class by administrative decision.
6. A computer error.
7. Class sizes need to be balanced.

How to Earn College Credits in High School

1. Take advanced placement classes (AP) & score successfully on the AP test in the spring
2. Take dual credit classes
3. Take early enrollment courses through a college (during the day, in the evening, or over the summer.)

Additional Information for the College Bound

The first S.A.T. should be taken in the early part of 2nd semester of the student's junior year. If the student decides to try the test a second time, it can be taken in May or June. The student should then not have to take one their senior year, however many students retake the SAT fall of their senior year to increase scores for spring scholarships. If your student is involved in spring sports, make sure to check the team's schedule before signing up for a test.

Applications for admission should be submitted and received 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.

The Free Application for Federal Student Aid, otherwise known as FAFSA, (used to qualify you for Federal and State aid, grants, loans and scholarships) cannot be filed before October 1st senior year and should be completed online by March 1st. ALL college bound students need to file this form.

There are many types and variations of scholarships. Check with the Financial Aid Office of the individual Universities for their scholarships and application procedures. Announcements go out from the guidance department containing all the scholarships as we receive them. Students may access scholarship information via their student email and the guidance website.

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 into their Architecture program. Speak with your University's Admissions Office for program specific requirements.

Most private colleges will follow State University guidelines, which require a Core 40 or Honors diploma. You cannot be admitted to any four-year Indiana public university unless you have at least the Core 40 Diploma. Indiana University Bloomington and Purdue University West Lafayette have admissions requirements above Core 40 standards. Anyone can attend Ivy Tech Community College and Vincennes University regardless of their high school diploma type.

Many college acceptance 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 math credits.

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. This way you are ready to get applications sent early in the fall of your senior year and it doesn't count against perfect attendance.

Visit the Guidance Website @ <http://tvhs.tvsc.k12.in.us/> for updates on financial aid opportunities, college admissions, and state graduation requirements.

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. Visit <http://2point3.ncaa.org/> for current NCAA initial eligibility requirements.

Incompletes

All incomplete work must be submitted within 5 weekdays 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 and it is needed for an honors diploma or a higher grade is needed as a prerequisite. Credit in any class may only be counted once. If credit was previously earned in the same class, it will be removed.

Regarding Foreign Exchange 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. Exchange students will be permitted to participate in graduation exercises but will receive a Certificate of Achievement in lieu of a diploma.

Diploma requirements for students graduating in or after 2016

INDIANA CORE40

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

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

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

CORE40 with Academic Honors *(minimum 47 credits)*

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

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

CORE40 with Technical Honors *(minimum 47 credits)*

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

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

Indiana General High School Diploma

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

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

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

Course and Credit Requirements (Class of 2016 & Beyond)

English/Language Arts	8 credits
	Credits must include literature, composition and speech
Mathematics	4 credits
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.
Science	4 credits
	2 credits: Biology I 2 credits: Any science course At least one credit must be from a Physical Science or Earth and Space Science course
Social Studies	4 credits
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	2 credits
Health and Wellness	1 credit
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	6 credits
Flex Credit	5 credits
	Flex Credits must come from one of the following: <ul style="list-style-type: none"> • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives	6 credits
	Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

40 Total Credits Required

Quantitative Reasoning Courses Class of 2016 and Beyond

- For the Core 40, Academic Honors (AHD), and Technical Honors (THD) diplomas, students must take a mathematics course or a quantitative reasoning course each year they are enrolled in high school.
- For the General Diploma, students must earn two credits in a mathematics course or a quantitative reasoning course during their junior or senior year.
- A quantitative reasoning course is a high school course that "advances a student's ability to apply mathematics in real world situations and contexts" and that "deepens a student's understanding of high school mathematics standards."

Advanced Placement

AP Calculus AB
AP Calculus BC
AP Chemistry

Agriculture

Advanced Life Science: Foods
Landscape Management

Business, Marketing, & Information Technology

Accounting
Computer Programming I
Computer Programming II
PLTW Civil Engineering & Architecture
PLTW Principles of Engineering
PLTW Engineering Design & Development

Science

Chemistry I
Chemistry II
AP Chemistry

Social Studies

Economics

Trade & Industrial Education

Building Trades I
Building Trades II
Precision Machining I
Precision Machining II

Dual Credit & AP Opportunities

Contact your college or university of choice for information regarding transferrable dual credit courses. To transfer dual credit courses to college, contact the admissions office of the college from which you received the dual credit for a college transcript request form.

English

ACP W131 English Composition* 3 college credits Indiana University South Bend
ACP L202 Literature* 3 college credits Indiana University South Bend
ACP Advanced Speech & Communication* 3 college credits Indiana University South Bend

AP Literature & Composition*
AP Literature & Composition*

Social Studies

ACP Political Science* 3 college credits Indiana University South Bend
ACP American History* 6 college credits Indiana University South Bend
AP World History*

Mathematics

Probability & Statistics* 3 college credits PFW
Trigonometry/Pre-Calculus* 6 college credits PFW
Calculus AB* 4 college credits PFW
Calculus BC* 4 college credits PFW

Science

AP Chemistry
AP Environmental Science*

World Language

ACP Spanish II* 3 college credits Indiana University South Bend
ACP Spanish III* 3 college credits Indiana University South Bend
ACP Spanish IV* 3 college credits Indiana University South Bend

Agriculture

Agribusiness Management 3 college credits Ivy Tech
Animal Science 3 college credits Ivy Tech
Advanced Life Science: Animals* 3 college credits Ivy Tech
Landscaping Management I 3 college credits Ivy Tech
Natural Resource Management 3 college credits Ivy Tech
Ag Power, Structure, & Technology 3 college credits Ivy Tech
Horticulture 3 college credits Ivy Tech

Technology

Graphic Layout 3 college credits Vincennes University
Introduction to Engineering Design PLTW* 3 college credits Ivy Tech
Principles of Engineering PLTW* 3 college credits Ivy Tech
Civil Engineering PLTW* 3 college credits Ivy Tech

Construction Trades I

Construction Trades II 6 college credits Ivy Tech
9 college credits Ivy Tech

Warsaw Area Career Center

Computer Programming I: Visual Basic Ivy Tech
Computer Programming II: C++ Ivy Tech
Criminal Justice Ivy Tech
Culinary Arts I Ivy Tech
Culinary Arts II Ivy Tech
Education Professions Grace College
Emergency Medical Technician Ivy Tech
Fire Rescue State Certifications
Health Science Education Ivy Tech
Medical Terminology Ivy Tech
Precision Machine Technology I Ivy Tech
Precision Machine Technology II Ivy Tech
Radio Production II Vincennes University
TV Production II Vincennes University
Welding Technology I Ivy Tech

**Denotes weighted courses*

Additional Warsaw Area Career Center dual credit and AP courses are available in the WACC Course Description Guide.

