

SHELBY EASTERN SCHOOLS HIGH SCHOOL COURSE DESCRIPTION GUIDE 2016-17

**Morristown Jr.-Sr. High School
Waldron Jr.-Sr. High School**

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It is the policy of Shelby Eastern Schools not to discriminate on the basis of race, color, religion, gender, national origin, age, limited English proficiency, or disability in its programs or employment policies as required by the Indiana Civil Rights Act (I.C. 22-9-1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Inquiries regarding compliance with this policy may be directed to the Superintendent, Shelby Eastern Schools, 2451 North 600 South, Shelbyville, Indiana 46176.

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Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

Course and Credit Requirements

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

GUIDANCE INFORMATION AND GRADUATION REQUIREMENTS

1. Students are expected to achieve the Core 40, Academic Honors Diploma, or Technical Honors Diploma as detailed on the previous page. Students who academically cannot meet these standards may seek a General Diploma after that decision has been reached in a parent-requested conference.
2. In addition to the requirements set by the Indiana Department of Education, Shelby Eastern Schools also requires students in the graduation classes of 2016 and after to earn one credit in Preparing for College and Careers. This credit fulfills a directed elective for all diplomas except Academic Honors. It will fulfill a general elective for Academic Honors diplomas.
3. Beginning in 2016-2017 school year, 10th grade students are expected to meet the passing score for the ISTEP+ Grade 10 Assessment for English Language Arts and Math. While the graduating class of 2017 and 2018 are expected to meet the passing score on End of Course Exams (ECAs) for Algebra I and English 10. If tests are not passed initially students will participate in the examination process again the following December and May until the test is passed. Participation in offered remediation is mandatory. In special cases a waiver may be granted if certain conditions are met. Student and parent should request a conference with administration in the spring of the student's junior year to insure complete understanding of waiver regulations and be willing to comply with all regulations. All students are also required to take the ISTEP+ Grade 10 Science examination upon completion of Biology I, although at this time a passing score for this exam is not required for graduation. The students score however, may be factored into their semester 2 final grade.
4. Graduation requires eight (8) semesters of student attendance. Any exceptions must be pre-approved by administration. An application for early graduation is required by January of the student's junior year.
5. Credits earned in junior high school, summer school or authorized correspondence courses will be added to the student's permanent records with the accompanied GPA values. The earned semester grades will be figured into the student's cumulative GPA and class rank. A student may earn up to four (4) credits by enrolling in virtual and/or correspondence courses, earning a passing grade and providing official documentation of the final course grade. Students may earn up to four (4) credits attending summer and/or evening classes at an Indiana high school other than Morristown or Waldron, and up to four (4) alternate credits during their high school career (excluding SES approved programming such as APEX). Students must obtain prior approval from the principal before enrolling in any of the above classes. All final exams are proctored by guidance personnel. Only high school principals, in extreme circumstances, designate an alternate proctor.
6. Schedule changes may be requested only for the first three days of each semester. Parent permission may be required for registration or for schedule changes. Classes dropped after three days may be reflected with a WF (withdraw failing) on the transcript.
7. Advanced Placement and Dual Credit Classes offered through MHS or WHS: GPAs are raised (weighted) one full GPA point if the student maintains a grade of C- or above. Course grades will appear on transcripts and report cards with grade given, but they will receive additional weight

for GPA. Dual Credit Courses through BRCP and/or other schools, will only be weighted if approved through a school board review.

Grading Scale

Percentage	Letter Grade	Regular Index*	AP Index*
100-99	A+	4.33	5.33
98-93	A	4.0	5.0
92-90	A-	3.67	4.67
89-88	B+	3.33	4.33
87-83	B	3.0	4.0
82-80	B-	2.67	3.67
79-78	C+	2.33	3.33
77-73	C	2.0	3.0
72-70	C-	1.67	2.67
69-68	D+	1.33	1.33
67-63	D	1.0	1.0
62-60	D-	0.67	0.67
59-00	F	0.00	0.00

8. Parents and students are issued PowerSchool passwords which enable them to see live grades at any time. Grades are updated as each assignment or test scores are entered. Printed grade reports are issues each quarter (nine weeks) to students. Students are responsible for sharing these with parents. Final report cards will be mailed home at the end of each school year. Transcripts are also available by request.
9. College bound students are encouraged to take college entrance exams during their junior and senior years. The SAT Reasoning, SAT Subject Tests and ACT may be taken at a college or some high school campuses in central Indiana. Test dates and registration information is available in the guidance office or on the internet at www.collegeboard.org or www.actstudent.org.
10. Seniors are encouraged to apply to the college of their choice in August and September of their senior year. The FAFSA (Federal Financial Student Aid Form) must be filed before March 10 (second semester) of their senior year. Many scholarship opportunities are available through various sources – a list of available scholarships is posted on the school guidance websites and is available in the guidance offices.
11. Students and parents should note that not all classes are offered every year at both schools. Due to limited number of requests, teacher availability, and/or licensure requirements, some classes may not be offered at your school. Students will be given a course request sheet to bring with them for online scheduling. This will list classes that will be offered the following year given enough request.

COURSE OFFERINGS

LANGUAGE ARTS

The State Board of Education requires 8 credits of English Language Arts for graduation from Indiana high schools. Students are required to take English 9 and 10. Students may choose from a variety of Language Arts courses to fulfill their remaining credits. Students will take the English 10 ECA at the end of their sophomore year after completing English 10. Students must meet or exceed the cut score on this exam to meet the Indiana graduation requirement and will be expected to take the exam during the early winter and spring until a pass score is achieved. Students may take additional English Language Arts classes that can count as electives.

