

Oregon-Davis Jr/Sr High School

Course Description Guide

2023-2024



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ACADEMIC INFORMATION

SCHOOL IMPROVEMENT GOALS

According to Indiana State Statute all public schools, including traditional and charter, are required to complete a School Improvement Plan (IC 20-31-1-1; IC 20- 24.2-4-4) and submit 511 IAC 6.2-3-5(a) to the IDOE. Oregon-Davis Jr/Sr High School's plan can be found [here](#).

CAREER PATHWAYS

Within each cluster are College & Career Academic Pathways. Each student is administered a career interest inventory which is used to determine which College & Career Academic Pathway best fits the student's interest. This information is used to develop a four year plan. Information on career pathways can be found at: [GWC: Career Pathways/Programs of Study](#).

GRADUATION REQUIREMENTS

In order to graduate from Oregon-Davis JR-SR High School, a student must have completed a minimum of forty (40) credits for a General Diploma or a Core 40 Diploma, and forty-seven (47) credits for a Core 40 with Academic Honors or Core 40 with Technical Honors Diploma (Two years of a World Language and/or a Career Academic Sequence, six credits in one subject area, are highly recommended for the Core 40 Diploma.) The coursework will cover a variety of subjects as determined by the State of Indiana and the Oregon-Davis Board of Trustees. In order for a student to be eligible for graduation, he/she must have met all of the requirements outlined below by the date of graduation. Students who do not complete all requirements by graduation day will not be allowed to walk at graduation.

The Indiana Diploma Requirements for the General Diploma, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors can be found at [Indiana Graduation Requirements](#).

Beginning with the Class of 2023, ISTEP+ will no longer be a requirement for graduation as students will need to meet the state mandated Graduation Pathway requirement. These students will complete the [Graduation Pathways](#) and will need to meet requirements in three areas: 1. Demonstrate academic skills (meet chosen diploma type requirements), 2. Demonstrate employability skills, and 3. Demonstrate postsecondary-ready competencies.

A student who is unsuccessful in completing the postsecondary-ready competencies, but completes all of the State and local requirements may qualify for a waiver. Waiver requirements can be found on pages 21 & 22 at [PostSecondary-Ready Competency Waiver](#).

CREDIT CLASSIFICATION FOR CLASS STANDING

Throughout high school, students will remain classified with their cohort (the group with which they entered the ninth grade). Students who have not met all of his/her graduation requirements by the end of his/her senior year, can return to school as a fifth-year senior the following school year to complete the necessary requirements and credits needed to graduate.

WEIGHTED COURSES

Advanced Placement courses will be weighted for Grade Point Average (G.P.A.) considerations. Weighting will be accomplished by adding 1 point to the value of each passing grade. Students are encouraged to take advanced level courses and be challenged while recognizing the importance of advanced level education as they continue their pursuit through their high school career.

ADVANCED PLACEMENT CLASSES

- * AP Calculus AB
- * AP English Language and Comp.
- * AP English Literature and Comp.
- * AP Environmental Science
- * AP Microeconomics
- * AP US Government
- * AP U.S. History

DUAL CREDIT COURSES

- * Landscape Management I (Ivy Tech LAND 164)
- * Animal Science (Ivy Tech AGRI 103)
- * Advanced Life Science: Animals (Ivy Tech AGRI 107)
- * Food Science (Ivy Tech AGRI 104)
- * Advanced Life Science: Foods (Ivy Tech AGRI 108)
- * Plant and Soil Science (Ivy Tech AGRI 105)
- * Horticulture Science (Ivy Tech AGRI 116)
- * Principles of Agriculture (Ivy Tech AGRI 100)

ACADEMIC DISHONESTY (PLAGIARISM)

Academic dishonesty in the form of plagiarism or cheating will not be tolerated.

Definitions:

Plagiarism- to take and use as one's own the ideas or writings of another.

Cheat- to practice fraud.

Consequences: Any student attempting to present another person's work (written or otherwise) as their own will receive an "F" or "I" for that assignment **UNTIL** that student makes up the assignment on his or her own. The teacher will contact home, set a timeline for completion, fill out a discipline referral, and MAY assess a point penalty. ~~Students will also receive a lunch detention for the first offense. If it occurs a second time in that class, the student will receive additional consequences from the teacher.~~

GRADE POLICY

Semester grades will be established on three criteria:

| | |
|-------------------------------------|-------------------------------------|
| 1st 9 weeks grade = 40% (2/5) total | 3rd 9 weeks grade = 40% (2/5) total |
| 2nd 9 weeks grade = 40% (2/5) total | 4th 9 weeks grade = 40% (2/5) total |
| Semester exam = 20% (1/5) total | Semester exam = 20% (1/5) total |