AGRICULTURE

INTRODUCTION TO AGRICULTURE, FOOD & NATURAL RESOURCES

71001/71002	2 semesters	1 credit per semester
Grade level 9-10		
Pre-Req: None	A Core 40, Academic Hon. and Technical Hon. Elective	
Foundation to all Agriculture Pathway options		

Fundamentals of Agricultural Science and Business is a yearlong course that is highly recommended as a prerequisite and foundation for all other agricultural classes, and engages students in all Pathway options to pursue college degrees. 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, You may find the state standards and Pathways information on the state website: www.doe.in.gov/pathways and www.doe.in.us/standards

HORTICULTURE SCIENCE

71061/71062	2 semesters	1 credit per semester
Grade level 9-12		
Pre-Req: None	A Core 40, Academic Hon. and Technical Hon. Elective	
Required for Horticulture Pathway		Dual Credit Ivy Tech

Horticultural Science is a semester course designed to give students a background in the field of horticulture and its many career opportunities. During this course we engage in 3 broad categories, vegetable production, floral design and business concepts, introductory level of landscaping at home, marketing of horticulture products, outside maintenance of the home and healthy lifestyle development. We also investigate integrated pest management as a homeowner and develop employability skills that will help you become a successful employee or business owner in the future. This pathway is a foundation for the area of Horticulture/Landscape Management, which you may find the state standards and Pathways information on the state website: www.doe.in.gov/pathways and www.doe.in.us/standards

LANDSCAPE MANAGEMENT 1

71072/71072	2 semesters	1 credit per semester
Grade level 9-12		
Pre-Req: None	A Core 40, Academic Hon. and Technical Hon. Elective	
Required for Horticulture Pathway		Dual Credit Ivy Tech

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. You may find the state standards and Pathways information on the state website: www.doe.in.gov/pathways and www.doe.in.us/standards, which includes this course in the Horticulture/Landscape Management Pathway.

NATURAL RESOURCES

71081/71082	2 semesters	1 credit per semester
Grade level 9-12		
Pre-Req: None	A Core 40, Academic Hon. and Technical Hon. Elective	
Required for Life Science: Natural Resource Pathway		Dual Credit Ivy Tech

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. You may find the state standards and Pathways information on the state website: www.doe.in.gov/pathways and www.doe.in.us/standards, which includes this course in the Environmental Science & Natural Resources Pathway.

ANIMAL SCIENCE

72041/72042	2 semesters	1 credit per semester
Grade level 10-12		
Pre-Req: Intro to Agriculture	A Core 40, Academic Hon. and Technical Hon. Elective	
Required for Life Science: Animals Pathway		Dual Credit Ivy Tech

This course is geared to prepare students for careers in animal science industry which might include becoming a vet tech, veterinary, artificial inseminator tech, feed salesman or any career engaging with animals. 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. You may find the state standards and Pathways information on the state website: www.doe.in.gov/pathways and www.doe.in.us/standards, which includes this course in the Agribusiness &/or Agriscience Pathways.

ADVANCED LIFE SCIENCE, ANIMAL (L)

74001/74002	2 semesters	1 credit per semester & total 3 dual credits
Grade level 11-12		
Pre-Req: Animal Science	A Core 40 and AHD science credit	
		Dual Credit Ivy Tech

Advanced Life Science: Animals, is available to students who have an active career interest in the animal science industry. Dual credit may be obtained through Ivy Tech. Students will utilize the CAERT (Center for Agricultural & Environmental Research & Training) program to gain knowledge and experience in animal growth, development and physiology. 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. You may find the state standards and Pathways information on the state website: www.doe.in.gov/pathways and www.doe.in.us/standards, which includes this course in the Agribusiness, Agricultural Engineering &/or Agriscience Pathways.

PLANT AND SOIL SCIENCE

72051/72052

2 semesters

1 credit per semester

Grade level 10-12

Pre-Req: Intro to Agriculture

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

Plant and Soil Science is a yearlong course that provides students with opportunities to participate in a variety of activities including laboratory work. Some of the typical careers leading to this type of study including Students will be engaged in topics involved in agronomic issues including GPS systems, development of plants through all phases and management of them, soil & water management, integrated pest management, nutrition and application rates of soil additives. Land value & measurement is included with components in current law/guidelines, with harvesting and career opportunities investigated as well. You may find the state standards and Pathways information on the state website: www.doe.in.gov/pathways and www.doe.in.us/standards, which includes this course in the Environmental Science & Natural Resources &/or Agribusiness Pathway.

AGRIBUSINESS MANAGEMENT

72001/72002

2 semesters

1 credit per semester

Grade level 10-12

Pre-Req: Intro to Agriculture

Required for Agribusiness Pathway

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

Dual Credit Ivy Tech

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 career & technical education course and to receive credit for this course the student must supply their social security number for state reporting purposes.

AGRICULTURE POWER, STRUCTURE & TECHNOLOGY I

73467/73468

2 semesters

1 credit per semester

Grade level 10-12

Pre-Req: None

Required for Agribusiness Pathway

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

Dual Credit Ivy Tech

Agriculture Power, Structure and Technology is a two semester, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural equipment in concert with the utilization of technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, in the first semester. Metal technology, arc welding, MIG welding, and oxy-acetylene torch will be in the second semester. You may find the state standards and Pathways information on the state website: www.doe.in.gov/pathways and www.doe.in.us/standards, which includes this course in the Agricultural Engineering Pathway.

AGRICULTURE POWER, STRUCTURE & TECHNOLOGY II

73475/73476

2 semesters

1 credit per semester

Grade level 10-12

Pre-Req: None

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

Required for Agribusiness Pathway

Agricultural Mechanization is a two semester, 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. Safety and career opportunities in the area of agricultural mechanization and employability skills. You may find the state standards and Pathways information on the state website: www.doe.in.gov/pathways and www.doe.in.us/standards, which includes this course in the Agricultural Engineering Pathway.

SUPERVISED AGRICULTURAL EXPERIENCE (SAE)

71156

1 semester

1 credit

Grade level 10-12

Pre-Req: "B" or better in Intro to Ag & Teacher Approval A Core 40, Academic Hon. and Technical Hon. Elective

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students 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. You may find the state standards and Pathways information on the state website: www.doe.in.gov/pathways and www.doe.in.us/standards,

ART

INTRODUCTION TO TWO- DIMENSIONAL ART

71106 1 semester 1 credit
Grade Level 9-12
Pre-Req: Students are encouraged to take this course before their senior year. A Core 40 and AHD course

Introduction to two-dimensional art is the fundamental course of the art program and is a prerequisite for all other art courses offered. The class will focus on basic exercises using a variety of media and techniques to follow in the art curriculum. Students will explore a variety of drawing, design, art techniques, art history, and technology. Students will be responsible for sketch book and scrapbook assignments.

INTRODUCTION TO THREE-DIMENSIONAL ART (L)

04002 1 semester 1 credit
Grade Level 9-12 A Core 40 and AHD course

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

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

ADVANCED TWO-DIMENSIONAL ART

71107 1 semester 1 credit
Grade Level 12
Pre-Req: "B" or better in Intro to 2D Art, 2+ art credits, & instructor approval. A Core 40 and AHD course

Advanced two-dimensional art students will construct independently a variety of art pieces built from the sequential learning experiences of previously taken art courses. Students are expected to create art work that challenges their art skills and is portfolio ready.

DRAWING I

71126 1 semester 1 credit
Grade Level 10-12
Pre-Req: Intro. To Two Dimensional Art A Core 40 and AHD course

The Drawing I course is concerned with encouraging individual expression and technical skills used in drawing. Students will have the opportunity to develop skills and techniques with competency using dry, wet, and mixed media in black and white; and color. Students will be responsible for sketch book and scrapbook assignments.

DRAWING II

72166 1 semester 1 credit
Grade Level 10-12
Pre-Req: "C" or better in Drawing 1 A Core 40 and AHD course

Drawing II is an extension of Drawing I with an emphasis in color and problem solving. This class will also incorporate figure drawing and portraiture as well as developing the individual's drawing skills and style. Students will be responsible for sketch book and scrapbook assignments.

AP DRAWING

71127 2 semester 1 credit per semester
Grade Level 10-12
Pre-Req: "C" or better in Drawing 1 A Core 40 and AHD course

The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions.

PAINTING I

71146 1 semester 1 credit
Grade Level 10-12
Pre-Req: Intro. To Two Dimensional Art A Core 40 and AHD course

Painting I is designed to teach students color and painting techniques through the usage of a variety of painting media. Students are taught composition, color theory, mixing, and blending techniques. Students will be responsible for sketch book and scrapbook assignments.