Course: **English 9**

1002

Credits: 2

CORE 40+: ELA

Grade: 9

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

Course: **English 10**

1004

Credits: 2

CORE 40+: ELA

Grade: 10

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

Course: **English 11**

1006

Credits: 2

CORE 40+: ELA

Grade: 11

Description: *English 11* is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes in 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, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

Course: **English 12** 1008
Credits: 2 CORE 40+: ELA
Grade: 12

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

Course: **Composition** 1090
Credits: 1 CORE 40+: ELA
Grade: 11 or 12

Description: *Composition* is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature.

Course: **Creative Writing** 1092
Credits: 1 CORE 40+: ELA
Grade: 11 or 12

Description: *Creative Writing* 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.

Course: **Debate** 1070
Credits: 1 CORE 40+: ELA
Grade: 11 or 12

Description: *Debate* 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).

Course: **Dramatic Literature** 1028
Credits: 1 CORE 40+: ELA
Grade: 11 or 12

Description: *Dramatic Literature* is a study of plays and literary art as different from other literary genres. Students view live, televised, or filmed productions and stage scenes from plays or scripts. Students examine tragedies, comedies, melodramas, musicals or operas created by important playwrights and screenwriters representing the literary movements in dramatic literature. Students analyze how live performance alters interpretation from text and how developments in acting and

production have altered the way we interpret plays or scripts. Students analyze the relationship between the development of dramatic literature as entertainment and as a reflection of or influence on the culture.

Course: **Etymology**

1060

Credits: 1

CORE 40+: ELA

Grade: 11 or 12

Description: *Etymology* is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (*Latin, Greek, Germanic, Romance Languages*). Students analyze meanings of English words by examining roots, prefixes, suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation.

Course: **Film Literature**

1034

Credits: 1

CORE 40+: ELA

Grade: 11 or 12

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

Course: **Language Arts Lab/Basic Skills English**

1010

Credits: 1-8

CORE 40+: ELA

Grade: 9-12

Description: *Language Arts Lab* is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with *Indiana's Academic Standards for English Language Arts* in Grades 9-12 and the *Common Core State Standards for English Language Arts*, focusing on the Writing Standards (Standards 4, 5, and 6).

Course: **Mass Media**

1084

Credits: 1

CORE 40+: Elective

Grade: 11 or 12

Description: *Mass Media* 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.

Course: **Speech**

1076

Credits: 1

CORE 40+: ELA

Grade: 9-12

Description: *Speech* is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different

types of oral and multi-media presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.

Course: **Student Publications**

1086

Credits: 1-8

CORE 40+: Elective

Grade: 9-12

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

Course: **Technical Communications**

1096

Credits: 1

CORE 40+: ELA

Grade: 11 or 12

Description: *Technical Communication* is the study and application of the processes and conventions needed for effective technical writing-communication. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style.

Course: **Themes in Literature**

1048

Credits: 1

CORE 40+: ELA

Grade: 11 or 12

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

Course: **English Language and Composition, AP**

1056

Credits: 2

CORE 40+: ELA

Grade: 11 or 12

Description: *English Language and Composition, Advanced Placement*, is an advanced placement course based on content established by the College Board. The course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>.

Course: **English Literature and Composition, AP**

1058

Credits: 2

CORE 40+: ELA

Grade: 11 or 12

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

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>.

MATHEMATICS

The State Board of Education requires 8 credits of Mathematics for graduation from Indiana high schools. Students are required to take Algebra I, Algebra II, and Geometry. Students may choose from a variety of Mathematics courses to fulfill their remaining credits. Students will take the Algebra I ECA at the end of 8th grade or freshman year after completing Algebra I. Students must meet or exceed the cut score on this exam to meet the Indiana graduation requirement and will be expected to take the exam during the early winter and spring until a pass score is achieved. Students must take a math or quantitative reasoning course each year of high school. Students may take additional Mathematics classes that can count as electives.

Course: **Algebra I**

2520

Credits: 2

CORE 40+: Math

Grade: 9-12

Description: *Algebra I* formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

Course: **Algebra II**

2522

Credits: 2

CORE 40+: Math

Grade: 9-12

Description: *Algebra II* builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone

their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

Course: **Geometry** 2532
Credits: 2 CORE 40+: Math
Grade: 9-12

Description: *Geometry* formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the *Geometry* course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra.

Course: **Finite Mathematics** 2530
Credits: 2 CORE 40+: Math
Grade: 10-12

Description: *Finite Mathematics* is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory. Technology, such as computers and graphing calculators, should be used frequently.

Course: **Mathematics Lab** 2560
Credits: 1-8 CORE 40+: Elective
Grade: 9-12

Description: *Mathematics Lab* provides students with individualized instruction designed to support success in completing mathematics coursework aligned with *Indiana's Academic Standards for Mathematics*. It is recommended that *Mathematics Lab* is 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.

Course: **Pre-Calculus/Trigonometry** 2564
Credits: 2 CORE 40+: Math
Grade: 10-12

Description: *Pre-Calculus/Trigonometry* is a two-credit course that combines the material from *Trigonometry* and *Pre-Calculus* into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. 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.

Course: **Calculus AB, AP** 2562
Credits: 2 CORE 40+: Math
Grade: 11 or 12

Description: *Calculus AB, Advanced Placement* is a course based on content established by the College Board. The course is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically,

numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf>.