STUDENT RETENTION

The administration and professional staff at Oregon-Davis Schools want every child to be serious about getting an education and hope that every student works at their fullest potential. However, on occasion it becomes necessary to forcefully encourage students to achieve to the best of their ability. Therefore, any student in grades 7 or 8 who does not pass 6 of the 8 semester core courses (English, Math, Science, and Social Studies) each year may be retained and will be required to take that particular grade level over. Students in grades 9-12 must earn credits and/or pass classes which allows them to advance from one grade level to another. A child cannot be retained for the sole purpose of improving the student's ability to participate in extracurricular athletic programs.

GRADING SCALE

90-100%.....A
 80-89%.....B
 70-79%.....C
 60-69%.....D
 59% & below.....F

Exceptions from the above system may occur in calculating semester grades for the following reasons:

1. If at any time there is evidence that a student assumes that he has earned enough grade points for a semester credit and cannot get below a D-, the teacher shall have the prerogative of assigning a semester failure grade (F) for lack of continued effort and/or achievement.

2. If there are circumstances of attendance problems, course requirements, grade direction trends, or student effort that warrant consideration, the teacher has the prerogative of deviating from the arithmetical average by a maximum of one letter grade. (Example: C to B or D) If a teacher gives a semester grade that deviates from the arithmetic average, this deviation and the reason for it must be explained to the student and his/her parents. Also, a written explanation of the deviation must be kept on file in the Counseling Office.

SEMESTER TEST POLICY

ALL students will take ALL final exams for each semester. Final exams are an important aspect of the academic process as we prepare students for college and career. Teachers are expected to give final exams at the end of each semester on the dates and at the times they are scheduled. Also, if a student will miss final exams, parents MUST provide written notice to the school main office NO LATER than two weeks in advance of final exams.

Students who are enrolled in an Advanced Placement course and who complete the Advanced Placement Exam MAY be exempt from a semester final in that Advanced Placement course for the 2nd semester ONLY, provided that the teacher has decided to offer this exemption. If the teacher chooses to offer the 2nd Semester exam exemption, it must be offered to ALL STUDENTS who meet the criteria of being enrolled in the Advanced Placement Course AND completing the Advanced Placement Exam.

The only exception to this policy would be a student who is in a year long class, and has maintained an 85% grade average for the entire year, has been at school 90% of the time (including excused and unexcused absences), and not had any disciplinary action taken.

CLASS RANK, VALEDICTORIAN/SALUTATORIAN, TOP 10% OF GRADUATING CLASS

Class rank is computed by using the semester grades for all semesters that a student was in high school. Each student's grade points will be totaled with the sum being divided by the number of credits represented by the courses in which semester grades were earned. The quotient will be the student's "Grade Index" or "Grade Point Average." The grade indexes will be arranged in numerical order making a class rank list. Each student can then determine his/her class rank from this list which is kept by the counselor. Students who earn a Core 40 with Academic Honors or Core 40 with Technical Honors Diploma will be recognized at graduation. The student who completes high school with the highest accumulated grade point average and has earned an ACADEMIC HONORS DIPLOMA will be class valedictorian. The student who ranks second and has earned an ACADEMIC HONORS DIPLOMA will be class salutatorian. In case of ties or closeness (to within less than .001 point differential) plural awards will be given for valedictorian and salutatorian. The above academic awards will be based on the average of semester grades for 7 ½ semesters. Students must attend all eight semesters of school to be valedictorian or salutatorian.

HONOR ROLL POLICY

Distinguished HonorsAll A's
Regular HonorsAll A's and B's

NATIONAL JUNIOR HONOR SOCIETY

Membership is open to eighth grade students and second semester seventh grade students. Students will be selected for membership based on the following criteria:

Scholarship - a minimum of a 3.25 grade point average for the first semester is required for consideration for seventh grade; a minimum of a 3.25 grade point average for two (2) semesters is required for consideration for eighth grade (if a student is new in eighth grade, or was not inducted during the seventh grade year).

Leadership - leadership in organizations inside and outside of school.

Service - contributions made by the candidate to the school, to others, and to the community.

Character - positive and negative aspects of character (with emphasis on the *Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship). *NJHS is a member of the Character Counts Coalition and supports and recommends the use of the Six Pillars of Character.

Citizenship - understands the importance of civic engagement; high regard for freedom and justice; respects the U.S. form of government; respects the law for all citizens; demonstrates citizenship with involvement in activities at school, community, or other organizations.