PAINTING II

72106 1 semester 1 credit
Grade Level 10-12
Pre-Req: "C" or better in Painting 1 A Core 40 and AHD course

Painting II is an extension of Painting I in which students will primarily concentrate on painting large, in size, studio paintings in acrylics and/or oils. Students will be encouraged to develop a creative approach to the selection of subject matter, composition, and expressions of the paintings. Students will be responsible for sketch book and scrapbook assignments.

SCULPTURE I

71166 1 semester 1 credit
Grade Level 10-12
Pre-Req: Intro to Two Dimensional Art A Core 40 and AHD course

Sculpture I is created for students to build sculptures in three-dimension with a variety of medium, such as mask mold making in plaster, clay, "Sculpey" clay, wire, and numerous other materials. The extent in which materials can be successfully manipulated will be the only limitation. The sculpture assignments are approached from an artistic point of view taking into consideration the principles and elements of design. Students will be responsible for sketch book and scrapbook assignments.

SCULPTURE II

72186 1 semester 1 credit
Grade Level 10-12
Pre-Req: "C" or better in Sculpture 1 A Core 40 and AHD course

Sculpture II is an extension of Sculpture I with a continuation in developing an awareness of and appreciation for three dimensional designs. Good design, structure, and originality will be stressed in making ceramics. Students will work with a variety of ceramic forming methods including the potter's wheel. Students will be responsible for sketch book and scrapbook assignments

VISUAL COMMUNICATIONS I

72121 1 semester 1 credit
Grade Level 10-12
Pre-Req: Intro. To Two Dimensional Art A Core 40 and AHD course

Visual Communications I is a creative and problem solving course that incorporates a variety of media, elements, and principles of design. Students will be working abstractly as well as realistically. Students will be acquainted with a large variety of media, technical tools, equipment, and visual artists of the Commercial Art field. Students will be responsible for sketch book and scrapbook assignments.

VISUAL COMMUNICATIONS II

72142 1 semester 1 credit
Grade Level 10-12
Pre-Req: "C" or better in Visual Communications 1 A Core 40 and AHD course

Visual Communications II is a continuation of problem solving with various media, and techniques used by artists in the Commercial Art field. Students will be responsible for sketch book and scrapbook assignments.

RADIO AND TELEVISION PRODUCTION I

75401 1 semester 1 credit
Grade level 10-12
Recommend: IM Video Editing & Digital Citizenship

During this introductory course students will learn how to properly use and care for ENG and studio equipment as well as some of the critical vocabulary used in professional radio and television. Students will also have many hands on experiences including writing and recording public service announcements (for WIOE) and news story (TV). In addition, students will learn the basics of television studio operations while briefly rotating through various roles and responsibilities in the WACC TV studio and control room. Students who take this course are eligible to apply for acceptance into Television Production II.

RADIO PRODUCTION II *DC

75402

1 semester

1 credit

Grade level 11-12

Pre-Req: None, Radio and Television Production I is recommended

This class is offered to students who are interested in basic audio broadcasting production. Emphasis will be on script writing, recording, microphone techniques, and editing. Students will perform a variety of lab exercises including working with WIEO to complete PSAs for our community. Good writing, computer, and communication skills along with the concept of teamwork will be developed in the class. *Juniors & Seniors with approved test scores are eligible for dual credit from Vincennes University (3 credit hours). Career Cluster: Arts, AV Technology & Communications.

BUSINESS

PREPARING FOR COLLEGE AND CAREERS

(REQUIRED)

90011

1 semester

1 credit

Grade level 8

Pre-Req: None

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.

INTRODUCTION TO BUSINESS

73223/73224

2 semesters

1 credit per semester

Grade level 9-12

Pre-Req: None

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

Introduction to Business introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty- first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law.

The course develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments

ACCOUNTING 1

72241/72242

2 semesters

1 credit per semester

Grade level 10-12

Pre-Req: None

A Quantitative Reasoning Course

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

Interested in business or possibly starting your own company someday? Do you want to know what all of the numbers mean? How can you tell if your business is making a successful profit or make costly decisions on how to budget for expenses? 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. 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. This course qualifies as a Quantitative Reasoning Course for General, Core 40, Academic Honors, and Technical Honors diplomas.

ADVANCED ACCOUNTING

04522/14522
Grade level 10-12
Pre-Req: Introduction to Accounting

2 semesters

1 credit per semester
A Quantitative Reasoning Course
A Core 40, Academic Hon. and Technical Hon. elective

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

DIGITAL APPLICATIONS AND RESPONSIBILITIES

72646
Grade level 9-12
Pre-Req: None

2 semester

1 credit per semester

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

Computer Applications – The single best computer class we offer. If you take one computer class in high school, make sure this is it. Students develop knowledge of the vast majority of production software used today in the workplace, including but not limited to word processing, spreadsheets, presentation and communication software along with being given the chance to achieve industry certifications with a MOS and MTA exam.

COMPUTER SCIENCE I - COMPUTER SCIENCE PRINCIPLES (PLTW)

71241/71242
Grade level 10-12
Pre-Req: None (Digital Apps is highly recommended)

2 semesters

2 credits

A Core 40, Academic Hon. & Technical Hon. Elective

Computer Science Principles is a Project Lead the Way course in which students will create apps for mobile devices, automate tasks in a variety of languages, find patterns in data, and interpret simulations. Students collaborate to create and present solutions that can improve people's lives. The course does not aim to teach mastery of a single programming language, but aims to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity.

COMPUTER PROGRAMMING II – COMPUTER SCIENCE A (PLTW)

71239 / 71240
Grade level 10-12
Pre-Req: Computer Science I

2 semesters

1 credit per semester
A Quantitative Reasoning Course
A Core 40 directed elective as part of a tech career area

Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases, as well as creating a game for their friends or an app to serve a real need in the their community. This course is aligned to the AP CSA framework

PLTW CYBERSECURITY

05261/05262

2 semesters

1 credit per semester

Grade level: 10-12

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

PLTW Cybersecurity is a full-year course implemented in 10th grade or above. The design of the course exposes high school students to the ever growing and far reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play as cybersecurity experts and train as cybersecurity experts do. PLTW Cybersecurity strongly connects to the National Cybersecurity Workforce Framework (also known as the NICE Framework or NCWF). Created by the National Institute of Standards and Technology (NIST), this framework identifies standards developed by numerous academic, industry, and government organizations. The framework objectives address topics that span K-12 education and guide learning progressions. The objectives also incorporate many of the big ideas and learning objectives outlined by the College Board and addressed in AP CSP and AP CSA. In addition, the course integrates Computer Science Teachers Association (CSTA) standards. PLTW Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, “outside-the-box” thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security. The course contains the following units of study.

Unit 1 Personal Security (19%)

Unit 2 System Security (22%)

Unit 3 Network Security (31%)

Unit 4 Applied Cybersecurity (28%)

INTRODUCTION TO ENTREPRENEURSHIP

59670/59671

2 semesters

1 credit per semester

Grade level 9-12

Pre-Req: None

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

ENTREPRENEURSHIP & NEW VENTURES

73242

2 semesters

1 credit

Grade level 11-12

Pre-Req: Business Foundation

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 LAW & ETHICS

73226

2 semesters

1 credit per semester

Grade level 11-12

Pre-Req: None

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

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.

PRINCIPLES OF BUSINESS MANAGEMENT

74561/74562

2 semesters

1 credit per semester

Grade level 11-12

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

Counts as a Directed Elective or Elective for all diplomas

PRINCIPLES OF MARKETING

73243/73244

2 semesters

1 credit per semester

Grade level 11-12

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

Counts as a Directed Elective or Elective for all diplomas.