Course: **Statistics, AP**

2570

Credits: 2

CORE 40+: Math

Grade: 11 or 12

Description: *Statistics, Advanced Placement* is a course based on content established by the College Board. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns (2) sampling and experimentation: planning and conducting a study, (3) anticipating patterns: exploring random phenomena using probability and simulation, and (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/repository/ap-statistics-course-description.pdf>.

SCIENCE

Students must earn 6 credits in Science. Biology I is required, as well as one year of a Physical Science (Integrated Chemistry-Physics, Chemistry I or Physics). Students may choose from a variety of Science courses to fulfill their remaining credits. Students will take the Biology I ECA at the end of their freshman or sophomore year after completing Biology I. Currently, a passing score on the Biology I ECA is not required for graduation. Students may take additional Science classes that can count as electives.

Course: **Biology I**

3024

Credits: 2

CORE 40+: Science

Grade: 9-12

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

Course: **Biology II**

3026

Credits: 2

CORE 40+: Science

Grade: 10-12

Description: *Biology II* is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as

they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

Course: **Chemistry I**

3064

Credits: 2

CORE 40+: Science

Grade: 10-12

Description: *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.

Course: **Chemistry II**

3066

Credits: 2

CORE 40+: Science

Grade: 11 or 12

Description: *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.

Course: **Earth and Space Science**

3044

Credits: 2

CORE 40+: Science

Grade: 9-12

Description: *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.

Course: **Environmental Science**

3010

Credits: 2

CORE 40+: Science

Grade: 11 or 12

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

Course: **Integrated Chemistry-Physics**

3108

Credits: 2

CORE 40+: Science

Grade: 9-12

Description: *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.

Course: **Physics**

3084

Credits: 2

CORE 40+: Science

Grade: 11 or 12

Description: *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.

Course: **Biology, AP**

3020

Credits: 2

CORE 40+: Science

Grade: 11 or 12

Description: *Biology, Advanced Placement* is a course based on the content established by the College Board. 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. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>.

Course: **Chemistry, AP**

3060

Credits: 2

CORE 40+: Science

Grade: 11 or 12

Description: *Chemistry, Advanced Placement* is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>.

SOCIAL STUDIES

Students must earn 6 credits in Social Studies. US History and Government and Economics are required. Students may choose from World Geography or World History to fulfill their remaining credits. Students may take additional Social Studies classes that can count as electives.

Course: **Economics** 1514
Credits: 1 CORE 40+: Economics
Grade: 11 or 12

Description: *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 will 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.

Course: **Geography and History of the World** 1570
Credits: 2 CORE 40+: SS
Grade: 9-12

Description: *Geography and History of the World* is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships.

Course: **Indiana Studies** 1518
Credits: 1 CORE 40+: Elective
Grade: 9-12

Description: *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.

Course: **Psychology** 1532
Credits: 1 CORE 40+: Elective
Grade: 9-12

Description: *Psychology* is the scientific study of mental processes and behavior. The course is divided into eight content areas. History & Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development looks at all the changes through one's life; physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological

disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

Course: **Sociology**

1534

Credits: 1

CORE 40+: Elective

Grade: 11 or 12

Description: *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.

Course: **United States Government**

1540

Credits: 1

CORE 40+: Government

Grade: 11 or 12

Description: *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.

Course: **United States History**

1542

Credits: 2

CORE 40+: US History

Grade: 11 or 12

Description: *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.

Course: **World Geography**

1564

Credits: 2

CORE 40+: SS

Grade: 9-12

Description: *World Geography* allows students to study the interaction of humans and their environments in a world setting. Students study global patterns of physical and cultural characteristics, including the Earth/sun relationship, atmospheric and oceanic circulation, landforms, climate, vegetation, population, economic and political structures, culture, cultural diffusion, and international and interregional connections. Using maps, geographic representations and technology such as geographic information systems (GIS) students will examine spatial relationships, the interaction of physical and cultural characteristics of designated places, areas, or regions. Students are expected to apply knowledge of geographic concepts and uses of geography to inquiry, research, and use participatory processes. Guiding course content are the themes of location, characteristic of place, human/environmental interaction, movement between places, and regions.

Course: **World History and Civilization**

1548

Credits: 2

CORE 40+: SS

Grade: 9-12

Description: *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.

Course: **United States History, AP**

1562

Credits: 2

CORE 40+: US History

Grade: 11 or 12

Description: *United States History, Advanced Placement* is a course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>.

WORLD LANGUAGES

College bound students are encouraged to earn at least 4-6 credits in one world language (see individual college requirements). Students working toward Academic Honors are required to complete 6 credits in one language or 4 credits each of two languages.

Course: **Spanish I**

2120

Credits: 2

CORE 40+: Directed Elective (AHD: World Language)

Grades: 9-12

Description: *Spanish I* 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.

Course: **Spanish II**

2122

Credits: 2

CORE 40+: Directed Elective (AHD: World Language)

Grade: 10-12

Description: *Spanish II* 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.

Course: **Spanish III**

2124

Credits: 2

CORE 40+: Directed Elective (AHD: World Language)

Grade: 11 or 12

Description: *Spanish III* 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.

Course: **Spanish IV**

2126

Credits: 2

CORE 40+: Directed Elective (AHD: World Language)

Grade: 12

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

FINE ARTS

College bound students are encouraged to earn at least 2 credits in Fine Arts (see individual college requirements). Students working toward Academic Honors are required to complete 2-4 credits in Fine Arts.