NATIONAL HONOR SOCIETY

Membership is open to seniors, juniors and second semester sophomores. Students will be selected for membership and inducted based on the following criteria:

1. **Scholarship** - minimum of a 3.25 grade point average for three (3) semesters is required for consideration. Maintaining a 3.25 GPA is monitored after induction.
2. **Leadership** - leadership in organizations inside and outside of school.
3. **Service** - contributions made by the candidate to the school and to the community.
4. **Character** - positive and negative aspects of character (with emphasis on such traits as honesty, reliability, and ethics.)

SUMMER SCHOOL

High school students who need to make up credits are allowed to take a maximum of two credits during the summer. If Oregon-Davis is having summer school and is offering the needed course(s) during the summer, the student must take it at Oregon-Davis. If Oregon-Davis is not offering summer school, then the student may take the course(s) at another accredited high school with the permission of the Principal/School Counselor.

SCHOOL-TO-WORK

Senior year students can apply to participate in the School-To-Work program. Those students who meet the criteria and are accepted into the program will be allowed to attend high school on a part-time basis. His/Her day will be shortened by a maximum of two class periods. He/She must already have a job. Students enrolled in this program will not be eligible for mid-term graduation. The following criteria must be met in order to be accepted into the program:

1. The student must be a senior.
2. The student must have passed all classes the preceding semester for the work program.
3. The student will continue to maintain or improve his/her GPA while in the program, or will be required to cut back on work hours, or return to school on a full- time basis.
4. The parents will sign a permission form, which will be included in the application for the program.
5. The student will agree to allow the school to maintain regular contact with the employer in order to monitor the student's attendance, skills and abilities, and growth in his/her area of interest.
6. The student will take responsibility for scheduling his/her work hours around his/her required courses for high school graduation, which is the priority.
7. The student will have demonstrated good citizenship in and outside of school and be aware that all school policies apply while at the job site or school.
8. The student has a good past school attendance record, as well as maintains good attendance while in the program.
9. The student shall be enrolled in the program prior to the semester's start.
10. The student shall work a minimum of 15 hours a week in order to remain in the School-to-Work Program, and provide a work check stub upon request to verify employment and numbers of hours.
11. The school reserves the right to consider each applicant on an individual basis, and can be denied or approved upon consideration.
12. In the case a student loses employment, the student will be granted three (3) weeks to interview and secure another position. Proof of interviews may be requested.

SCHOOL-TO-SCHOOL

Junior and Senior year students can apply to participate in the School-To-School program. Those students who meet the criteria and are accepted into the program will be allowed to attend high school on a part-time basis. His/Her day will be shortened by a maximum of two class periods. He/She must already be enrolled in a college course. Students enrolled in this program will not be eligible for mid-term graduation. The following criteria must be met in order to be accepted into the program:

1. The student must be a junior or senior to participate in the program.
2. The student must have passed all classes the preceding semester and have at least a 3.0 cumulative Grade Point Average (GPA).
3. The student will maintain or improve his/her GPA or he/she will be required to return to school on a full-time basis.
4. The parents will sign a permission form, which will be included in the application for the program.
5. The student and parent will agree to allow the school to maintain regular contact with the college instructor(s) in order to monitor the student's attendance, skills, abilities, and growth in his/her area of interest.
6. The student will take responsibility for scheduling his/her college classes around his/her required high school courses.
7. The student will have demonstrated good citizenship in and outside of school and be aware that all school policies apply while at the job site or school.
8. The student has a good past school attendance record which must be maintained during their program participation.
9. The student shall be enrolled in the program prior to the semester's start.
10. The school reserves the right to consider each applicant on an individual basis, and can be denied or approved upon consideration.
11. Withdrawing from the college course during the semester (without prior administrative permission). The student will immediately be required to return to school full-time.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

With the exception of all 8th grade students taking Preparing for College & Careers as a CTE course, Oregon-Davis Jr/ Sr High School offers a variety of onsite CTE programs that are open to 9th-12th grades. Those programs include:

- **AGRICULTURE**
- **BUSINESS**
- **EDUCATION**
- **ENGINEERING AND CIVIL CONSTRUCTION**
- **HOSPITALITY MANAGEMENT**

OFFSITE CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

Junior and Senior year students can apply to participate in the CTE program. Those students who meet the criteria and are accepted into the program will attend Oregon-Davis Jr.-Sr. High School part of the day and then go to the school that hosts the CTE program he/she is participating in. Students enrolled in this program will not be eligible for mid-term graduation. The following criteria must be met in order to be accepted into the program:

1. The student must be a junior or senior to participate in the program.
2. The student **MUST** commit to attending the CTE program schedule. If program classes are in session when Oregon-Davis is not, the student is expected to attend the CTE class.
3. The student must have passed all classes the preceding semester and be on track for graduation.
4. The student will maintain or improve his/her GPA or he/she will be required to return to school on a full-time basis.
5. For offsite CTE programs The parents will sign a permission form, which will be included in the application for the program.
6. The student and parent will agree to allow the school to maintain regular contact with the program's instructor(s) in order to monitor the student's attendance, skills, abilities, and growth in his/her area of interest.
7. The student will take responsibility for scheduling his/her CTE classes around his/her required high school courses.
8. The student will have demonstrated good citizenship in and outside of school and be aware that all school policies apply while at the job site or school.
9. The student has a good past school attendance record which must be maintained during their program participation.
10. The student shall be enrolled in the program prior to the semester's start.
11. The school reserves the right to consider each applicant on an individual basis, and can be denied or approved upon consideration.
12. The student will immediately be required to return to school full-time.

In accordance with IC 20-30-2-2 a student participating in these programs or a shortened school day could have early dismissal or late arrival if accommodated by the master schedule.

Therefore, students will not be permitted to have free periods in the middle of the school day.

Parents should discuss course selection with their children. Colleges are becoming more selective in their admission process and wish to see students maintain rigorous course loads throughout high school. If a parent is interested in having his/her student's schedule shortened, he/she must complete a written notification that is submitted to the guidance office.

SCHEDULE CHANGES-ADD/DROP POLICY

Course changes are limited to the first three days of each semester and changes will only be allowed in certain circumstances. If change occurs after the deadline, a signature of the principal is necessary. *Only students who: (1) have failed a class or (2) are receiving a “D” or lower and are on the Academic Honors track or wish to better master the content will have the option of retaking a class.*

SCHOOL COUNSELOR

The school counselor is here to assist and provide students with information and counsel to aid them in planning their future and succeeding in their personal life. The school counselor provides crisis intervention for students and faculty in need, and plans and implements programs to help all students with life, career, and work skills. School counseling is NOT a substitute for longer-term individual or family therapy, but can be a referral source if those services are needed. Parents are encouraged to call or schedule an appointment with the school counselor for any reason.

REGISTRATION AND COURSE SELECTION

Returning students and parents may use the pre-registration form that is sent home at the end of the school year to complete the process. Students new to O-D **MUST** register with a parent and meet with administration and the school counselor to create a student schedule.

STUDENT RECORDS

Parent and student requests to examine personal school records will be honored. Existing federal and state statutes will be followed.

CHANGE OF PHONE, CONTACT, OR RESIDENCY INFORMATION

Communication between the school and the home is done via telephone, email, and/or letter. It is imperative that the correct mailing address, telephone number, and email address be on record. Students who move and/or change their telephone numbers/home address/email address have 10 business days to show proof of residency and should notify the office of such changes.

WITHDRAWAL FROM SCHOOL

Indiana Code 20-33-2-9 states that any student who is at least 16 years of age, but is not yet 18 years of age, *may not withdraw* from school prior to graduation until: 1) an exit interview with the student’s parent/guardian is conducted with the principal; 2) the student’s parent must give written consent to withdraw; 3) the withdrawal is due to financial hardship, illness, or court order.

OUT-OF-DISTRICT RE-ENTRY TO SCHOOL

Withdrawal from school is for the entire semester. Re-enrollment can take place at the next semester or summer school, unless the student regains residency in our district. Upon re-entry, the student will be treated as a new enrollee, requiring the appropriate documents and authorizations from the administration.

INDIANA CORE40

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

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

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

**SAT scores updated September, 2017

***WorkKeys assessment titles updated, 2018

CORE40 with Academic Honors (minimum 47 credits)

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

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

CORE40 with Technical Honors (minimum 47 credits)

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

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



INDIANA STATE BOARD OF EDUCATION

GRADUATION PATHWAYS PANEL

(Finalized 11/7/2017)

The purpose for this Panel is to establish graduation pathway recommendations for the State Board of Education that create an educated and talented workforce able not just to meet the needs of business and higher education, but able to succeed in all postsecondary endeavors. To account for the rapidly changing, global economy, every K-12 student needs to be given the tools to succeed in some form of quality postsecondary education and training, including an industry recognized certificate program, an associate's degree program, or a bachelor's degree program.

These recommendations seek to ensure that every Hoosier student graduates from high school with 1) a broad **awareness** of and **engagement** with individual career interests and associated career options, 2) a strong foundation of **academic** and **technical skills**, and 3) **demonstrable employability skills** that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment.