STRATEGIC MARKETING

5918

2 semesters

1 credit per semester

Grade Level: 11-12

Pre-Req: None

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

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

WORK BASED LEARNING CAPSTONE

73203

2 semester

1-3 credits per semester

Grade Level 11-12

Pre-Req: Submit Application for Approval

A Core 40, Academic Hon. and Tech Hon. Elective

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

CAREER-TECHNICAL COURSES **WARSAW AREA CAREER CENTER**

The following courses are offered through the Warsaw Area Career Center. This is a small list of what is offered at the Warsaw Area Career Center. In order to look at all courses that are available and their descriptions, please visit, wacc.warsawschools.org to view their course description guide. Students who are interested in any of these courses should read the description and prerequisites carefully to make sure they qualify for the class. Most of these classes are 2 semester classes and unless you fail or are expelled from the class, you are required to complete the class by taking both semesters. Students must set aside the number of hours necessary for the program and in some cases, one period for transportation to or from Warsaw. Students must have their own transportation to the class. 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 and taking one of these courses make sure that you have a total of 5 credits per semester. These are vocational courses and to receive credit for this course the student must supply their social security number for state reporting purposes.

WORK BASED LEARNING CAPSTONE

(offered @ TVHS, See Business section)

COMPUTER PROGRAMMING II: C++

(offered @ TVHS, See Business section)

GRAPHIC IMAGING TECHNOLOGY

(offered @ TVHS, See Technology section)

PROJECT LEAD THE WAY – INTRO TO ENGINEERING & DESIGN

(offered @ TVHS, See Technology section)

PROJECT LEAD THE WAY – PRINCIPLES OF ENGINEERING

(offered @ TVHS, See Technology section)

BUILDING TRADES TECHNOLOGY 1

(offered @ TVHS, *DC, See Technology section)

BUILDING TRADES TECHNOLOGY 2

(offered @ TVHS, DC*, See Technology section)

RADIO AND TELEVISION PRODUCTION I

(offered @ TVHS, See Art section)

RADIO PRODUCTION II *DC

(offered @ TVHS, DC* See Art section)

INTRODUCTION TO CULINARY ARTS & HOSPITALITY

73398/73399

1 semester

1 credit

Grade level 10-12

Pre-Req: "C" in Nutrition & Wellness

This course is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is used. Topics include basic culinary skills, safety and sanitation, nutrition, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Serve Safe Certification may be earned upon passing this national certification examination. Course included in Education & Training, Hospitality & Tourism, and Human Services Career Cluster

CULINARY ARTS & HOSPITALITY I *DC

73400/73401

2 semesters

3 credits per semester

Grade level 11-12

Pre-Req: "C" Intro to C.A. & Application/Interview A Core 40 directed elective as part of a technical career area

This course prepares students for occupations and higher education programs for careers in the hospitality industry. Food safety and sanitation, basic culinary skills such as math, real time restaurant experience, purchasing and inventory, food preparations and techniques will be the focus of the course. Students will receive real life restaurant experience in the WACC restaurant, "The Blue Apron" as they rotate to every station within the restaurant setting. There are additional fees of approximately \$140, to cover the cost of Chef Coat, equipment, and certifications. Course included in Hospitality & Tourism Career Cluster.

PRECISION MACHINE TECHNOLOGY 1 (@ WCHS) *DC

65353/65354

2 semesters

2 credits per semester

Grade level 10-12

Pre-Req: Submit Application
area

A Core 40 directed elective as part of a technical career

This course is a two-year program and is in session two periods per day both semesters. The beginning (PMT I) class covers fundamentals of machinist hand tools, precision measurement, blueprint reading, metal cutting lathe, drill press, milling machine, and other machine tools. Most students entering this program plan on completing the entire 2 yr. program. The program enables a graduate to enter various career occupations. People with training in precision machine technology find many jobs in local industry including the orthopedic appliance industry. Typical careers include machinist, tool grinder, tool & die maker, quality control, CNC operator, machine setup, CAD/CAM operation, machine repair, and CNC programmer. The Precision Machine Technology course is a 2 year program. Most students entering this program plan on completing the entire program. There are additional expenses of approximately 125.00 for safety equipment, supplies and certifications. A list of anticipated fees is available in the Career Center Office. Course included in Manufacturing Career Pathway.

PRECISION MACHINE TECHNOLOGY 2 (in Warsaw) *DC

75363/75364

2 semesters

2 credits per semester

Grade level 11-12

Pre-Req: P.M. T. 1 & Application

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

PMT II offers more advanced training on the machines used in the beginning course, surface grinder and abrasives, and expanded instruction in blueprint reading. The first semester concentrates on problem solving, materials, production techniques and tool and die making. The second semester focuses on CNC programming, setup and operations. On the completion of the program students attaining a "B" or better average are given a Precision Machine Technology certificate. This certificate is recognized by Warsaw and surrounding area employers as recognition of accomplishment and considered a recommendation for employment. There are additional expenses for supplies and certifications. Instructor approval required for Advanced Class placement. **The Precision Machine Technology program leads into the ICT Program where many students remain as secure fulltime employees after graduation. Most students entering this program plan on completing the entire program. Course included in Manufacturing Career Pathway

TV PRODUCTION II *DC

75403/75404

2 semesters

2 credits per semester

Grade level 11-12

Pre-Req: Radio and TV Production I, Digital Citizenship and/or IM: Video Editing, & Strong Communication Skills

This dual credit course provides students with an overview of roles and responsibilities associated with the television production industry. The theory and operation of TV production equipment including camera, switcher, CGs, teleprompter, audio console, lighting, talent, and video editing are studied. Students enrolled in this course produce WACC TV News as well as PSAs, commercials, and other short video productions. Participation in some activities beyond the regular school day is required. Juniors and Seniors with approved test scores are eligible for dual credit from Vincennes University (3 credit hours). Career Cluster: Arts, AV Technology & Communications

WELDING TECHNOLOGY I (in Warsaw) *DC

65421/65422

2 semesters

2 credits per semester

Grade level 11-12

Pre-Req: Submit Application

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

Welding Technology includes classroom and laboratory experiences of arc, MIG, and oxy-acetylene welding/brazing, cutting (gas and plasma), blueprint reading, welding symbols, auxiliary equipment (horizontal band saw, chop saw, iron worker, and drill press). Welds will be performed in a variety of positions to complete common joints using American Welding Society (AWS) standards. Safety is emphasized with all equipment and procedures. This is year one of a two-year course offering. Welding students are required to purchase safety equipment for this class. A list of anticipated fees is available in the Career Center Office at WCHS. Course included in Manufacturing Career Pathway.

WELDING TECHNOLOGY II (in Warsaw) *DC

75421/75422	2 semesters	2 credit per semester
Grade level 12		
Pre-Req: Welding Tech 1 & application	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. Additional Required Welding supplies. Course included in Manufacturing Career Pathway.