ART

Course: **Advanced 2D Art**

4004

Credits: 1

CORE 40+: Fine Arts

Grade: 10-12

Description: Students in this course build on the sequential learning experiences of Introduction to 2D 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.

Course: **Advanced 3D Art** 4006
Credits: 1 CORE 40+: Fine Arts
Grade: 10-12

Description: Students in this course build on the sequential learning experiences of Introduction to 3D 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.

Course: **Art History** 4024
Credits: 1 CORE 40+: Fine Arts
Grade: 9-12

Description: Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and 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.

Course: **Ceramics** 4040
Credits: 1 CORE 40+: Fine Arts
Grade: 10-12

Description: 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.

Course: **Drawing** 4060
Credits: 1 CORE 40+: Fine Arts
Grade: 10-12

Description: 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.

Course: **Introduction to 2D Art** 4000
Credits: 1 CORE 40+: Fine Arts
Grade: 9-12

Description: 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.

Course: **Introduction to 3D Art** 4002
Credits: 1 CORE 40+: Fine Arts
Grade: 9-12

Description: 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.

Course: **Painting** 4064
Credits: 1 CORE 40+: Fine Arts
Grade: 10-12

Description: 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.

Course: **Photography** 4062
Credits: 2 CORE 40+: Fine Arts
Grade: 10-12

Description: 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 must provide their own camera.

Course: AP **Studio Art (2D Design Portfolio)**

4050

Credits: 2

CORE 40+: Fine Arts

Grade: 11-12

Description: This portfolio course is intended to address two – dimensional design involving purposeful decision making about how to use the elements and principals of art in and integrative way. The principles of design articulated through the visual elements help guide artists in making decisions about how to organize the elements on a picture plane in order to communicate content. For this portfolio, students are asked t demonstrate proficiency in 2-D design through any two dimensional medium or process including, but not limited to graphic design, digital imaging, photography, collage, fabric design weaving, illustration, painting, and printmaking.

MUSIC

Course: **Advanced Chorus**

4188

Credits: 1-6

CORE 40+: Fine Arts

Grade: 10-12

Description: 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.

Course: **Choral Chamber Ensemble**

4180

Credits: 1-8

CORE 40+: Fine Arts

Grade: 10-12

Description: Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. 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.

Course: **Chorus**

4182

Credits: 1-8

CORE 40+: Fine Arts

Grade: 9-12

Description: 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.

Course: **Concert Band**

4160

Credits: 1-8

CORE 40+: Fine Arts

Grade: 9-12

Description: 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.

Course: **Instrument Ensemble**

4162

Credits: 1-6

CORE 40+: Fine Arts

Grade: 10-12

Description: Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber ensemble and solo literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, 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.

Course: **Jazz Ensemble**

4164

Credits: 1-6

CORE 40+ Elective

Grade: 10-12

Description: Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.

Course: **Music History and Appreciation**

4206

Credits: 2

CORE 40+: Fine Arts

Grade: 9-12

Description: Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture.

Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

Course: **Music Theory and Composition**

4208

Credits: 1-8

CORE 40+: Fine Arts

Grade: 9-12

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

Course: **Piano and Electronic Keyboard**

4204

Credits: 1-8

CORE 40+: Fine Arts

Grade: 9-12

Description: Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

THEATRE

Course: **Technical Theatre**

4244

Credits: 2

CORE 40+: Fine Arts

Grade: 9-12

Description: Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

HEALTH AND PHYSICAL EDUCATION

Students are required to take 2 semesters of Physical Education and 1 semester of Health and Wellness.

Course: **Health and Wellness**

3506

Credits: 1

CORE 40+: Health

Grade: 9-12

Description: *Health & Wellness* provides the basis to help students adopt and maintain healthy 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; 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. Priority areas include: promoting personal health and wellness, physical activity, 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.

Course: **Physical Education**

3542

Credits: 2

CORE 40+: PE

Grade: 9-12

Description: *Physical Education I* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide 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.

Course: **Current Health Issues**

3508

Credits: 1

CORE 40+: Elective

Grade: 9-12

Description: *Current Health Issues* focuses on specific health issues and/or emerging trends in health and wellness, but not limited to: personal health and wellness; non-communicable and communicable diseases; nutrition; mental and emotional health; tobacco-prevention; alcohol and other drug-prevention; human development and family health; health care and/or medical treatments; and national and/or international health issues. 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.

Course: **Elective Physical Education/Lifetime Fitness**

3560

Credits: 1-6

CORE 40+: Elective

Grade: 10-12

Description: *Elective 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. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop 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. – Note this course may be divided into two sections – lifetime fitness focusing more on activities that may be pursued over a course of a lifetime and the other is more geared toward the current athlete.

MULTIDISCIPLINARY

Course: Basic Skills Development – Study Skills

0500

Credits: 1-8

Core 40+: Elective

Grade: 9-12

Description: This 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 that are essential for high school course work achievement. The primary focus of this course will be on note-taking, study and organizational skills.

Course: Cadet Teaching Experience

0502

Credits: 1-4 (1 credit per semester)

Core 40+: Elective

Grade: 11-12

Description: This elective course provides students in grades eleven (11) and twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through 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 the 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) 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 teacher's 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.

CAREER PATHWAY COURSES

College and Career Pathway courses have been developed by teams of business/industry and community representatives working with postsecondary and secondary educators. They include logical sequences of courses that lead students to readiness for college and career success.

While Career Pathways are not required at this time, Shelby Eastern Schools has intentionally developed career clusters that will benefit our students and communities. Below are the Career Clusters currently being offered through SES Corporation and/or Blue River Career Programs. Not all career sequences or all courses in a career sequence will be available in every school year.

