

2018-2019

Hamilton Jr/Sr High School

Course Description Guide

It is the mission of Hamilton Community Schools that all students shall demonstrate academic growth that meets or exceeds grade level standards, along with the support to achieve them in an environment that promotes achievement and lifelong learning.

"It is the policy of the Hamilton Community School Corporation not to discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its educational programs or employment policies as required by the Indiana Civil Rights Act, Titles VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1973, Title II, Title IX and Section 504 of the Rehabilitation Act of 1973." Questions and concerns should be directed to the Title IX, Title II, and Section 504 Coordinator as follows: Dr. Nicole L. Singer, Superintendent of Schools c/o Hamilton Community Schools 903 S. Wayne St., Hamilton, IN 46742 Phone: (260) 488-2513

This guide is organized alphabetically by categories of the Indiana State Approved Course Titles and Descriptions, and then sequenced alphabetically by course titles. Beginning this year courses will be listed on transcripts and grade cards with the abbreviations used below the course titles with some exceptions for clarification.

Categories

- Advanced Placement (AP)
- Career and Technical Education (CTE)
- CTE: Business, Marketing, and Information Technology Education
- CTE: Engineering/Technology
- CTE: Work Based Learning
- English/Language Arts
- Fine Arts
- Health and Wellness
- Mathematics
- Multidisciplinary
- Physical Education
- Science
- Social Studies
- World Languages
- Middle School Curriculum
- IMPACT Institute - Vocational Courses
- Dual Credit - Trine University
- Connexus Online Course Offerings
- Certificate of Completion

ATHLETIC ELIGIBILITY AT HAMILTON JR/SR HIGH SCHOOL

Students who wish to participate in sports at Hamilton High School must follow the eligibility criteria established by the Indiana High School Athletic Association (IHSAA). These rules state that for student athletes to be eligible for athletic competition, they must have been enrolled in and have passed at least 5 academic credits during the previous grading period (final quarter grades taking precedence). At Hamilton that means that if a student has one "F" (failing grade), they are still technically eligible. If the student has two "F's", they are considered ineligible for competition. In addition, they must also be presently enrolled in at least five credits during the current grading period.

Questions regarding athletic eligibility should be directed to the Athletic Director.

The State of Indiana expects each student to earn (at least) a Core 40 Diploma. Hamilton Community Schools requires 42 credits for completion of a Core 40 Diploma. In addition to state requirements, Hamilton requires completion of Personal Financial Responsibility and Preparing for College and Careers. Students can choose to obtain a Core 40 Diploma with Academic Honors (AHD) or a Core 40 Diploma with Technical Honors (THD).

The most current diploma requirements for the State of Indiana can be found at <http://www.doe.in.gov/achievement/curriculum/indianas-diploma-requirements>

If you should have questions about this information, please talk with your counselor.

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 (College and Career Pathway courses recommended)
40 Total State 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 the approved dual credit list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
 2. 2 credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors *(minimum 47 credits)*

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

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. State approved, industry recognized certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of 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 Department of Education

Course Title & Descriptions

<http://www.doe.in.gov/achievement/ccr/course-titles-and-descriptions>

ADVANCED PLACEMENT

Introduction

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

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

A comprehensive description of all AP course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions>

AP STATISTICS

2570 (AP STAT)

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: Algebra II or Integrated Mathematics III
- Credits: 1 to 2 credit course, 1 credit per semester. Due to the level of rigor, it is recommended that AP Statistics be offered as a 2 semester, 2 credit course.
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course

AP CALCULUS AB

2562 (CALC AB AP)

AP Calculus AB is a course based on the content established and copyrighted by the College Board. *The course is not intended to be used as a dual credit course.* AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Pre-Calculus
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course

AP BIOLOGY (LAB)

3020 (BIO AP)

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: Biology I and Chemistry I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Science Course for all diplomas
- Qualifies as a quantitative reasoning course

AP CHEMISTRY (LAB)

3060 (CHEM AP)

AP Chemistry is a course based on the content established and copyrighted by the College Board. *The course is not intended to be used as a dual credit course.* The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

- Recommended Grade Level: 12
- Recommended Prerequisite: Chemistry I, Algebra II, Pre-Calculus/Trigonometry
- Credits: 2 semester course, 1 credit per semester
- Counts as a Science Course for all diplomas
- Qualifies as a quantitative reasoning course

CAREER AND TECHNICAL EDUCATION (CTE): BUSINESS, MARKETING, INFORMATION TECHNOLOGY, AND ENTREPRENEURSHIP

ADVANCED ACCOUNTING

4522 (ADV ACC)

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.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Introduction to Accounting
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

BUSINESS LAW AND ETHICS

4560 (BUS LAW ETH)

Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods, case review, and situational analyses.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

BUSINESS MATH

4512 (BUS MATH)

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

- Recommended Grade Level: 10, 11
- Prerequisites: Algebra I
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as an Elective or Directed Elective for all diplomas
- Fulfills a Mathematics requirement for the General Diploma or Certificate of Completion only
- Qualifies as a quantitative reasoning course

COMPUTER ILLUSTRATION AND GRAPHICS

4516 (COMP ILL GRPH)

Computer Illustration and Graphics introduces students to the computer's use in visual communication. The focus of the course is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course 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. This course also covers advertising theory and preparation of copy, lettering, posters, vector illustrations, graphics and logos, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design products that impart information and ideas. Advanced instruction might include experiences in silk screening and air brush techniques as well as activities in designing product packaging and commercial displays or exhibits.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Digital Applications and Responsibility
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

DIGITAL APPLICATIONS AND RESPONSIBILITY

4528 (DIG APPS RESP)

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE

5966 (ENT VENT CAP)

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

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

INTRODUCTION TO ACCOUNTING

4524 (INTO ACC)

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

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: None
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for the all diplomas

INTRODUCTION TO BUSINESS

4518 (INTO BUSS)

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.

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

INTRODUCTION TO COMMUNICATIONS

4790 (INT COMM)

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

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

INTRODUCTION TO ENTREPRENEURSHIP

5967 (INTO ENTR)

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

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

MARKETING IN HOSPITALITY AND TOURISM

5982 (MKT HOSP)

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

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

PERSONAL FINANCIAL RESPONSIBILITY

4540 (PRS FIN RSP)

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

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

PREPARING FOR COLLEGE AND CAREERS

5394 (PREP CC)

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters

and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

- Recommended Grade Level: 9
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Qualifies as one of the FACS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c) (6).
- Counts as a Directed Elective or Elective for all diplomas

PRINCIPLES OF BUSINESS MANAGEMENT

4562 (BUS MGMT)

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.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Business
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

PRINCIPLES OF MARKETING

5914 (PRN MRKT)

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.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

RADIO AND TELEVISION I

5986 (RAD TV I)

Radio and Television I focuses on communication, media and production. Emphasis is placed on career opportunities, production, programming, promotion, sales, performance, and equipment operation. Students will also study the history of communication systems as well as communication ethics and law. Students will develop oral and written communication skills, acquire software and equipment operation abilities, and integrate teamwork skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, field trips, and internships.

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: Introduction to Communications
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

RADIO AND TELEVISION II

5992 (RAD TV II)

Radio and Television II prepares students for admission to television production programs at institutions of higher learning. Students train on professional equipment creating a variety of video projects. During this second-year program students integrate and build on first-year curriculum while mastering advanced concepts in production, lighting and audio.