COMPUTER PROGRAMMING I: VISUAL BASIC (INFOTECH) (@WCHS) *DC

73606/73607	2 semesters	1 credits per semester
Grade Level 10-12		
Pre-Req: Algebra 1/Dig. Citizen/Programming Logic/Design/Application	A Core 40 directed elective	

Do you like computers? Do you like to make things yourself? Even if math was not your strongest subject, you can learn to use Visual BASIC to create programs (applications) for Windows. Plan on less time spent on lecture, more time spent doing hands on work. Emphasis is on designing applications that will make your client's business run easier. From designing input forms for taking orders over the phone to making a calculator that runs on the computer screen, you will make real applications that you can run on your computer at home. Qualifies as a Quantitative Reasoning course for the general diploma. Career Cluster: Information Technology

COMPUTER PROGRAMMING II: C++ (INFO TECH) (@ WCHS) *DC

73609/73610	2 semesters	1 credit per semester
Grade Level 10-12		
Pre-Req: Algebra 2, Computer Apps & Application	A Core 40 directed elective as part of a technical career area	

Are you thinking about pursuing a degree in computers at college or technical school? If you did well in Algebra and you like working with computers, this may be the class for you. C++ is the programming language of choice in many Computer Science curriculums as well as in the programming work environment. In this course, we will discuss guidelines for proper programming style while addressing the technical constructs of C++. Logic, design, and problem solving, sounds fun doesn't it? Qualifies as a Quantitative Reasoning course for the general diploma. Career Cluster: Information Technology

CRIMINAL JUSTICE *DC

76201/76202	2 semesters	3 credits per semester
Grade level 12		
Pre-Req: SAT 460, ACT 19 or PSAT 46 or pass Accuplacer, Application Required		

Course material will include an introduction to criminal justice systems, criminology, law enforcement and criminal investigation. Courses will be taken at Ivy Tech. This program also includes work-based learning and students will spend time observing in different criminal justice settings as well as listening to guest speakers in the criminal justice field. Transportation must be provided by the student as daily transportation to Ivy Tech and the work-based learning sites is required. Students are responsible for the cost of college textbooks, local and state background checks necessary for the work-based learning sites.

FIRE RESCUE I (in Warsaw)

76501/76502

Grade Level 11-12

2 semesters

2 credits per semester

Pre-Req: Application/Interview

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

EMT (@ WCHS) *DC

64947

1 semester

2 credits per semester

Grade level 12

Pre-Req: Min. 5.0 GPA & application

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

This course is being offered in partnership with Multi-Township EMS of Warsaw. It is a state-approved curriculum for EMT training. Emergency Medical Technician Training is a vocational course in which students will be trained to become certified EMT's. Once completed and reaching the age of 18, the student can take the state test and if successful, become a licensed EMT. Students are required to have specific shots which can be obtained from a family doctor or the county health clinic. Course offering is dependant on the number of students and instructor availability. A special textbook must be purchased for this class and it is not subject to reduced fees. Dual credit can be received through Ivy Tech.

HEALTH SCIENCE EDUCATION (in Warsaw) *DC

76301/76302

2 semesters

3 credits per semester

Grade level 12

Pre-Req: Min. 5.0 GPA & application

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

Introduction to Health Care Systems/Certified Nursing Assistant (CNA) introduces students to various aspects of the health care industry, but with a focus on obtaining a CNA 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 introduced to the health specific career and technical student youth organization, Health Occupations Students 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 demand areas for future job openings.

- Recommended Prerequisites: Computer Apps I, Biology, Algebra I & II, Geometry
- This course is taught at Ivy Tech State College- Warsaw. Students must provide their own transportation.
- Students can earn twelve hours of college credit from Ivy Tech Community College.
- The class meets 11:30 p.m.-2:30 p.m., periods 4-7.
- There are additional fees of approximately \$250 to cover KCH required testing Mantoux/TB, drug screening, background checks, scrubs, special workbooks, etc. and these fees not subject to reduced fees.
- Upon successful completion of this course, students will become CPR certified and can obtain a Certified Nursing Assistant (CNA) certification that would allow students to work in long-term care facilities.

MEDICAL TERMINOLOGY *DC

76303

Grade level: 11-12

Pre-Req: Application/Interview

1 semester

1 credit

This course addresses basic terminology required of the allied health professional and provides a solid basic knowledge for anatomy and physiology of the body systems, pathology, special procedures, laboratory procedures and pharmacology. Greek and Latin prefixes are presented, as well as suffixes, work roots, and combining forms. Emphasis is on forming a solid foundation for medical vocabulary including meaning, spelling, and punctuation. Medical abbreviations, signs and symbols are included.

EDUCATION AND EARLY CHILDHOOD CAREERS (In Warsaw) *DC

72551/72552

2 semesters

3 credits per semester

Grade level: 12

Pre-Req: Child Dev. & Adv. Child Dev. & Application A Core 40 directed elective as part of a technical career area

Education and Early Childhood Careers is recommended for students with interests in early childhood, education, and related services career paths. The course includes planning and guiding developmentally appropriate activities and practices of guidance and discipline for young children; application of basic health and safety principles with children and overview of management and operation of licensed child care facilities. Indiana state child care regulations and licensing requirements or regulations related to Classroom instruction is held at Ivy Tech and Experiential site assignments vary in the community. Students must provide their own transportation. There are extra cost to cover background check, drug screening and college textbook.

COSMETOLOGY I

75373/75374

2 Semesters

3 credits per semester

Grade level: 12

Pre-Req: None

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

Cosmetology I offers an introduction to cosmetology with an emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring, business and personal ethics, bacteriology, and sanitation. In the second semester greater emphasis is placed on the application and development of these skills. The State of Indiana requires a total of 1500 hours of instruction for licensure. Acceptance into the program is required. Students will be required to purchase their individual kit (\$500) before the first day of school.

COSMETOLOGY II

75375/75376

2 semesters

3 credits per semester

Grade level: 12

Pre-Req: Cosmetology I

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

Cosmetology II builds on concepts learned in Cosmetology I with an emphasis on the development of advanced skills in styling, hair coloring, permanent waving, facials and manicuring. Students will receive training on the clinic floor while working on patrons. Students will also study anatomy and physiology, professionalism, and salon management in relation to cosmetology. When students successfully follow the prescribed curriculum and salon hours, they will be able to take the state board exam for cosmetology and obtain a license to work in a salon. The fees for the second year student will be the License Exam set forth by the state, and License (\$40.00) which is valid for four years. Class extends beyond normal school hours.

PROJECT LEAD THE WAY

INTRODUCTION TO ENGINEERING & DESIGN
(offered @ TVHS, See the Technology section)

PRINCIPLES OF ENGINEERING
(offered @ TVHS, See Technology section)

PRINCIPLES OF THE BIOMEDICAL SCIENCES

99501/99502

2 semesters

1 credit per semester

Grade level 11-12

Pre-Req: "A" in Math & Science

This course will provide an introduction to the biomedical sciences through exciting "hands-on" projects and problems. Student work will involve the study of human medicine, research processes and an introduction to bioinformatics. Students will investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell anemia, hypercholesterolemia, and infectious diseases. Key biological concepts will also include: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles will also be included in: the design process, feedback loops, fluid dynamics, and the relationship of structure to function. This course will be designed to provide an overview of all the future courses a Biomedical Science program and to lay the scientific foundation necessary for student success in the subsequent courses. This will be a highly accelerated course and outside of class research will be necessary. 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 BODY SYSTEMS

99503/99504

2 semesters

1 credit per semester

Grade level 11-12

Pre-Req: Biology and Principles of Biomedical Science

Students examine the processes, structures, and interactions of the human body systems to learn how they work together to maintain homeostasis (internal balance) and good health. Using real-world cases, students take the role of biomedical professionals and work together to solve medical mysteries. Hands-on projects include designing experiments, investigating the structures and functions of body systems, and using data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Students will also work with clay to build human anatomy on a model throughout the entire course. Important concepts covered in the course are communication, transport of substances, locomotion, metabolic processes, defense, and protection. This is a vocational course and to receive credit for this course the student must supply their social security number for state reporting purposes.

FAMILY AND CONSUMER SCIENCES

These are vocational courses and to receive credit for any of these courses the student must supply their social security number for state reporting purposes.

CHILD DEVELOPMENT I

72451 1 semester 1 credit
Grade level 9-12
Pre-Req: None A Core 40, Academic Hon. and Technical Hon. elective

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.