Course: Preparing for College and Careers

5394

Credits: 1

CORE 40+: Directed Elective

Grade: 9-12

Description: This course 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.

****Shelby Eastern Schools requires all students to take this course before they graduate.****

Career Cluster: Agriculture (Life Sciences)

Concentration: Animal Science

- Introduction to Agriculture, Food, and Natural Resources (2 credits)
- Animal Science (2-6 credits)
- Advanced Life Science: Animals (2 credits)

Concentration: Plants and Soils

- Introduction to Agriculture, Food, and Natural Resources (2 credits)
- Plant and Soil Science (2 credits)
- Advanced Life Science: Plants and Soils (2 credits)

Career Cluster: Agriculture (Horticulture and Landscape Management)

- Plants and Soil Science (2 credits)
- Advanced Life Science: Plants and Soils (2 credits)
- Landscape Management (2-6 credits)
- Horticulture Science (2-6 credits)

Course: **Advanced Life Science: Animals**

5070

Credits: 1-6

CORE 40+: Science/Directed Elective

Grade: 11 or 12

Description: *Advanced Life Science: Animals* provides students with opportunities to participate in a variety of activities including laboratory work. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory, fieldwork, leadership development, supervised agricultural experience and the exploration of career opportunities, they will recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture in the area of advanced life science in animals.

Course: **Advanced Life Science: Plants and Soils**

5074

Credits: 2

CORE 40+: Science/Directed Elective

Grade: 11 or 12

Description: *Advanced Life Science: Plants and Soils* provides students with opportunities to participate in a variety of activities which includes laboratory work. Students study concepts, principles and theories associated with plants and soils. Students recognize how plants are classified, grown, function and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratory and fieldwork, how plants functions and the influence of soil in plant life.

Course: **Animal Science**

5008

Credits: 1-6

CORE 40+: Directed Elective

Grade: 9-12

Description: *Animal Science* provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.

Course: **Horticulture Science**

5132

Credits: 1-6

CORE 40+: Directed Elective

Grade: 9-12

Description: *Horticulture Science* is designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing and marketing of plants and its products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest and pest management. Students participate in a variety of activities to include extensive laboratory work usually in a school greenhouse, leadership development, supervised agricultural experience and learning about career opportunities in the area of horticulture science.

Course: **Introduction to Agriculture, Food, and Natural Resources**

5056

Credits: 2

CORE 40+: Directed Elective

Grade: 9-12

Description: *Introduction to Agriculture, Food and Natural Resources* is highly recommended as a prerequisite to and a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience and career opportunities in the area of agriculture, food and natural resources.

Course: **Landscape Management**

5136

Credits: 1-6

CORE 40+: Directed Elective

Grade: 9-12

Description: *Landscape Management* provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures of landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscape operations and the care and use of equipment utilized by landscapers. Students will also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.

Course: **Plant and Soil Science**

5170

Credits: 2

CORE 40+: Directed Elective

Grade: 9-12

Description: *Plant and Soil Science* provides students with opportunities to participate in a variety of activities which includes laboratory work. The following topics are found in this course: plant taxonomy, components and their functions; plant growth, reproduction and propagation; photosynthesis and respiration; environmental factors effecting plant growth, management of plant diseases and pests; biotechnology; the basic components and types of soil; calculation of fertilizer application rates and procedures for application; soil tillage and conservation; irrigation and drainage; land measurement, cropping systems, precision agriculture, principles and benefits of global positioning systems; and harvesting. Leadership development, supervised agricultural experience and career exploration opportunities in the field of plant and soil science are also included.

Career Cluster: Business and Marketing

Concentration: Accounting and Finance

- Digital Citizenship (1 credit)
- Personal Financial Responsibility (1 credit)
- Introduction to Business (1-2 credits)
- Accounting (2 credits)
- Principles of Business Management (2 credits)
- Financial Services (4 credits)
- Business Law and Ethics (1 credit)

Concentration: Entrepreneurship and Management

- Digital Citizenship (1 credit)
- Personal Financial Responsibility (1 credit)
- Introduction to Business (1-2 credits)
- Accounting (2 credits)
- Principles of Business Management (2 credits)
- Principles of Marketing (2 credits)
- Business Law and Ethics (2 credits)
- Advanced Business Management OR Entrepreneurship and New Ventures (2-4 credits)

Course: **Accounting**

4524

Credits: 2

CORE 40+: Directed Elective

Grade: 11 or 12

Description: This course 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.

Course: **Administrative and Office Management**

5268

Credits: 2 (2 class periods)

CORE 40+: Directed Elective

Grade: 11 or 12

Description: This course prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business administration, management, and finance. Individual experiences will be based upon the student's career and educational goals.

Course: **Business Law and Ethics**

4560

Credits: 2

CORE 40+: Directed Elective

Grade: 11 or 12

Description: This course provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses.

Course: **Digital Citizenship**

4530

Credits: 1

CORE 40+: Directed Elective

Grade: 9-12

Description: This course 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.

Course: **Entrepreneurship and New Ventures**

5966

Credits: 2

CORE 40+: Directed Elective

Grade: 11 or 12

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

Course: **Financial Services**

5258

Credits: 1-6 (2 class periods)

CORE 40+: Directed Elective

Grade: 12

Description: This course provides instruction in finance and business fundamentals as they relate to financial institutions, financial planning, business and personal financial services, investment and securities, risk management, and corporate finance. Students are provided opportunities to develop attitudes and apply skills and knowledge in the area of finance.