- Recommended Grade Level: 10-12
- Required Prerequisites: Radio and Television I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

SPORTS AND ENTERTAINMENT MARKETING

5984 (SPRT ENT MRK)

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

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

WEB DESIGN

4574 (WEB DESIGN)

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

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Communications
- Required Prerequisites: Digital Applications and Responsibility
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

ENGLISH/LANGUAGE ARTS

ENGLISH 9

1002 (ENG 9)

English 9, an integrated English course based on the *Indiana Academic Standards for English/Language Arts in Grades 9-10*, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write, responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-

appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Recommended Grade Level: 9
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

ENGLISH 9 HONORS

- To be successful in this course the student will be expected to exhibit a high level of English Language Arts skills, self-motivation in completing class work, a desire to meet the challenge of enriched assignments, and a high level of performance.
- See the paragraphs in ENGLISH 9 for the description of this course

ENGLISH 10

1004 (ENG 10)

English 10, an integrated English course based on the *Indiana Academic Standards for English/Language Arts* in Grades 9- 10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Recommended Grade Level: 10
- Recommended Prerequisites: English 9 or teacher recommendation
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

ENGLISH 10 HONORS

- To be successful in this course the student will be expected to exhibit a high level of English Language Arts skills, self-motivation in completing class work, a desire to meet the challenge of enriched assignments, and a high level of performance.
- See the paragraphs in ENGLISH 10 for the description of this course

ENGLISH 11

1006 (ENG 11)

English 11, an integrated English course based on the *Indiana Academic Standards for English/Language Arts* in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: 11

- Recommended Prerequisites: English 9 and English 10 or teacher recommendation
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

ENGLISH 12

1008 (ENG 12)

English 12, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11- 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information

- Recommended Grade Level: 12
- Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

Journalism and Media Studies

MASS MEDIA

1084 (MASS MEDIA)

Mass Media, a course based on the High School Journalism Standards and the Mass Media and Media Literacy Standards, is the study of the importance of mass media as pervasive in modern life at the local, national, and global levels. It includes a study of the impact of constant and immediate news, entertainment, and persuasive messages on everyday life. Students use course content to become knowledgeable consumers of mass media in preparation for their roles as informed citizens in a democratic society. For the second credit: Students continue to critically analyze mass media products and messages as they influence societal rules. By the end of the semester, students complete a multimedia project comparing different aspects of a topic of interest or concern. The project demonstrates knowledge, application, and progress in Mass Media course content.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisite: none or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester. Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level.
- Counts as an Elective for all diplomas
- English/Language Arts credit (1084): If Mass Media course work addresses the Indiana Academic Standards for English/Language Arts, and the student also takes a two-credit English Advanced Placement course plus corresponding AP exams OR a two-credit English dual credit course, up to two (2) credits accrued can be counted as part of the eight (8) required English/Language Arts credits all diplomas

STUDENT MEDIA

1086 (STDNT MEDIA)

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Journalism, Mass Media, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester, 8 credits maximum. The nature of this course allows for successive semesters of instruction at advanced levels. May be offered over three or four years by subtitling the course Beginning, Intermediate, or Advanced.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.

NOTE: This is the designated school Media course, including newspaper and yearbook

Reading: Literature

FILM LITERATURE

1034 (FILM LIT)

Film Literature, a course based on the *Indiana Academic Standards for English/Language Arts*, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. **FILM LITERATURE PROJECT:** Students complete a project, such as doing an historical timeline and bibliography on the development of film or the creation of a short- subject film, which demonstrates knowledge, application, and progress in the Film Literature course content.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

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

Speech Studies

DEBATE

1070 (DEBATE)

Debate, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking). DEBATE PROJECT: Students complete a project, such as a mock debate or trial, participation in a forum, competition, or tournament, or an argument supporting or opposing different sides of a major issue, which demonstrates knowledge, application, and presentation progress in the Debate course content.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Speech or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester. The nature of this course allows for the second semester of instruction at an advanced level.
- Fulfills an English/Language Arts requirement for all diplomas

SPEECH

1076 (SPEECH)

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.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

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

Writing and Composition Studies

LANGUAGE ARTS LAB

1010 (LANG LAB)

Language Arts Lab is a **supplemental** course that provides students with individualized or small group instruction designed to support success in completing course work aligned with the *Indiana Academic Standards for English Language/Arts* focusing on the writing standards. **All students should be concurrently enrolled in an English course** in which class work will address **all** of the Indiana Academic Standards.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none

- Credits: 1 to 8 credits. This course allows for successive semesters of instruction for students who need additional support in any or all aspects of the writing standards.
- Counts as an elective for all diplomas

CREATIVE WRITING

1092 (CREAT WRIT)

Creative Writing, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. CREATIVE WRITING PROJECT: Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

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

FINE ARTS

Music Course Titles

ADVANCED CHORUS (LAB)

4188 (ADV CHOR)

Advanced Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Beginning and Intermediate Chorus
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

ADVANCED CONCERT BAND (LAB)

4170 (ADV BAND)

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

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Beginning and Intermediate Concert Band
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

BEGINNING CHORUS (LAB)

4182 (BEG CHOR)

Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

BEGINNING CONCERT BAND (LAB)

4160 (BEG BAND)

Beginning Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include

improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

INTERMEDIATE CHORUS (LAB)

4186 (INT CHOR)

Intermediate Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Beginning Chorus
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

INTERMEDIATE CONCERT BAND (LAB)

4168 (INT BAND)

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

- Recommended Grade Level: 10, 11, 12

- Recommended Prerequisites: Beginning Concert Band
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

Visual Arts Course Titles

ADVANCED THREE-DIMENSIONAL ART (LAB)

4006 (ADV 3D ART)

Advanced Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create 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.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

ADVANCED TWO-DIMENSIONAL ART (LAB)

4004 (ADV 2D ART)

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas

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

CERAMICS (LAB)

4040 (CERAMICS)

Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

DIGITAL DESIGN (LAB)

4082 (DIG DESIGN)

Digital Design is a course based on the Indiana Academic Standards for Visual Art. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multi-media, digitized imagery, computer animation, and web design. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), B or better in Photography
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

DRAWING (LAB)

4060 (DRAWING)

Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as

sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: C or better in Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

INTRODUCTION TO THREE-DIMENSIONAL ART (LAB)

4002 (3D ART)

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.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

INTRODUCTION TO TWO-DIMENSIONAL ART (LAB)

4000 (2D ART)

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

PAINTING (LAB)

4064 (PAINTING)

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

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

PHOTOGRAPHY (LAB)

4062 (PHOTOGRPH)

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. Students should understand most photos will be taken outside of class. Students should be willing to devote the personal time needed to fulfill assignments.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

HEALTH AND WELLNESS

HEALTH & WELLNESS EDUCATION

3506 (HLTH&WELL)

Health & Wellness, a course based on *Indiana's Academic Standards for Health & Wellness* and provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: 8th grade health education
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills the Health & Wellness requirement for all diploma types

MATHEMATICS

ALGEBRA I

2520 (ALG I)

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

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

ALGEBRA II

2522 (ALG II)

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of 5 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other

Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisite: Algebra I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas

GEOMETRY

2532 (GEOM)

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Algebra I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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. *Mathematics Lab* should not be offered in conjunction with *Algebra I* or *Integrated Mathematics I*; instead, schools should offer *Algebra I Lab* or *Integrated Mathematics I Lab* to provide students with rigorous support for these courses.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 8 credits maximum
- Counts as an Elective for all diplomas
- **Clarifying information can be appended to the end of the course title to denote the content covered in each course. Example: *Mathematics Lab* used to support students in *Algebra II* can be recorded on the transcript as *Mathematics Lab – Algebra II*.**