INTERPERSONAL RELATIONSHIPS

71372 1 semester 1 credit
Grade level 9-12
Pre-Req: None 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)

1 semester

1 credit

72471

Grade level 9-12

Pre-Req: None

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 WELLNESS

(Foods 2)

1 semester

1 credit

72492

Grade level 9-12

Pre-Req: Nutrition and Wellness

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

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.

ADVANCED CHILD DEVELOPMENT II

72452

1 semester

1 credit

Grade level 10-12

Pre-Req: Child Development

A Core 40, Academic Hon. & Tech Hon. elective

A more in depth study of the basics of parenting and other subject matters taught in Child development I. Students will apply skills in lab setting.

FASHION & TEXTILES I

72501/72522

2 semesters

1 credit per semester

Grade level 10-12

Pre-Req: None

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

Fashion and Textiles Careers I prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students to enter the Fashion Careers II course. Major topics include: review of the dimensions of clothing, investigation of design elements and principles, evaluating manufacturing process, reviewing the processes from fiber production to items of clothing being worn, overall review of the textile and apparel industry, investigation of education and related careers.

HUMAN DEVELOPMENT AND FAMILY WELLNESS

73371

1 semester

1 credit

Grade level 11-12

Pre-Req: None

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.

HOUSING AND INTERIOR DESIGN I

72542

2 semesters

1 credit per semester

Grade level 9-12

Pre-Req: None

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

Housing and Interior Design Careers I prepares students for occupations and higher education programs of study related to the entire spectrum of career clusters that encompass careers related to housing, interiors, and furnishings. Topics include commercial applications of principles of design to creating aesthetic and functional residential and commercial environments; human, non-human, community, family, and financial resources for housing; housing and interiors materials and products; client-centered designing, drafting, blue printing, and space planning; rendering, elevations, and sketching; historical, technological, and environmental impacts on housing and interiors; zoning, building codes, regulations, and accessibility guidelines, and their impact on housing related outcomes. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Intensive laboratory experiences with commercial applications are a required component of this course of study.

ADULT ROLES AND RESPONSIBILITIES

(Independent Living)

73382

1 semester

1 credit

Grade level 11-12

Pre-Req: None

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: General, Core 40, & Academic Honors diplomas.

ENGLISH 9

11301/11302
Grade level 9-12
Pre-Req: None

2 semesters

1 credit 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. Students 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. 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. Additional skills acquired include critical listening, participant skills, and other skills related to oral communication.

ENGLISH 9A

11303/11304
Grade level 9
Pre-Req: None

2 semesters

1 credit per semester

A Core 40 and AHD course

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 averaged in their nine-week' grade. English 9A is designed to prepare students for English 10A.

ENGLISH 10

10001/10002
Grade level 9-12
Pre-Req: None

2 semesters

1 credit per semester

A Core 40 and AHD course

Language arts instruction is cumulative. Thus, English 10 reinforces and continues to make full use of many and further improve communication skills developed in English 9. English 10 adds the following emphasis: (1) developing reading as a tool for learning and thinking as well as a source of pleasure; and (2) increased focus on non-fiction writing strategies (persuasive and argument writing); and (3) developing oral presentation skills. Literature instruction focuses on opportunities to respond critically, reflectively, and imaginatively to a variety of reading materials, and recognizes the relevance of this literature in today's world. The Composition component of language arts provides students with opportunities to write for various audiences and purposes. Students identify and employ various elements of good writing in well organized descriptive, expository, and narrative writings. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing. Students use Modern Language Association (MLA) to cite information obtained from research. Oral Communication (speech) provides students with opportunities to develop greater facility with choosing and employing different elements of effective oral communication.

ENGLISH 10A

10303/10304
Grade level 10-12
Pre-Req: "C" or better in English 9 or English 9A

2 semesters

1 credit per semester

A Core 40 and AHD course

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 averaged in their nine-week' grade. English 10A is designed to prepare students for English 11A.

ENGLISH 11

11001/11002
Grade level 11-12
Pre-Req: None

2 semesters

1 credit per semester

A Core 40 course

Through the integrated study of language, literature, and composition, 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: Analyze literary works, speeches, essays, and poetry; Improve critical thinking and reading skills; Respond critically, reflectively, and imaginatively to American literature; and Develop vocabulary. The composition component of language arts focuses on the persuasive essay as well as the research paper. Grammar usage and language mechanics are also included in the junior year.

AP ENGLISH LITERATURE AND COMPOSITION

12313/12314
Grade Level 11

2 semesters

1 credit per semester
A Core 40, AHD, THD course

AP English Literature and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

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

Credits: 2 semester course, 1 credit per semester

Fulfills an English/Language Arts requirement for grades 11 or 12 all diplomas

AP ENGLISH LANGUAGE AND COMPOSITION

10763/10764
Grade Level 11-12

2 semesters

1 credit per semester
A Core 40, AHD, THD course

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

ENGLISH 12

12001/12002
Grade level 12
Pre-Req: None

2 semesters

1 credit per semester

A Core 40 course

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.

ADVANCE COLLEGE PROJECT

W131 ELEMENTARY COMPOSITION & L202 LITERARY INTERPRETATION

12131 & 12202	2 semesters	1 credit per semester
Grade level 12		<i>A Core 40 and AHD course</i>
<i>Pre-Req: English 11 A w/min."B"</i>		
<i>Strong GPA in college preparatory or academic classes</i>		

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. This course 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.

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.

SPEECH

10761	1 semester	1 credit
Grade level 9-12		
Pre-Req: None		

Speech, a course based on the *Indiana Academic Standards for English/Language Arts*, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multi-media presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing. *Course can be offered in conjunction with a composition and literature course, or schools may embed Indiana Academic Standards for English/Language Arts within curriculum.*

ACP ADVANCED SPEECH AND COMMUNICATION

Grade level 12	1 semester course	1 credit
Pre-Req: Speech or teacher recommendation		Dual credit IUSB

Advanced Speech and Communication, a course based on the *Indiana Academic Standards for English/Language Arts* and emphasizing the *High School Speech and Communication Standards*, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multi-media presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery. *Course can be offered in conjunction with a composition and literature course, or schools may embed Indiana Academic Standards for English/Language Arts within curriculum.*

MATHEMATICS

ALGEBRA I LAB

22553/22554

2 semesters

1 credit per semester

Grade level 9-12

Pre-Req: Teacher recommendation

A Core 40 elective credit

ALGEBRA I LAB (formerly Algebra Enrichment) 2516 (ALG I LAB) Algebra I Lab is a mathematics support course for Algebra I. Algebra I Lab should be taken while students are concurrently enrolled in Algebra 1. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra I Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades. • Credits: A two credit course, one credit per semester • Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas • Algebra Enrichment is designed as a support course for Algebra I. As such, a student taking Algebra Enrichment must also be enrolled in Algebra I during the same academic year.

22551/22552

MATHEMATICS LAB

1 credit per semester

Grade level 10

Pre-Req: None

MATHEMATICS LAB 2560 (MATH LAB) Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. Mathematics Lab is to be taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. Credits: A one to eight credit elective course • Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

ALGEBRA 1

21591/21592

2 semesters

1 credit per semester

Grade level 9-12

Pre-Req: None

A Core 40 and AHD course

Algebra 1 provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) graphing linear equations and inequalities, (5) pairs of linear equations and inequalities, (6) polynomials, (7) algebraic fractions, (8) quadratic, cubic, and radical equations, and (9) mathematical reasoning and problem solving.

GEOMETRY

22721/22722

2 semesters

1 credit per semester

Grade level 9-12

Pre-Req: Alg 1; unless approval from Math Department to take both.

A Core 40 and AHD course

Geometry students examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Topics covered include: Points, lines, angles, planes, polygons, quadrilaterals, triangles, right triangles, circles, polyhedron and other solids, as well as mathematical reasoning and problem solving.