Course: **Introduction to Business**

4518

Credits: 2

CORE 40+: Directed Elective

Grade: 9-12

Description: This course 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 further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

Course: **Personal Financial Responsibility**

4540

Credits: 1

CORE 40+: Directed Elective

Grade: 9-12

Description: This course 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.

Course: **Principles of Business Management**

4562

Credits: 2

CORE 40+: Directed Elective

Grade: 11 or 12

Description: This course 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.

Course: **Principles of Marketing**

5914

Credits: 2

CORE 40+: Directed Elective

Grade: 11 or 12

Description: This course 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.

Course: **Web Design**

4574

Credits: 1

CORE 40+: Directed Elective

Grade: 11 or 12

Description: This course 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.

Career Cluster: Education and Training

Concentration: Early Childhood Education

- Child Development/Advanced Child Development (2 credits)
- Interpersonal Relationships (1 credit)
- Early Childhood Education I and II (** credits)

Course: **Child Development/Advanced Child Development**

5362/5360

Credits: 2

CORE 40+: Directed Elective

Grade: 9-12

Description: This is a course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3, then age 4 through age 8. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; support systems for parents and caregivers; study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

Course: **Interpersonal Relationships**

5364

Credits: 1

CORE 40+: Directed Elective

Grade: 9-12

Description: This is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

Course: **Early Childhood Education I and II**

5412/5406

Credits: 1-6 each

CORE 40+: Directed Elective

Grade: 11 or 12

Description: This course prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. In *ECE I and II* students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of *ECE I and II* include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in ECE I and ECE II. These experiences may be either school-based or "on-the-job" in community-based early childhood education centers, or in a combination of the two.

Blue River Career Programs (BRCP)

Shelby Eastern School Corporation, in cooperation with other Shelby County school systems, provides the opportunity for students to receive vocational training during their secondary education years. Qualifying students who participate in the vocational program assume the responsibility of meeting school standards as they relate to punctuality, attendance, transportation, achievement, and attitude. Students who do not meet guidelines may forfeit course credit and may not be considered for future enrollment opportunities.

Students who choose to attend BRCP must understand that they will miss some of the activities at school. Also, it will be the responsibility of the student to check with other students or staff for information about such things as pictures, graduation announcements, etc. Daily announcements, menus, and other information are posted on the video announcements and are available in the main office. Juniors and seniors must check with their counselors to make sure they are on track for graduation.

Applications for BRCP are due in the spring for a fall start date. Based on availability, students will either be assigned to a morning or afternoon class. The other half of the day will be spent at the high school completing three classes. In one-year BRCP programs, students may earn 4-6 high school credits. In two-year BRCP programs, students may earn 4-12 credits. Technical Certification, a Technical Honors Diploma or college credit may be earned with participation in some programs. High school students must be enrolled in and attending classes full time at one of the participating high schools. The students are typically of a junior or senior class ranking (exceptions for sophomores are allowed on occasion) and must have passed all freshman required classes before being approved to attend BRCP. Each school has a quota of students it may send. Selection is based on the recommendation of administration and an interview. Lab fees vary from \$60-\$120 per semester. Students should be on track for graduation with earned credits according to their grade classification. Students who have failed one or more high school classes may be disallowed entrance until make-up credits are earned.

All the following courses require either a full one-year or full two-year commitment by the parent and student. These replace three classes in their high school schedule and require a minimum of a half day attendance each school day. Please see the agenda for information and restrictions on student transportation. Some of these courses provide an opportunity for students to earn college credits. There may be additional college fees and tests associated with those courses.

Course: **Advanced Manufacturing I and II**

5608

Credits: 6 per year

CORE 40+: Directed Elective

Grade: 11 or 12

Description: This is a highly specialized course based on the techniques and interrelationships found in high performance manufacturing and production. Instruction will focus on the critical actions, knowledge, systems, and processes necessary to participate in an advanced manufacturing enterprise. Activities will include a focus on advanced manufacturing processes and production; quality and continuous improvement practices; maintenance awareness; and safety. Students will additionally develop high performance skills through demonstrations, lectures, self-paced studies, labs, computer simulations, technical presentations, critical thinking, problem solving and individual/group activities in order to demonstrate the core set of skills and knowledge necessary to prepare for sustained careers in the high performance manufacturing environment. Trainers will be provided in the areas of hydraulics,

electrical, robotics, CNC, and other related areas. The program utilizes simulations through the use of AutoDesk or SolidWorks software. MSSC industry certifications may be available. Dual college credits may be available.

Course: **Auto Collision Repair Technology I and II**

5514

Credits: 6 per year

CORE 40+: Directed Elective

Grade: 10-12

Description: Students will have the opportunity to develop entry-level job skills in the auto body collision repair industry as they work on customer vehicles provided by the community. The I-Car curriculum, the industry standard, is followed to teach and evaluate skills in areas such as dent repair, thin metal welding, priming and paint preparation, paint mixing and spray painting in a down-draft booth, frame straightening, and mechanical repairs. Fiberglass and plastic repairs are incorporated as well. This is a one- or two-year program. Suggested classes to prepare for success in this course are applied math, applied science, and technology education courses. Dual college credits may be available.