PRE-CALCULUS

2564 (PRECAL)

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Recommended Prerequisite: Algebra II and Geometry or Integrated Mathematics III
- Credits: 1 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas

TRIGONOMETRY

2566 (TRIG)

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Algebra II and Geometry or Integrated Mathematics III
- Credits: 1 semester course, 1 credit per semester
- Student should not receive credit for both Trigonometry and Pre-Calculus/Trigonometry since they cover the same course content during one semester
- Counts as a Mathematics course for all diplomas

CALCULUS

2527 (CALC)

Calculus expands a student's knowledge of topics like functions, graphs, limits, derivatives, and integrals. Additionally, students will review algebra and functions, modeling, trigonometry, etc. Calculus is made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience

mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: Pre-Calculus and Trigonometry
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas

PROBABILITY AND STATISTICS

2546 (PROB/STAT)

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Probability and Statistics are made up of three strands: Data Analysis, Experimental Design, and Probability. 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. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Algebra II or Integrated Mathematics III
- Credits: 1 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas

FINITE MATHEMATICS

2530 (FINITE)

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Algebra II or Integrated Mathematics III
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum. Due to the level of rigor, it is recommended that Finite Mathematics be offered as a 2 semester, 2 credit course.
- Counts as a Mathematics Course for all diplomas

MULTIDISCIPLINARY

CADET TEACHING EXPERIENCE

0502 (CADET TCHG)

This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through grade nine (9). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching,

and (5) instructional experiences. Study topics and background reading provide the cadets with information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

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

PEER TUTORING

0520 (PEER TUTR)

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

- Recommended Grade Level: 10, 11 or 12
- Recommended Prerequisites: None
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as an Elective for all diplomas

COLLEGE-ENTRANCE PREPARATION

0532 (COL-ENT PREP)

College-Entrance Preparation utilizes individual student score reports from the PSAT, PLAN, and/or ACCUPLACER to prepare students for the SAT, ACT, ACCUPLACER and/or Compass college readiness assessments. Based on student score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science sections of college admission and placement exams. As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment. Teachers are encouraged to use a curriculum with longitudinal, successful results. Course may also include college selection and application units, to better prepare students for overall college-readiness. Being "college ready" means being prepared for any postsecondary education or training experience, including readiness for study at two-year and four-year institutions leading to a postsecondary credential (i.e., a certificate, license, Associate's or Bachelor's degree). Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

- Recommended Grade Level: semester 1 – grade 11; semester 2 – grade 10
- Recommended Prerequisite: Algebra II (or concurrent enrollment in Algebra II)
- Credits: 1 semester course, .5 to 1 credit per semester, 4 credits maximum
- The nature of this course allows for successive semesters of instruction provided progressively advanced proficiencies and content standards are utilized.
- Counts as an Elective credit for all diplomas.

PHYSICAL EDUCATION

ELECTIVE PHYSICAL EDUCATION (LAB)

3560 (ELECT PE)

Elective Physical Education, a course based on selected standards from *Indiana's Academic Standards for Physical Education*, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, maximum of 8 credits
- Counts as an Elective requirement for all diplomas
- The nature of this course allows for successive semesters of instruction provided defined proficiencies and content standards are utilized
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.

PHYSICAL EDUCATION I (LAB)

3542 (PHYS ED)

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Grade 8 Physical Education
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills part of the Physical Education requirement for all diplomas
- Classes are co-educational unless the activity involves bodily contact or groupings 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 upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity

PHYSICAL EDUCATION II (LAB)

3544 (PHYS ED II)

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not covered in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Physical Education I
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills part of the Physical Education requirement for all diplomas
- Classes are co-educational unless the activity involves bodily contact or groupings 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 upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

SCIENCE

ADVANCED SCIENCE, SPECIAL TOPICS (LAB)

3092 (ADV SCI ST)

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, may be offered for successive semesters
- Counts as a science course for all diplomas

ANATOMY AND PHYSIOLOGY

5276 (A & P)

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It 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.

- Recommended Grade Level: 11, 12

- Recommended Prerequisites: Biology
- Credits: 1 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Core 40 science course requirement for all diplomas

BIOLOGY I (LAB)

3024 (BIO I)

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

- Recommended Grade Level: 10
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills the Biology requirement for all diplomas

CHEMISTRY I (LAB)

3064 (CHEM I)

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisite: Algebra II (can be taken concurrently)
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Core 40 science (physical) course requirement for all diplomas
- Qualifies as a quantitative reasoning course

CHEMISTRY II (LAB)

3066 (CHEM II)

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II 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.

- Recommended Grade Level: 11, 12
- Required Prerequisite: Chemistry I & Algebra II
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Core 40 science course requirement for all diplomas
- Qualifies as a quantitative reasoning course

EARTH AND SPACE SCIENCE I (LAB)

3044 (EAS SCI I)

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

- Recommended Grade Level: 9, 10, 11, 12
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Core 40 science course requirement for all diplomas

INTEGRATED CHEMISTRY-PHYSICS (LAB)

3108 (ICP)

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures

- Recommended Grade Level: 9
- Recommended Prerequisite: Algebra I (may be taken concurrently with this course)
- Credits: A two credit course
- Counts as an Elective for all diplomas
- Fulfills a Core 40 science (physical) course requirement for all diplomas

PHYSICS I (LAB)

3084 (PHYS I)

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

- Recommended Grade Level: 9, 10, 11
- Recommended Prerequisites: Algebra I or II
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Core 40 science (physical) course requirement for all diplomas
- Qualifies as a quantitative reasoning course

SOCIAL STUDIES

CURRENT PROBLEMS, ISSUES, AND EVENTS

1512 (CPIE)

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

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. Course may be repeated for credit if the content of the course changes.
- Counts as an Elective for all diplomas

ECONOMICS

1514 (ECON)

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Fulfills a Social Studies requirement for the General Diploma only
- Qualifies as a quantitative reasoning course

ETHNIC STUDIES

1516 (ETH STUDIES)

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

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit
- Counts as an Elective for all diplomas

INDIANA STUDIES

1518 (IN STUDIES)

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

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

SOCIOLOGY

1534 (SOCIOLOGY)

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

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

UNITED STATES GOVERNMENT

1540 (US GOVT)

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Fulfills the Government requirement for all diplomas

UNITED STATES HISTORY

1542 (US HIST)

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

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills the US History requirement for all diplomas

WORLD HISTORY AND CIVILIZATION

1548 (WLD HST/CVL)

World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills the Geography History of the World/World History and Civilization graduation requirement for all diplomas

WORLD LANGUAGES

SPANISH I

2120 (SPAN I)

Spanish I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and

comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- 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

SPANISH II

2122 (SPAN II)

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

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Spanish I
- 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

SPANISH III

2124 (SPAN III)

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

connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Spanish I and II
- 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

SPANISH IV

2126 (SPAN IV)

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. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Spanish I, II and III
- 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

College & Career Planning

Career planning is an important part of high school. Students should be considering what their strengths are and what types of employment interest them. Hopefully a career can be found at the intersection of interests and strengths. Hamilton Jr/Sr High School has tools to facilitate this search. In the 9th grade every student enrolls in Preparing For College and Careers. Every 10th grader is given the PSAT, a practice college-entrance test.