ALGEBRA II

23571/23572

2 semesters

1 credit per semester

Grade level 9-12

Pre-Req: Passed Geometry, unless approval from the Math Department to take both.

A Core 40 and AHD course

Algebra II is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) Relations and Functions, (2) Linear and Absolute Value Equations and Inequalities, (3) Quadratic Equations and Functions, (4) Polynomials, (5) Algebraic Fractions, (6) Logarithmic and Exponential Functions, (7) Sequences and Series, (8) Counting Principles and Probability, and (9) Mathematical Reasoning and Problem Solving.

ADVANCED ALGEBRA II

23573/23574

2 semesters

1 credit per semester

Grade level 9-12

Pre-Req: Passed Advanced Geometry, or teacher recommendation based on data

A Core 40 and AHD course

Algebra II is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) Relations and Functions, (2) Linear and Absolute Value Equations and Inequalities, (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, (11) Introduction to matrices.

TRIGONOMETRY

23581

1 semester

1 credit

Grade level 10-12

Pre-Req: Completed Algebra 2 (at least a C- 2nd Semester)

A Core 40 and AHD course

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 this course. Time should be allowed for realistic applications.

PRE-CALCULUS

23592 1 semester 1 credit
Grade level 10-12
Pre-Req: Completed Algebra 2 (at least a C- 2nd Semester) A Core 40 and AHD course

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.

DUAL CREDIT TRIGONOMETRY/PRE CALCULUS *DC

23681/23682 2 semesters 1 credit per semester/6 college credits
Grade level 10-12
Pre-Req: Completed Algebra 2 (at least a C- 2nd Semester) A Core 40 and AHD course
Dual Credit Purdue Fort Wayne (PFW)

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 this course. Time should be allowed for realistic applications. 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. The use of graphing calculators is encouraged. 3 hours of dual credit per semester may be earned for this class through PFW.

PROBABILITY AND STATISTICS

23561 1 semester 1 credit/3 college credits
Grade level 11-12
Pre-Req: Algebra 2 (at least a C- 2nd Semester) A Core 40 and AHD course
Dual Credit PFW

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. Three hours of dual credit may be earned for this class through Purdue Fort Wayne (PFW).

QUANTITATIVE REASONING

23562

1 semester

1 credit

Grade level 11-12

Pre-Req: Algebra 2 (at least a C- second semester)

A Core 40 & AHD Course

Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. • Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

DUAL CREDIT CALCULUS I

24451/24452 (DC)

2 semesters

1 credit per semester/4 college credits

Grade level 11-12

Pre-Req: Pre-Calculus or Dual Credit Pre-Calculus

A Core 40 and AHD course
Dual Credit PFW

Dual credit includes the investigation of: (1) graphs, limits, and continuity, (2) derivatives and their applications, and (3) integrals and their applications. The use of graphing technology is required. In the course a student may earn 4 dual credits from PFW.

DUAL CREDIT CALCULUS (BC)

24461/24462

2 semesters

1 credit per semester

Grade level 11-12

Pre-Req: Passed Calculus 1

A Core 40 and AHD course
Dual Credit PFW

Calculus BC includes the investigation of: (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. This course may be taken for dual credit through PFW.

MUSIC

BEGINNING CONCERT BAND (L) – MARCHING BAND

11611/11612

2 semesters

1 credit per semester

Grade level 9-12

Pre-Req: Jr. High Band

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 credit per semester

Grade level 10-12

Pre-Req: Beginning Concert Band

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 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 credit per semester

Grade level 11-12

Pre-Req: Intermediate Concert Band

A Core 40 and AHD course

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

2 semesters

1 credit per semester

Grade level 9-12

Pre-Req: None

A Core 40 and AHD course

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

2 semesters

1 credit per semester

Grade level 10-12

Pre-Req: Beginning Chorus

A Core 40 and AHD course

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

2 semesters

1 credit per semester

Grade level 9-12

Pre-Req: Teacher approval through audition

A Core 40 and AHD course

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 audition and have teacher approval for this class. Have the teacher sign your Class request form during spring scheduling.

PHYSICAL EDUCATION

PHYSICAL EDUCATION 1 (L) ***(REQUIRED)***

41803

Grade level 9-12

Pre-Req: None

1 semester

1 credit

A REQUIRED Core 40 and AHD course

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) ***(REQUIRED)***

41804

Grade level 9-12

Pre-Req: None

1 semester

1 credit

A REQUIRED Core 40 and AHD course

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.

HEALTH and WELLNESS

(REQUIRED)

1 semester

1 credit

41956

Grade level 10-12

Pre-Req: None

A REQUIRED 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.

ELECTIVE PHYSICAL EDUCATION (L)-CONDITIONING

72931/72932

2 semesters

1 credit per semester

Grade level 10-12

Pre-Req: Average "C" or better in Basic P.E. with teacher approval

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 credit

Grade level 11-12

Pre-Req: Average "C" or better in Conditioning with teacher approval

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)-LIFEGUARDING

72926

1 semester

1 credit

Grade level 10-12

Pre-Req: "B" or better in Physical Education 2 and 15 years old

Elective Physical Education-American Red Cross Course. You will learn through hands-on practice in the water, as well as classroom work and activities. You will learn proper surveillance skills, rescue skills and professional life guarding responsibilities. You will also receive First Aid training, AED and CPR training. The certification for a lifeguard and First Aid is good for 3 years. CPR and AED needs to be renewed every year. You must be at least 15 years of age to take the class or turn 15 during the course. **LIFEGUARDING TEACHER'S SIGNATURE MUST BE ON YOUR SCHEDULE INDICATING APPROVAL TO TAKE CLASS.**

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 (REQUIRED) 2 semesters

31681/31682
Grade level 9-12
Pre-Req: None

1 credit per semester

A REQUIRED Core 40 and AHD course

Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. 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. Students are required to complete several projects that are both independent and group projects. There are projects assigned (1-2) every grading period. They range from small to large scale in terms of grade. Projects are a required portion of the curriculum, failure to complete them will threaten a student's chances of gaining a credit in the class.

PLTW PRINCIPLES OF BIOMEDICAL SCIENCES

33685/33686
Pre-Req: Biology I or concurrent enrollment in Biology I is required

2 semesters

1 credit per semester

A Core 40 and AHD course

PLTW Principles of the Biomedical Sciences provides an introduction to this field through "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements. • Counts as a Directed Elective or Elective for all diplomas • Fulfills a Core 40 Science requirement for all diplomas.

HUMAN BODY SYSTEMS

5216
Pre-Req: Principles of Biomedical Science

2 semesters

1 credit per semester

A Core 40 and AHD course

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

ANATOMY & PHYSIOLOGY (BIOLOGY 2)

33681/33682
Grade level 11-12
Pre-Req: "C" or better in Biology 1

2 semesters

1 credit per semester

A Core 40 and AHD course

Biology 2 / Anatomy and Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

EARTH AND SPACE SCIENCE

32783/32784
Grade level 10-12
Pre-Req: None

2 semesters

1 credit per semester

A Core 40 and AHD course

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

ENVIRONMENTAL SCIENCE

33684/33685
Recommended grade level: 11-12
Pre-Req: None

2 semesters

1 credit per semester

A Core 40 and AHD course

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems. • Fulfills a Core 40 science (life) course requirement for all diplomas.

AP ENVIRONMENTAL SCIENCE (L)

30120/30121

Grade level: 11-12

Pre-requisite: Biology and Chemistry

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

INTEGRATED CHEMISTRY-PHYSICS

31701/31702

2 semesters

1 credit per semester

Grade level 10-12

Pre-Req: Algebra 1

A Core 40 and AHD course

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.