Course: **Automotive Services Technology I and II**

5510

Credits: 6 per year

CORE 40+: Directed Elective

Grade: 10-12

Description: Students receive training based around the four core Automotive Service Excellence (ASE) certification areas including brakes, electrical, suspension and steering, and engine performance. Students will receive classroom instruction followed by hands-on lab activities using mock-up units and live work. The Skills USA Club is an integral part of the automotive technology program and involves members with competition, fundraising, community interaction, and a host of other skills that will last a lifetime. This is a one- or two-year program. Suggested classes to prepare for success in this course are applied math, applied science, and technology education courses. Dual college credits may be available.

Course: **Aviation Maintenance I & II**

5520 & 5522

Credits: 6 per year

CORE 40+: Directed Elective

Grade: 10-12

- Description: *Aviation Maintenance (5520 Non-Core)* will become *Aviation Maintenance I*. Currently there is only one Aviation Maintenance Course. The complexity of this industry requires the addition of more content and instruction.

A newly developed *Aviation Maintenance II (5522 Non-Core)* will extend the content and skills gained in Aviation Maintenance I. The title change reflects this additional course.

Course: **Building and Facilities Management I and II**

5592

Credits: 6 per year

CORE 40+: Directed Elective

Grade: 9-12

Description: Students gain experience in the daily maintenance and repair of a large facility. Professional equipment and supplies are used to perform daily maintenance as well as major cleaning activities. In addition to daily maintenance, students learn facility repairs in areas such as wall covering maintenance and repair, floor covering maintenance, electric circuit parts replacement, plumbing fixture repair and replacement, and grounds care and maintenance. Students may participate for up to two years.

Course: **Construction Technology I and II**

5580

Credits: 6 per year

CORE 40+: Directed Elective

Grade: 10-12

Description: Students are exposed to all phases of residential construction including actually building a single home dwelling. Students will perform layout, foundation, framing, roofing, siding, and interior wall finishing. In addition, students will learn about the design and installation of electrical, plumbing, and heating and cooling systems. Students will work inside and out just as those employed in the construction industry. This is a one- or two-year program. Suggested courses to prepare for success in this course are applied math, geometry, drafting, and technology education courses. Dual college credits may be available.

Course: **Criminal Justice**

5822

Credits: 6 per year

CORE 40+: Directed Elective

Grade: 11 or 12

Description: This course includes specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss protection services, and homeland security. Training is based on standards and content similar to that provided by officially designated law enforcement agencies. Instruction includes procedures for patrolling on foot or in an automobile during the day or at night; dealing with misdemeanors, felonies, traffic violations, and accidents; investigative and evidence collection procedures; making arrests; and testifying in court. Students will have opportunities to use mathematical skills in crash reconstruction and analysis activities requiring measurements and performance of speed/acceleration calculations. Additional activities simulating criminal investigations will be used to teach scientific knowledge related to anatomy, biology, and chemistry. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports.

Course: **Culinary Arts and Hospitality Management I & II**

5440 & 5346

Credits: 6

CORE 40+: Directed Elective

Grade: 10-12

Description: Students are prepared for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hospitality courses. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; application of sanitation and safety principles to maintain safe and healthy food service and hospitality environments; use and maintenance of related tools and equipment; and application of management principles. SafeServ industry certification may be available. Dual college credits may be available.

Course: **Diesel Service Technology**

5620

Credits: 6

CORE 40+: Directed Elective

Grade: 11 or 12

Description: Introduces students to engine operating principles and theories as well as diesel fuel systems and hands-on training related to modern diesel engines. This course covers inspection, troubleshooting, overhaul and engine replacement procedures. Classroom and laboratory experiences concerned with all phases of repair work on diesel engines used to power buses, ships, trucks, railroad

trainings, electrical generators, construction machinery, and similar equipment. Instruction and practice is provided in the diagnostics and repair of engines. Students will demonstrate performance of these tasks as defined by ASE/NATEF standards. Use of technical manuals, hand and power tools and of testing and diagnostic equipment are also studied in the course. Dual college credits may be available.

Course: **Emergency Medical Services**

5210

Credits: 6 per year

CORE 40+: Directed Elective

Grade: 11 or 12

Description: This course prepares students for a state certification which could lead to a career in Emergency Medical Services such as an Emergency Medical Technician (EMT) or a Paramedic. This course is for students desiring to perform emergency medical care. Students will learn to recognize the seriousness of the patient's condition, use the appropriate emergency care techniques and equipment to stabilize the patient and transport them to the hospital. This course also addresses the handling of victims of hazardous materials accidents. It requires laboratory practice and clinical observation in a hospital emergency room and ambulance. Participation in HOSA affords the student the opportunity to compete in a variety of competitive events, specifically CPR/First Aid and EMT, at both the state and national level. Dual college credits may be available. Recommended prerequisites: Anatomy & Physiology (or concurrently with Anatomy & Physiology) and Health Careers I.

Course: **Fire and Rescue**

5820

Credits: 6 per year

CORE 40+: Directed Elective

Grade: 11 or 12

Description: Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters and emergency services workers help protect the public against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, and (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum. Dual college credits may be available. Students must be 17 years of age by the end of the course in order to test for certification in the spring.

Course: **Health Sciences I and II**

5282/5284

Credits: 6

CORE 40+: Directed Elective

Grade: 11 or 12

Description: Students are introduced to anatomy, physiology, infection control, safety, ethics, and medical terminology. Fundamentals of patient care and health care procedures are included. Second semester, students rotate through various departments of hospitals, long term health care facilities, and clinics to complement classroom instruction and lab experiences. Clinical (internship) experiences are tailored to meet individual student's interests such as: nursing, pediatrics, obstetrics, radiology, dental, dietary, respiratory, physical and occupational therapies, fitness, pharmacology, physical trainer, animal care, veterinary technician, etc. Dual college credit may be available. This is a one-year program open to juniors and seniors, with priority given to seniors.