Below are other useful tools for career inventories and career information:

- <http://www.indianacareerexplorer.com/> - This state sponsored service is an excellent free source for career assessments.
- <http://www.in.gov/learnmoreindiana/> - This state sponsored web site offers career information and career inventories. It is an excellent resource for all things career!
- <https://www.bls.gov/k12/students.htm> - This is great page to explore all things career related. It is created specifically for high school students.
- <https://student.collegeboard.org/> - College Board helps with college searches, test preparation and scholarship searches.
- <https://bigfuture.collegeboard.org/> - College Board - Big Future - College and Career Planning information and resources
- <http://www.indianacollegecosts.org/> - Indiana College Costs Estimator
- <http://www.mynextmove.org/explore/ip> - My Next Move - O*Net Interest Profiler. Helps you find out what your interests are and how they relate to the world of work. You can find out what you like to do. Also, helps you decide what kinds of careers you might want to explore.

Dual Credit Options

In Indiana, 'dual credit' is the term given to courses in which high school students have the opportunity to earn both high school and college credits in the same course. Dual credit courses are taught by high school faculty, college faculty, or adjunct college faculty either at the high school, at the college or university, or sometimes through online courses or distance education. Hamilton Community Schools offers a variety of courses where dual credits are available to eligible students.



1607 E Dowling St

Kendallville, IN 46755

260-349-0250

<http://impactinstitute.net/>

The IMPACT Institute administers several programs in Kendallville that provide vocational opportunities for students in areas that are not available in their home school. Applications with references and interviews are part of the selection process, including attendance, prerequisite courses, and interest in the skill area. All students admitted to the program must commit for the entire length of program. Specific information is available from the guidance department. Students may earn certification in the area of concentration and/or dual credits in many of the programs. The following programs are available:

Automotive Technology
Auto Body Collision Repair
Computer Aided Drafting (CAD)
Construction Trades
Cosmetology
Criminal Justice
Culinary Arts
Electrical, Plumbing & HVAC
Health Occupations Education (HOE)
Interactive Media
Marine Mechanics
Precision Machining
Primary Health Care (PHC)
Welding

Career Technical Education courses prepare students for further career training at the post-secondary level or entry into the workforce with advanced skills. Students are selected according to: career interest, academic situation and credit attainment, attendance, and educational experiences needed to be successful in a given program.

Students can participate in the program as juniors and seniors. It is preferred that students plan on completing both years of the program for maximum benefit/training, but students can participate in only one year. Criminal Justice, PHC and HOE are currently only 1 year programs. Each IMPACT program course will count as 3 elective classes and represent periods 5, 6, & 7 on a student's schedule. Students attending programs in Kendallville will be required to ride to and from their programs in school-sponsored transportation. Failure to abide by this requirement may result in the student being removed from the program. Students and their parents should be aware that the Hamilton Jr/Sr High School calendar and the IMPACT Institute calendar will usually differ. Students are expected to attend their IMPACT Institute program when it meets. Hamilton Jr/Sr HS attendance expectations.

Applications are completed in the spring of the year prior to requesting to attend IMPACT. The online application can be found on the Impact Website under Guidance Counselor Resources. Additional application materials and interviews are required for entrance into Cosmetology, Primary Health Care, and HOE programs.

DUAL CREDIT

Students enrolled in most IMPACT Institute programs have the opportunity to earn dual credits from postsecondary institutions. Students in programs where credits are available are eligible to receive credits, however; **they are not guaranteed to be awarded.** This is based on passing grades and assessments as required by the institution. Students need to see their instructor for complete information. Once obtaining these credits, students are able to acquire official transcripts through the institution where credits were issued. IMPACT Institute does not have access to these transcripts.

Impact Institute Course Offerings

ARCHITECTURAL DRAFTING AND DESIGN I

5640 (ARCH DDI) (CAD)

Architectural Drafting and Design I gives students a basic understanding of the detailing skills commonly used by drafting technicians. Areas of study include: lettering, sketching, and the proper use of equipment. This course includes the creation and interpretation of commonly used construction documents. Methods of geometric construction, three-dimensional drawing techniques, and sketching will be taught as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing. This course also provides students with a basic understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. Students will gain valuable hands-on experience with Auto CAD. They will be expected to complete several projects relating to command topics.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Computers in Design and Production
- 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

ARCHITECTURAL DRAFTING AND DESIGN II

5652 (ARCH DDII) (CAD)

Architectural Drafting and Design II builds on the concepts of *Architectural Drafting and Design I* and presents a history and survey of architecture with a focus on the creative design of buildings in a studio environment. This course covers site analysis, facilities programming, space planning, conceptual design, and the proper use of materials. Students will develop presentation drawings, give oral presentations, and critique works. Generation of form and space is addressed through basic architectural theory, related architectural styles, design strategies, and a visual representation of the student's design process. This course will focus on advanced Computer Aided Design (CAD) techniques. It includes an overview of modeling, graphical manipulation, part structuring, and modeling strategies. Advanced CAD will enable students to make the transition from 2D drafting to 3D modeling. Various Architectural software packages and applications may be used.

- Recommended Grade Level: 12
- Required Prerequisites: Architectural Drafting and Design I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a quantitative reasoning course

AUTOMOTIVE COLLISION REPAIR I

5514 (ACR TECH I)

Automotive Collision Repair Technology I includes classroom and laboratory experiences in all phases of the body repair process. Students will examine the characteristics of body metals including the installation of moldings, ornaments, and fasteners with an emphasis on sheet metal analysis and safety. Course coverage also includes instruction in personal and environmental safety practices as related to OSHA and other regulatory agencies. Additional instruction is given in the course on measurement principles and automotive fasteners. Instruction should also emphasize computerized frame diagnosis, color-mixing, and estimation of repair costs.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Transportation
- 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

AUTOMOTIVE COLLISION REPAIR II

5544 (ACR TECH II)

Automotive Collision Repair Technology II introduces concepts in automotive painting with an emphasis on the handling of materials and equipment in modern automotive technologies. Instruction should build on concepts learned in *Automotive Collision Repair Technology I*. Additional academic skills taught in this course include precision measurement and mathematical calibrations as well as scientific principles related to adhesive compounds, color-mixing, abrasive materials, metallurgy, and composite materials.

- Recommended Grade Level: 12
- Required Prerequisites: Automotive Collision Repair Technology I

- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

AUTOMOTIVE SERVICES TECHNOLOGY I

5510 (AUTO TECH I)

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
- Recommended Prerequisites: Introduction to Transportation
- 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

AUTOMOTIVE SERVICES TECHNOLOGY II

5546 (AUTO TECH II)

Automotive Services Technology II is a one year course that encompasses the sub topics of the NATEF/ASE identified areas of Electrical Systems and Engine Performance. 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 /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. Mathematical skills will be reinforced through precision measuring activities and cost estimation/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: 12
- Required Prerequisites: Automotive Services Technology I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

CONSTRUCTION TRADES I

5580 (CONST TECH I)

Construction Trades I classroom and laboratory experiences involve the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of construction, future trends and career options, reading technical drawings and transforming those drawings into physical structures are covered. The relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing, room

schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop layout and floor construction skills. Blueprints and other professional planning documents will also be covered. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration's Safety & Health Standards for the construction industry.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Construction
- 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

CONSTRUCTION TRADES II

5578 (CONST TRA II)

Construction Trades II builds on the formation, installation, maintenance, and repair skills learned in Construction Trades I. Information on materials, occupations, and professional organizations within the industry will be covered. Students will develop basic knowledge, skills, and awareness of interior trim and the installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Students will also develop exterior finishing competencies. The course includes instruction on the installation of cornices, windows, doors and various types of sidings currently used in industry. Studies will also focus on the design and construction of roof systems and the use of framing squares for traditional rafter and truss roofing.