CHEMISTRY I

72761/72762

2 semesters

1 credit per semester

Grade level 10-12

Pre-Req: Algebra 1

A Core 40 and AHD course

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 II

33701/33702

2 semesters

1 credit per semester

Grade level 11-12

Pre-Req: Chemistry 1

A Core 40 and AHD course

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

33711/33712

2 semesters

1 credits per semester

Grade level 11-12

Pre-Req: Chemistry 1

A Core 40 and AHD course

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.

SOCIAL STUDIES

WORLD HISTORY AND CIVILIZATION

71821/71822
Grade level 9-12
Pre-Req: None

2 semesters

1 credit per semester

A REQUIRED 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.

AP WORLD HISTORY

33723/33724
Grade level 9-12
Pre-Req: None

2 semesters

1 credit per semester

A Core 40 and AHD course

The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues and skills in analyzing types of historical evidence. Periodization forms an organizing principle to address change and continuity throughout the course. Specific themes further organization to the course, along with consistent attention to contracts among societies that form the core of world history as a field of study. You will have to take the AP World History exam in May.

AP EUROPEAN HISTORY

33725
Grade level 10-12
Pre-Req: None

2 semesters

1 credit per semester

A Core 40 and AHD course

In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

UNITED STATES HISTORY

33721/33722
Grade level 11
Pre-Req: None

2 semesters

1 credit 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.

ACP UNITED STATES HISTORY *DC

333118/33119
Grade level 11
Pre-Req: B+ or higher cumulative GPA

2 semesters

1 credit per semester

A Core 40 and AHD course
3 college credits IUSB

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. This class is also offered for college credit through IUSB, Advanced College Project (ACP) American History (HIS 203/HIS 204), six college credits.

UNITED STATES GOVERNMENT

34506

1 semester

1 credit

Grade level 12

Pre-Req: None

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.

AP UNITED STATES GOVERNMENT AND POLITICS

34504

1 semester

1 credit

Grade level 12

Pre-Req: None

A Core 40 and AHD course

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence based arguments. In addition, they complete a political science research or applied civics project.

ECONOMICS

(REQUIRED)

33806

1 semester

1 credit

Grade level 12

Pre-Req: None

A Core 40 and AHD course

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.

AP MICROECONOMICS

34503
Grade level 12
Pre-Req: None

1 semester

1 credit

A Core 40 and AHD course

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

PSYCHOLOGY

73786
Grade level 11-12
Pre-Req: None

1 semester

1 credit

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
Grade level 11-12
Pre-Req: None

1 semester

1 credit

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.

COMPUTERS IN DESIGN AND PRODUCTION

72680/72681

2 semesters

1 credit per semester

Grade level 9-12

Pre-Req: Intro to Design Processes

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.

INTRODUCTION TO ENGINEERING AND DESIGN (PLTW)

71561/71562

2 semesters

1 credit per semester

Grade level 9-10

Pre-Req: Average “C” or better in Algebra 1

Dual Credit Ivy Tech

Allows students to use sophisticated 3-D modeling software to improve existing products, invent new ones, and communicate the details of the products to others. This is the first of 4 engineering programs offer for those with interest in engineering. This is a vocational class and you must furnish your social security number for state reporting.

PRINCIPLES OF ENGINEERING (PLTW)

71563/71564

2 semesters

1 credit per semester

Grade level 10-12

Pre-Req: “C” or better in PLTW Intro to Engineering Design

Dual Credit Ivy Tech

An introductory course that helps students understand the field of engineering & engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. This is a vocational class and you must provide your social security number for state reporting.

CIVIL ENGINEERING (PLTW)

71565/71566

Grade level 10-12

Pre-Req: IED & POE

2 semesters

1 credit per semester

Dual Credit Ivy Tech

Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as review of regulatory procedures that would affect the project design. This course counts as a Directed Elective and qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas.

GRAPHIC DESIGN AND LAYOUT

55500/55501

Pre-Req: None

2 semesters

2 credits per semester

2 periods per semester

Dual Credit Vincennes University

Graphic Design and Layout includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in various printing processes as well as activities in designing product packaging and commercial displays or exhibits.

Counts as a Directed Elective or Elective for all diplomas

CONSTRUCTION TRADES TECHNOLOGY I

73503/73504

2 semesters

3 credits per semester

Grade level 11-12

3 periods per semester

Pre-Req: None

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

Dual Credit Ivy Tech

Building Trades is a hands on class where a group of students work together to build a home. This class 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. 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. Dual credit offered from Ivy Tech in BCOT 104 Floor & Wall Layout Const, and CONT 101 Intro to Construction Technology. Each worth 3 credits

CONSTRUCTION TRADES TECHNOLOGY II

64603/64604

2 semesters

3 credits per semester

Grade level 11-12

3 periods per semester

Pre-Req: Construction Trades 1

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

Dual Credit Ivy Tech

Building Trades is a hands on class where students work together to construct a home. This class 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 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. Dual credit offered from Ivy Tech in BCOT 105 Roof Construction, BCOT 113 interior Trim and BCOT Exterior Trim. Each worth 3 credits.

AUTOMOTIVE SERVICES TECHNOLOGY I

55100/55101

2 semesters

3 credits per semester

Grade level: 11-12

A Core 40 directed elective

Automotive Services Technology I is a one year course that encompasses the sub topics of the NATEF/ ASE identified areas of Steering & Suspension and Braking Systems. This one year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This one year offering must meet the NATEF program certifications for the two primary areas offered in this course. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. Mathematical skills will be reinforced through precision measuring activities as well as cost estimation and calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

Recommended Grade Level: 11, 12

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

Counts as a Directed Elective or Elective for all diplomas

WORLD LANGUAGES

FRENCH I

51321/51322
Grade level 9-12
Pre-Req: None

2 semesters

1 credit per semester

A Core 40 and AHD course

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
Pre-Req: "C" or better in French I

2 semesters

1 credit per semester

A Core 40 and AHD course

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)

AP French

53321/53322

2 semesters

1 credit per semester

Grade level 11-12

Pre-Req: "C" or better in French II

A Core 40 and AHD course

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French.

The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

SPANISH I

51341/51342

2 semesters

1 credit per semester

Grade level 9-12

Pre-Req: None

A Core 40 and AHD course

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)

ACP SPANISH II

52401/ 52402

2 semesters

1 credit per semester

Grade level 9-12

Pre-Req: "C" or better in Spanish I

A Core 40 and AHD course
Dual credit IUSB

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)

ACP SPANISH III

53353/53354

2 semesters

1 credit per semester

Grade level 10-12

Pre-Req: "C" or better in Spanish II

A Core 40 and AHD course
Dual credit IUSB

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)

ACP SPANISH IV

21260/21261

2 semesters

Grade level 12

Pre-Req: "C" or better in Spanish III

1 credit per semester
A Core 40 and AHD course
Dual credit IUSB

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

LANGUAGE FOR HERITAGE SPEAKERS I

54255/54256

2 semesters

Grade level 9-12

1 credit per semester
A Core 40 and AHD Course

Language for Heritage Speakers I is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

LANGUAGE FOR HERITAGE SPEAKERS II

542578/542579

2 semesters

Grade level 9-12

1 credit per semester
A Core 40 and AHD Course

Language for Heritage Speakers II builds upon *Language for Heritage Speakers I*, and is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

LANGUAGE FOR HERITAGE SPEAKERS III

54259/54260
Grade level 9-12

2 semesters

1 credit per semester
A Core 40 and AHD Course

Language for Heritage Speakers III builds upon Language for Heritage Speakers II, and is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course. • Counts as a Directed Elective or Elective for all diplomas • Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

OTHERS

PEER FACILITATORS

80100/80101

2 semesters

1 credit per semester

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

Pre-Req: Teacher Approval. 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.