Course: Information Technology I and II

Credits: 6 per year

Grade: 11 or 12

5234/5230

CORE 40+: Directed Elective

Description: A+ Computer Repair is a course that allows students to dive inside the personal computer. The course is divided into two parts: the first semester focuses on computer hardware, troubleshooting and servicing while the second semester concentrates on operating systems, installation and troubleshooting. The combination of these two sections covers the certification objectives to enable students to successfully complete the Comp TIA A+ Certification Exam. Students will experience network hardware and network software installation, configuration, and troubleshooting for Local Area Networks (LANs) and Wide Area Networks (WANs). Routing and routable protocols (i.e. TCP/IP) will all be covered. Students will cover the certification objectives of the Net+ Certification Exam. Each program is interchangeable and is covered over a 3 semester time frame. The remaining semester, for a 2nd year student, is dedicated to independent study that focuses on the student's personal interest and possible career objective once in college. There are almost 40 technical subjects the student can choose from. College dual credits may be available.

Course: Interdisciplinary Cooperative Education (ICE)

Credits: 6

Grade: 12

5902

CORE 40+: Directed Elective

Description: ICE provides students learning experiences in local businesses as paid employees. The program combines classroom instruction with job learning experiences consistent with a student's occupational objective. ICE students attend classes at their home school for one-half day and leave to participate in a paid work experience for which they receive grades and credits (6). Students must have a career goal, acceptable attendance, have displayed traits that demonstrate employability, and have reliable transportation. This program is available to all seniors. Suggested preparation for success in this program is to have completed one year of a BRCP program. Students should also take home school classes that develop skills that may lead to entry-level employment.

Course: Work Based Learning Capstone (Based on Career Pathway See Below)

Credits: 1 or 2 per semester over 1 or 2 semesters

Grade: 11 or 12

CORE 40+: Directed Elective

Description: This course is designed to provide opportunities for students to explore careers that require additional degrees or certification following high school. The internship/Learning Capstone is tailored to the unique interests of the student and is considered a high school capstone experience. A training agreement outlines the expectations of all parties: the intern, parent/guardian, site supervisor/mentor, internship supervisor, and the school. Internships may be paid or unpaid and must include a classroom component (such as seminars, workshops, or class meetings) and regular contact between the interns and internship coordinator. A minimum of 70 hours of workplace experience and a minimum of 15 hours of workshops, seminars, and classroom activities is required for 1 credit. A minimum of 140 hours of workplace experience and a minimum of 30 hours of workshops, seminars, and classroom activities is required for 2 credits.

- *Work Based Learning Capstone, Multiple Pathways (5974 Non-Core)*
- *Work Based Learning Capstone, Advanced Manufacturing and Engineering (5975 Non-Core)*
- *Work Based Learning Capstone, Business and Marketing (5260 Non-Core)*
- *Work Based Learning Capstone, Family and Consumer Sciences (5480 Non-Core)*
- *Work Based Learning Capstone, Health Sciences (5207 Non-Core)*
- *Work Based Learning Capstone, Trade and Industry (5892 Non-Core)*

Course: **3D Animation and Visualization**

Credits: 6 per year

Grade: 10-12

5530

CORE 40+: Directed Elective

Description: This course prepares students to use computer applications and related visual and sound imaging techniques to create and manipulate images and information. The course includes instruction in 3D solid model creation, sketching, and storyboarding, time and motion study, color and lighting studies, and camera positioning. Using current computer animation software that reflects industry standards, students should produce projects for commercial application in one or more of the following areas: engineering; architectural design; marketing; video production; internet design; electronic gaming; and, education and training. This is a largely project-based course. Dual college credit may be available.

Course: **Tractor/Trailer Operation**

Credits: 6 per year

Grade: 12

5622

CORE 40+: Directed Elective

Description: This course is designed as a comprehensive training program that prepares students to enter the trucking industry as an entry – level tractor – trailer operator. Instruction will include both classroom activities and behind the wheel driving experiences. Additional emphasis will include preventative maintenance and basic control skills training. Students are required to take and pass a Department of Transportation Distribution and Logistics physical exam and drug screen. In addition, students must reach their 18th birthday prior to graduation from high school in order to enroll. Upon successful completion, students will be qualified to operate Class A Commercial Vehicles on Indiana highways.

Course: **Welding Technology I and II**

Credits: 6 per year

Grade: 10-12

5774

CORE 40+: Directed Elective

Description: This course includes classroom and laboratory experiences that develop a variety of skills detailed in American Welding Society (AWS) Entry Level Guidelines and Certifications. Areas of study include electric welding and flame and plasma cutting. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld industrial metals in four basic welding positions. Reinforcement of mathematical skills in geometry, precision measurement, and estimation will be part of the daily instruction. Understanding the principles of metallurgy, gases, and materials science is integral to this course. Dual college credit may be available.

Walker Career Center (WCC)

Course: Cosmetology

Credits: 6 per year (2 year course)

Grade: 11 or 12

5802

CORE 40+: Directed Elective

Description: Committed students must apply, interview and be accepted by WCC for this full two-year program. There is a (approximately) \$800 charge for this class. Students must have reliable, personal transportation, have good attendance and a desire to succeed in this career path. This is a 1500 hour class, so students will put in extra time both evenings and weekends. At the conclusion of this class, each student will be prepared to take the appropriate State Board exam. Students must make a two-year commitment to this program.