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

COSMETOLOGY I

5802 (CSMTLGY I)

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.

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: Interpersonal Relationships
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as Directed Elective or Elective for all diplomas

COSMETOLOGY II

5806 (CSMTLGY II)

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 also study anatomy and physiology, professionalism, and salon management in relation to cosmetology.

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

CRIMINAL JUSTICE I

5822 (CRIME I) (Currently a one-year program)

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Interpersonal Relationships
- 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

PRECISION MACHINING I

5782 (PCSN MACH I)

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Advanced Manufacturing
- 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
- Qualifies as a quantitative reasoning course

PRECISION MACHINING II

5784 (PCSN MACH II)

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

- Recommended Grade Level: 12
- Required Prerequisites: Precision Machining I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

WELDING TECHNOLOGY I

5776 (WELD TECH I)

Welding Technology I includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. This course is designed for individuals who intend to make a career as a Welder, Technician, Sales, Designer, Researcher or Engineer. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical

principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- 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

WELDING TECHNOLOGY II

5778 (WELD TECH II)

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

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



Dual Credit Offerings

<http://www.trine.edu/dual-enrollment/>

CTE

Business Computer Applications- BA 113

This course emphasizes predominant software packages in word processing, spreadsheets, presentation graphics, database management, and e-mail usage with an eventual goal of the student gaining certification in those areas.

Prerequisites: None

Business Concepts- BA 123

A survey course designed to introduce the student to business issues and practices in the United States. All major functions of business are included (management, marketing, law, finance, economics, operations, accounting, information technology) as well as issues facing the business person (ethics, globalization, motivation, etc.) Suitable for students considering a career in business as well as for non-business majors who will interact with the business enterprises (e.g., educators, engineers). Planning for a business career through the creation of a portfolio is initiated. A major focus of this course is on career planning, beginning at the student's current career stage. A career plan is required for completion of the course.

Prerequisites: None

English

English Composition I- ENG 103

Intensive training in methods of exposition leading to the ability to write coherent, clear, and persuasive essays.

Prerequisites: Adequate SAT verbal score or ACT English score, class rank, and high school GPA, or successful completion of noncredit preparatory English courses, or approval of department chair.

English Composition II- ENG 113

Continuation of ENG 103. Concentration on research paper and library methods.

Prerequisites: ENG 103 or ENG 104

Introduction to Literature- ENG 153

Introduces the student to literature of some complexity and sophistication, developing a critical vocabulary and skills in reading on an advanced level. Analysis of genre: short fiction, poetry, and drama.

Prerequisites: None

Effective Speaking- SP 203

Application of communication principles to improve extemporaneous public speaking and listening skills. Considers principles of audience analysis and rhetorical invention, worthy and effective evidence and inductive reasoning, speaker and source credibility, organization and outlining, effective speaker-audience interaction, listening for comprehension, and critical listening.

Prerequisite: ENG 113 or ENG 133

Math

College Algebra- MA 113

Topics include: rational algebraic expressions, quadratic equations, nonlinear systems, partial fractions, binomial expansion, synthetic division, determinants, 0065ponents, radicals, logarithms.

Prerequisites: Adequate SAT/ACT mathematics score or approval of department chair.

Science

General Biology- BIO 104

An introduction to the basic principles of biology with an emphasis on: biological chemistry, cell biology, metabolism, genetics, diversity of organisms, evolution, and ecology. A background in high school chemistry is strongly recommended. Open to non-science majors only. This course cannot be substituted for BIO 114 for either science or engineering majors.

Prerequisites: None

Social Sciences

Principles of Psychology- PSY 113

Introduction to the scientific study of human and animal behavior. Course covers all of the major areas within psychology, including development, learning, intelligence, personality, attitudes, altered states of consciousness, abnormal behavior, and psychotherapy.

Prerequisites: None

Trine's Dual Enrollment Program courses count toward both high school and college credit. There are two options for taking classes through the Dual Enrollment Program.

1. The Campus Experience is when high school students take university courses on our campus or online.
2. The Academic Experience is a program in the high schools taught by fully qualified adjunct/hybrid instructors who are also high school teachers. These courses are offered at your high school campus during the regular school day.

Earning College Credit

As long as you earn a grade of "C" or better, you'll receive full college credit on a Trine University transcript. Credit can be applied toward a Trine degree or may be transferred to another university.

Tuition and Fees

The Dual Enrollment Program is open to students who have completed their sophomore year of high school. Tuition is significantly reduced for Dual Enrollment students. Courses on the campuses of Trine University are \$75 per credit hour. Courses online and on high school campuses are \$20 per credit hour. All application fees and student fees are waived for Dual Enrollment students.

Annual Grant

Trine University offers a \$1,000 per year grant to students who enroll as a full-time student and have taken classes through the Dual Enrollment Program. That means students and families could save up to \$4,000 when earning a four-year degree.



Dual Credit Offerings
www.ivytech.edu/dual-credit

Principles of Marketing (5914)- MKTG 101

Prerequisites:

WRITING: A student is program ready in reading if he/she has one of the following:

- ACCUPLACER Standard 80 sentence skills
- ITCC ACCUPLACER Diagnostic Write Placer 4
- ACT 17 English
- SAT 2015 and earlier 460 Writing
- SAT 2016 and forward 27 Writing and Language Test
- PSAT 2014 and earlier 46 Writing Skills
- PSAT 2015 and forward 26 Writing Skills
- High School GPA 7.8 on a 12 point scale, Core 40, six semesters completed

READING: A student is program ready in reading if he/she has one of the following:

- ACCUPLACER Standard 76 Reading
- IDOE/ITCC ACCUPLACER Diagnostic 69
- ACT 18 Reading

- SAT 2015 and earlier 460 Reading
- SAT 2016 and forward 25 Reading Test
- PSAT 2014 and earlier 46 Critical Reading
- PSAT 2015 and forward 25 Critical Reading
- High School GPA 7.8 on a 12 point scale, Core 40, six semesters completed

MATH: A student is program ready in reading if he/she has one of the following:

- ACCUPLACER Standard 40 Elementary Algebra or 60 Arithmetic;
- IDOE/ITCC ACCUPLACER Diagnostic 34;
- ACT 18 Math;
- SAT 2015 and earlier 460 Math; SAT 2016 and forward 500 Math;
- PSAT 2014 and earlier 46 Mathematics;
- PSAT 2015 and forward 24.5 Mathematics;
- High School cumulative GPA 7.8 on a 12 point scale, Core 40, six semesters completed

Ivy Tech’s Dual Enrollment Program courses count toward both high school and college credit. There are two options for taking classes through the Dual Enrollment Program.

1. **At Hamilton**

Hamilton offers a few Ivy Tech courses on our high school campus and best of all, the classes are free!

2. **Online**

Taking a college class online gives you the flexibility to do assignments and homework on your own schedule. Visit Ivy Tech’s website to see their course offerings. Ivy Tech tuition and fees apply for online courses.

CONNEXUS

Online Course Offerings

Connexus (online courses) is a resource offered to students for credit recovery. It may also be used to expand curriculum or to provide a resolution to a scheduling conflict. Core classes and electives are available so talk to your counselor for more information and to sign up.

CERTIFICATE OF COMPLETION

The Certificate of Completion course of study must be followed (effective for the student cohort starting in school year 2018/2019) if a student with an IEP has been removed from a diploma path. The Certificate of Completion provides increased access to the general education curriculum by providing flexibility in earning either credits or applied units in general education and/or special education classes. The Certificate of Completion can be earned through any combination of applied units and credits. For additional information, see the Certificate of Completion Resources webpage (DOE) at <https://www.doe.in.gov/student-services/student-assistance/coc>

4512A APPLIED BUSINESS MATH

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

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

4528A APPLIED DIGITAL APPLICATIONS AND RESPONSIBILITY

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

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

5232A APPLIED INTERACTIVE MEDIA

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

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

4540A APPLIED PERSONAL FINANCIAL RESPONSIBILITY

Applied Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This

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

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

5394A APPLIED PREPARING FOR COLLEGE AND CAREERS

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

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

5330A APPLIED ADULT ROLES AND RESPONSIBILITIES

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

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

5334A APPLIED CONSUMER ECONOMICS

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

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

5364A APPLIED INTERPERSONAL RELATIONSHIPS

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

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

5342A APPLIED NUTRITION AND WELLNESS

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

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

4540A APPLIED PERSONAL FINANCIAL RESPONSIBILITY

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

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

5394A APPLIED PREPARING FOR COLLEGE AND CAREERS

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

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

CTE: WORK BASED LEARNING

INTRODUCTION

Work Based Learning (WBL) 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 their 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 standalone course or a component of a discipline-specific CTE course.

Progressions of Work Based Learning: Students should progress through these stages of the career education continuum on their path to career readiness.



Work Based Learning programs must meet the following requirements:

- Students shall demonstrate proficiency of the academic standards taught in the related instruction portion of the class. The school shall offer the related instruction class concurrently with the student’s work-based learning experience. Hour requirements vary depending on the type of work based program a school chooses to use, please see the Work Based Learning course framework and manual for more information.
- Safety is an integral part of the instructional program, both in the related instruction and at the training site.
- Students may be allowed time from the daily school schedule to work at the participating employers’ places of business.
- Work Based Learning courses (except for ICE) must be taught by a licensed Career and Technical Education teacher.
- ICE courses are encouraged to utilize a licensed Career and Technical Education teacher but are required to at least have a teacher who has been certified as an ICE trainer.
- The Work Based Education teacher shall perform frequent site visits to student placements to supervise students and coordinate with personnel at the placement. These site visits should be done during the same time the student is at the placement. Site visits must be documented and records of these site visits must be kept for a period of five (5) years.
- Properly planned and organized student activities, coordinated with work-based learning experiences, supplement and enhance the cooperative education program. Therefore, participation in career and technical student organizations (CTSO) is an integral part of these programs. Leadership and career oriented activities of student organizations enhance students’ occupational information and technical knowledge, build self-esteem, and provide students with solid job-seeking strategies and job success skills.

Work Based Learning Capstone can follow two types of programming:

- Work Based Learning Capstone - a general course that can be applied through one of five models, for various CTE areas, and at varying levels of application.

- Interdisciplinary Cooperative Education (ICE) - A CTE education program that utilizes an interdisciplinary approach to training for employment. ICE programs must follow all federal and state laws related to student employment and cooperative education.

5902A APPLIED INTERDISCIPLINARY COOPERATIVE EDUCATION (ICE)

Applied Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations vary by student needs, interests and goals, but include a combination of work-based learning and school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. The following two components must be included as part of the Interdisciplinary Cooperative Education course.

Related Instruction, that is classroom- or site- based, shall be organized and planned around the activities associated with the student's individual job and career objectives; and shall be taught during the same semesters as the student is receiving on-the-job training. Student performance should be monitored to determine progress in (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.

On-the-Job Training is the actual work experience in an occupation in any one of the Indiana College and Career Pathways that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with predetermined training plans and agreements and who assist in evaluating the student's job performance. Students in a ICE placement must be paid in accordance with federal and state student employment and cooperative education laws.

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

1002A APPLIED ENGLISH 9

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

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

1004A APPLIED ENGLISH 10

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

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

1006A APPLIED ENGLISH 11

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

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

1008A APPLIED ENGLISH 12

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

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

1120A APPLIED DEVELOPMENTAL READING

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

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

1076A APPLIED SPEECH

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

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

1010A APPLIED LANGUAGE ARTS LAB

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

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

3506A APPLIED HEALTH & WELLNESS

Applied Health & Wellness, a course based on Indiana's Academic Standards for Health & Wellness and provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the

application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

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

2520A APPLIED ALGEBRA I

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

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

2516A APPLIED ALGEBRA I LAB

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

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

2532A APPLIED GEOMETRY

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

subject that makes use of their ability to make sense of problem situations.

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

2560A APPLIED MATHEMATICS LAB

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

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

0500A APPLIED BASIC SKILLS DEVELOPMENT

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

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

0530A APPLIED CAREER EXPLORATION INTERNSHIP

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

- Recommended Grade Level: 11, 12
- Applied Units: 4 units maximum

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

0522A APPLIED CAREER INFORMATION AND EXPLORATION *Applied Career Information and Exploration* provides students with opportunities to learn about themselves including interests, strengths and needed supports while exploring various traditional and nontraditional occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as community based instruction, internships, mock interviews, and guest speakers. Portfolio and resume development experience and career-related assessments may also be provided to students.

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

0524A APPLIED COMMUNITY SERVICE

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

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

3560A APPLIED ELECTIVE PHYSICAL EDUCATION

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

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

3542A APPLIED PHYSICAL EDUCATION I

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

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

3544A APPLIED PHYSICAL EDUCATION II

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

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

3024A APPLIED BIOLOGY I

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

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

3044A APPLIED EARTH AND SPACE SCIENCE I

Applied Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation and experimentation by conducting investigations and evaluating and communicating the results of those investigations. Course may include a variety of learning experiences and tools support the process of

investigation, data collection and analysis.

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

1512A APPLIED CURRENT PROBLEMS, ISSUES AND EVENTS

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

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

1514A APPLIED ECONOMICS

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

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

1570A APPLIED GEOGRAPHY AND HISTORY OF THE WORLD

Applied Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to apply their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety sources, organizing information by creating graphic representations, analyzing information to understand, determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. Students use the knowledge, tools, and skills obtained from this course in order to understand, analyze, evaluate, and

make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

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

1518A APPLIED INDIANA STUDIES

Applied Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. Examination of individual leaders (state or local) and their roles in a democratic society will be included. Student will examine the participation of citizens in the political process to understand their role. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

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

1540A APPLIED UNITED STATES GOVERNMENT

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

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

1542A APPLIED UNITED STATES HISTORY

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

in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand specific topics or the cause for changes in the nation over time.

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

Middle Level Curriculum

511 IAC 6.1-5-3.6

Authority: IC 20-19-2-8; IC 20-31-4-17

Affected: IC 20-30-5-14; IC 20-31-3; IC 20-31-4-1

Sec. 3.6

(a) In grades 7 and 8, and grade 6 when it is included in the middle school, the middle level curriculum:

(1) includes:

(A) a balance of learning experiences in the areas in subsection (b);

(B) initial career information models that focus on career choices as they relate to student interest and skills as required by IC 20-30-5-14; and

(C) exploratory activities;

(2) consistent with the academic standards developed under IC 20-31-3 and the general principles in section 0.6 of this rule;

(3) develops students; ability to apply subject matter skills to solve personal, school, and community problems; develops students; ability to apply subject matter skills to solve personal, school, and community problems;

(4) prepares students to succeed in the Core 40 high school curriculum;

(5) integrates appropriate technology as described in Indiana's Academic Standards;

(6) provides students with opportunities with a licensed teacher, counselor, or administrator that build knowledge and skills for academic, career, and citizenship development;

(7) is provided in a culture that fosters collaboration of teachers and other school personnel across subject areas, through techniques such as teaming or professional learning communities;

(8) is enriched through the integration of community service-learning activities that apply curriculum-based knowledge in experiential settings;

(9) integrates global educational experiences that provide for the study of other societies and world issues; and

(10) prepares students for success in high school.

(b) The middle level curriculum develops students' knowledge and skills based on the academic standards in the following:

(1) English language arts.

(2) Mathematics.

(3) Social studies and citizenship.

(4) Science.

(5) Visual Arts and music.

(6) Career and technical education in a minimum of two (2) of the following curricular areas:

(A) Agriculture science and agribusiness.

(B) Business.

(C) Family and consumer sciences.

(D) Technology education.

(7) Health and wellness.

(8) Physical Education, adapted as necessary.

(c) Through elective enrichment, the middle level curriculum develops students' knowledge and skills based on the academic standards in the following:

(1) Theater and dance.

(2) World languages.

Please note these other important details:

Middle school (Grades 6-8) subject descriptions in the areas of Agriculture, Business, Family and Consumer Sciences, Engineering and Technology, Fine Arts, and World Languages are defined by grade clusters rather than by grade levels, such as, 6-8. Subjects with grade specific subject descriptions are to be taught in the specified grade. Subjects which are defined by grade clusters can be taught in each grade or can be taught in one or more grades.

The Indiana State Board of Education does not restrict high school credit to courses completed in Grades 9 through 12. Schools may elect to award high school credit to students who complete high school courses before entering Grade 9 if the course is equivalent to its high school counterpart. Local policies and procedures should be developed to govern credit for high school courses taught below grade nine. Multiple credits may not be awarded for the same course unless the high school course description permits multiple credits to be awarded.

CAREER AND TECHNICAL EDUCATION (CTE)

EXPLORING COLLEGE AND CAREERS

0493

Exploring College and Careers provides students opportunities to explore their personal goals, interests, and aptitudes as they relate to career concepts, including *the 16 national career clusters and Indiana's College & Career Pathways*, and determine what they want and expect for their future. Students learn about various traditional and nontraditional careers and gain an awareness of the level of education and type of training needed for a variety of careers and occupations. Students build good study habits, expand their technology skills, develop or update their Graduation Plans and complete a college and career readiness exam. Virtual and real life opportunities are provided for students to observe and explore various careers. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

CTE: BUSINESS AND INFORMATION TECHNOLOGY

MIDDLE SCHOOL BUSINESS

0494

Middle School Business provides concepts and applications that facilitate the development of competencies required for success in all academic areas and in real-world contexts. The curriculum relates closely to understandings and competencies students will need as their world expands and as they develop career interests. The four broad areas included in this curriculum are technology, career exploration, personal financial responsibility, and basic business (business communications, marketing, and entrepreneurship). The domains and standards for each area provide many opportunities to engage students in learning essential business content and in applying technology as a tool. This approach is in keeping with the NETS (National Education Technology Standards) approach, which places heavy emphasis on integrating technology into the curriculum. The No Child Left Behind (NCLB) legislation mandates that students reach technological proficiency by the completion of the eighth grade. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

DIGITAL CITIZENSHIP

0495

Digital Citizenship prepares students to use computer technology in an effective and appropriate manner. Students develop knowledge of word processing, spreadsheets, presentation and communications software. Students establish what it means to be a good digital citizen and how to use technology appropriately. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

CTE: FAMILY AND CONSUMER SCIENCES

FAMILY AND CONSUMER SCIENCES, MIDDLE LEVEL

0492

Family and Consumer Sciences, Middle Level (FACS) prepares students to begin their journey toward becoming independent, productive citizens. The middle school curriculum includes standards for 5 units of study that are essential for ALL students: Life and Careers, Financial Literacy, Nutrition and Wellness, Human Development, and Relationships. *Family and Consumer Sciences (FACS), Middle Level* prepares students to acquire personal skills and plan ways to transfer those skills to the workplace; investigate and assume appropriate individual and family roles; understand and apply concepts of balancing work and family; and acquire skills and attitudes that lead them to contribute to the good of the community and society. *FACS* curriculum includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied community, work, and family contexts. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

ENGLISH/LANGUAGE ARTS

LANGUAGE ARTS, GRADE 7

0420-07

Language Arts, Grade 7, based on Indiana's Academic Standards for English/Language Art is integrated instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews, as well as critiques of both informational and literary writing. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students develop advanced skills and strategies in language. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an arguments or proposal. Students also listen to literature read aloud to them and write independently for enjoyment.

Language Arts 7 HONORS

- To be successful in this course the student will be expected to exhibit a high level of English Language Arts skills, self-motivation in completing class work, a desire to meet the challenge of enriched assignments, and a high level of performance.
- See the paragraphs in Language Arts 7 for the description of this course

LANGUAGE ARTS, GRADE 8

0420-08

Language Arts, Grade 8, based on Indiana's Academic Standards for English/Language Arts is integrated instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students begin to study the history and development of English vocabulary. They begin to compare different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students get ready for the language challenges of high school materials. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They not only write or deliver research reports but also conduct their own research. They use subordination, coordination, noun phrases and other devices of English language conventions to indicate clearly the relationship between ideas. They deliver a variety of types of presentations and effectively respond to questions and concerns from the audience. Students also listen to literature read aloud to them and write independently for enjoyment.

LANGUAGE ARTS 8 HONORS

- To be successful in this course the student will be expected to exhibit a high level of English Language Arts skills, self-motivation in completing class work, a desire to meet the challenge of enriched assignments, and a high level of performance.
- See the paragraphs in Language Arts 8 for the description of this course

LANGUAGE ARTS LAB, MIDDLE LEVEL

0428

Language Arts Lab is a supplemental to Language Arts to provide students with individualized or small group instruction designed to support success in completing language arts studies aligned with *Indiana's Academic Standards for English/Language Arts* in Grades 6-8.

Recommended Grade Level: Grades 6-8

For students who need additional support in all the language arts areas (reading, writing, speaking and listening).

NOTE: May also be used for students who need Tier 2 and 3 interventions in English Language Arts.

READING AND LITERATURE, GRADE 7

0480-07

Reading and Literature, Grade 7, based on Indiana’s Academic Standards for English/Language Arts, is integrated instruction emphasizing reading (Standards 1, 2, and 3), in content that is interest- and age-appropriate. Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews, as well as critiques of both informational and literary writing. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment.

READING AND LITERATURE, GRADE 8

0480-08

Reading and Literature, Grade 8, based on Indiana’s Academic Standards for English/Language Arts is integrated instruction emphasizing reading (Standards 1, 2, and 3), in content that is interest- and age-appropriate. Students begin to study the history and development of English vocabulary. They begin to compare different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment.

FINE ARTS

VISUAL ART, MIDDLE LEVEL

0410

Visual Art, Middle Level is based on the Indiana Academic Standards for Visual Arts. Students in the middle level program build on the sequential learning experiences of the elementary program that encompass art history, criticism, aesthetics, and production. Through self-reflection, including dialogue, reading, and writing students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Students continue to utilize their art knowledge and skills to make connections across the curriculum, study career options and identify skills required for each career, and use arts community resources, identifying ways to utilize and support the arts community. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

EXPLORING MUSIC, MIDDLE LEVEL

0440

Exploring Music, Middle Level is based on the Indiana Academic Standards for Music. Students are provided with activities that build on Kindergarten through Grade 6 musical knowledge and skills. Instruction is designed to enable students to perform and create music, respond to music, and integrate

music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music as it relates to history, culture, and the community. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

INSTRUMENTAL MUSIC, MIDDLE LEVEL

0442

Instrumental Music, Middle Level is based on the Indiana Academic Standards for Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by beginning or continuing to play an instrument. The instrumental classes provide instruction in any of the following areas: strings, woodwinds, brass, percussion, guitar, and keyboard instruments, including electronic instruments. Ensemble and solo activities are designed for students to develop basic elements of musicianship including tone production, technical skills, and intonation. Activities include improvising; composing; reading, notating, and sight-reading music; listening; analyzing; evaluating; and experiencing historically significant styles of literature. Students are given opportunities to participate in performances outside of the school day that support and extend the learning in the classroom. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

VOCAL MUSIC, MIDDLE LEVEL

0444

Vocal Music, Middle Level is based on the Indiana Academic Standards for Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by participating in choral ensemble classes. Ensemble classes provide group and solo activities and are designed to develop students' musicianship including vocal production, technical skills, and intonation. Activities and experiences include improvising and composing music; listening to, analyzing, and evaluating music; and performing vocal literature of various styles, historical periods, and world cultures. Students also participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

HEALTH AND WELLNESS

HEALTH and WELLNESS, GRADE 7

0452-07

Health and Wellness, Grade 7 provides for the continued development of attitudes and behaviors related to becoming a health-literate individual as part of a planned, sequential, comprehensive health education curriculum that uses the Indiana Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade seven, students focus on continued skill development and more opportunities for analyzing, modeling, and applying skills that will assist in building competencies for health literacy. These may include decision-making skills, stress management skills, communication skills, social skills, and assertiveness skills. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity; mental health; alcohol, tobacco and other drug use; and family life and human sexuality are areas used for skill development. The adolescent student has instructional

opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health-related decisions. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

HEALTH and WELLNESS, GRADE 8

0452-08

Health and Wellness, Grade 8 provides for the continued development of attitudes and behaviors related to becoming a health-literate individual as part of a planned, sequential, comprehensive health education curriculum that uses the Indiana Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade eight, students focus on continued skill development and more opportunities for analyzing, modeling, and applying skills that will assist in building competencies for health literacy. Students apply health education concepts and health literacy skills, e.g., practicing interpersonal communications that promote health; analyzing positive and negative, internal and external influences on health decisions; and demonstrating self-care practices in managing personal daily activities. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity; mental health; alcohol, tobacco and other drug use; and family life and human sexuality are areas used for skill development. The adolescent student has instructional opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health-related decisions. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

MATHEMATICS

MATHEMATICS, GRADE 7

0430-07

Mathematics, Grade 7 standards are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 7 should know and be able to do in Mathematics. Grade 7 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Grade 6. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze geometrical figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. Using the Process Standards for Mathematics in a planned and deliberate method to present the Mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

Pre-Algebra, GRADE 7

0430-08

Mathematics, Grade 7 standards are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 7 should know and be able to do in Mathematics. Pre-Algebra continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was begun in Grades 6. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. Using the Process Standards for Mathematics in a planned and deliberate method to present the Mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

- To be successful in this course the student will be expected to exhibit a high level of math skills, self-motivation in completing class work, a desire to meet the challenge of enriched assignments, and a high level of performance.

Pre-Algebra, GRADE 8

0430-08

Mathematics, Grade 8 standards are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 8 should know and be able to do in Mathematics. Grade 8 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was begun in Grades 6 and 7. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. Using the Process Standards for Mathematics in a planned and deliberate method to present the Mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

ALGEBRA I

2520 (ALG I)

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

content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

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

MATHEMATICS LAB, MIDDLE LEVEL

0432

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics content aligned with Indiana’s Academic Standards for Mathematics. Mathematics Lab is to be taken in conjunction with the study of mathematics, and the content of Mathematics Lab should be tightly aligned to the corresponding content being studied. Mathematics Lab should relate and reinforce mathematics skills students have learned previously, fill in gaps and misconceptions of previous content, and present the current content in concrete and hands-on methods.

- Recommended Grade Level: Grades 6-8
- For students who need additional support in mathematics.
- NOTE: May also be used for students who need Tier 2 and 3 interventions in mathematics

PHYSICAL EDUCATION

PHYSICAL EDUCATION, GRADE 7

0450-07

Physical Education in Grade 7 is based on the Indiana Academic Standards for Physical Education. Students in Grade 7 physical education continue to refine complex combinations of movement in selected sports and activities. They apply more advanced strategies in physical activities and try new sports and lifetime physical activities. The focus is on meeting challenges and making decisions in the context of expanded personal responsibility. Students learn about different cultures and how they relate to the physical activities and dances of those countries. They continue to expand their knowledge of rules and strategies, sportsmanship, and cooperative skills as well as fitness concepts and the benefits of health-related fitness. Ongoing assessment includes both written and performance-based skill evaluations. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

PHYSICAL EDUCATION, GRADE 8

0450-08

Physical Education in Grade 8 based on the Indiana Academic Standards for Physical Education. Students in Grade 8 physical education further refine complex motor skills and competencies in selected individual and dual lifetime physical activities, team sports, aquatics, adventure, and rhythmic activities. Students work toward achieving competence in increasingly complex physical activity contexts. They learn to apply interdisciplinary knowledge (e.g., anatomy, physics) to activity settings and focus on

working as a team to solve problems. Students develop plans to enhance their own health-related physical fitness and participate in vigorous activities linked to their skills and levels of fitness. Physical activity is used as a venue for self-expression and for developing positive relationships. Ongoing assessment includes both written and performance-based skill evaluations. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

SCIENCE

Indiana's K – 8 academic standards for science are organized around four content areas: Physical Science, Earth Science, Life Science, and Science, Engineering and Technology. Age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

SCIENCE, GRADE 7

0460-07

Students in Grade 7 understand that energy cannot be created or destroyed, but only changed from one form into another or transferred from place to place. They understand forces as they apply to nature and machines. They describe how earth processes have shaped the topography of the earth and have made it possible to measure geological time. They understand the cellular structure of living organisms, from single-celled to multicellular. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

SCIENCE, GRADE 8

0460-08

Students in Grade 8 understand how atomic structure determines chemical properties and how atoms and molecules interact. They explain how the water cycle and air movement are caused by differential heating of air, land, and water and how these affect weather and climate. They understand that natural and human events change the environmental conditions on the earth. They understand the predictability of characteristics being passed from parent to offspring and how a particular environment selects for traits that increase survival and reproduction by individuals bearing those traits. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

SOCIAL STUDIES

Indiana's K – 8 academic standards for social studies are organized around four content areas: History, Civics and Government, Geography, and Economics. Age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

SOCIAL STUDIES, GRADE 7

0470-07

Students in Grade 7 explore the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) the Middle East, (4) the Pacific Islands, (5) Australia, and (6) New Zealand. Learning experiences for seventh grade students should help them to make the transition from concrete information to abstract ideas, concepts, and generalizations.

In-depth studies provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include the following: (1) identifying problems, issues and questions; (2) information gathering; (3) hypothesizing; and (4) evaluating alternative solutions and actions. Along with the current academic standards for this subject, the History/Social Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

SOCIAL STUDIES, GRADE 8

0470-08

Students in Grade 8 focus upon United States history, beginning with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction. Students examine major themes, issues, events, movements, and figures in United States history through the Reconstruction Period (1877) and explore relationships to modern issues and current events. Along with the current academic standards for this subject, the History/Social Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.