Students in the graduating class of 2023 must satisfy all three of the following Graduation Pathway Requirements by completing one of the associated Pathway Options:

| Graduation Pathway Requirements | Graduation Pathway Options |
|--|--|
| 1) High School Diploma | Meet the statutorily defined diploma credit and curricular requirements. |
| 2) Learn and Demonstrate Employability Skills¹ (Students must complete <u>at least one</u> of the following.) | Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: <ul style="list-style-type: none"> • Project-Based Learning Experience; • Service-Based Learning Experience; OR <ul style="list-style-type: none"> • Work-Based Learning Experience.² |
| 3) Postsecondary-Ready Competencies³ (Students must complete <u>at least one</u> of the following.) | <ul style="list-style-type: none"> • Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; • ACT: College-ready benchmarks; • SAT: College-ready benchmarks; • ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; • State- and Industry-recognized Credential or Certification; • State-, Federal-, or Industry-recognized Apprenticeship; • Career-Technical Education Concentrator: Must earn a C <u>average</u> or higher in at least 6 high school credits in a career sequence; • AP/IB/Dual Credit/Cambridge International courses or CLEP Exams: Must earn a C <u>average</u> or higher in at least three courses; OR <ul style="list-style-type: none"> • Locally created pathway that meets the framework from and earns the approval of the State Board of Education. |

AGRICULTURE

5008 Animal Science

Animal Science is a two-semester course that provides students with an overview of the animal agriculture industry. 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 may be applied to both large and small animals. Topics to be covered in the course include: history and trends in animal agriculture, laws and practices relating to animal agriculture, comparative anatomy and physiology of animals, biosecurity threats and interventions relating to animal and human safety, nutrition, reproduction, careers, leadership, and supervised agricultural experiences relating to animal agriculture.

- **Recommended Grade(s): 10, 11, 12**
- **Required Prerequisites: Principles of Agriculture***
- **Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources**
- **Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum**
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a science course requirement for all diplomas**
- **Fulfills a physical science requirement for General Diploma**

5170 Plant and Soil Science

Plant and Soil Science a two semester course that provides students with opportunities to participate in a variety of activities including laboratory and field work. Coursework includes hands-on learning activities that encourage students to investigate areas of plant and soil science. Students are introduced to the following areas of plant and soil science: plant growth, reproduction and propagation, photosynthesis and respiration, diseases and pests of plants and their management, biotechnology, the basic components and types of soil, soil tillage, and conservation.

- **Recommended Grade(s): 10, 11, 12**
- **Required Prerequisites: Principles of Agriculture***
- **Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources**
- **Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum**
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a science course requirement for all diplomas**
- **Fulfills a Physical Science requirement for the general diploma**

5070 Advanced Life Science, Animals

Advanced Life Science: Animals is a two-semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students will explore concepts related to history and trends in animal agriculture as related to animal welfare, husbandry, diseases and parasites, laws and practices relating to handling, housing, environmental impact, global sustainable practices of animal agriculture, genetics, breeding practices, biotechnology uses, and comparative knowledge of anatomy and physiology of animals used in animal agriculture.

- **Recommended Grade(s): 11, 12**
- **Required Prerequisites: Principles of Agriculture*; or Principles of Veterinary Science***
- **Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources; Animal Science; Biology; Chemistry; Integrated Chemistry Physics**
- **Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum**
- **Fulfills a science requirement for all diplomas**
- **Counts as a quantitative reasoning course**
- **Counts as an elective or directed elective for all diplomas.**

5102 Food Science

Food Science is a two semester course that provides students with an overview of food science and the role it plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized in this course, along with laboratory, team building, and problem solving activities to enhance student learning. Students are introduced to the following areas of food science: food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry.

- **Recommended Grade(s): 10, 11, 12**
- **Required Prerequisites: Principles of Agriculture***
- **Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources**
- **Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum**
- **Counts as a directed elective or elective for all diplomas.**
- **Fulfills a Life Science or Physical Science requirement for the General Diploma**

5132 Horticultural Science

Horticulture Science is a two semester course that provides students with a background in the field of horticulture. Coursework includes hands-on activities that encourage students to investigate areas of horticulture as it relates to the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Students are

introduced to the following areas of horticulture science: reproduction and propagation of plants, plant growth, growth-media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest, greenhouse management, floral design, and pest management. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

- **Recommended Grade(s): 10, 11, 12**
- **Required Prerequisites: Principles of Agriculture***
- **Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources**
- **Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum**
- **Counts as a directed elective or elective for all diplomas.**
- **Fulfills a Life Science or Physical Science requirement for the General Diploma**

5056 Introduction to Agriculture, Food, and Natural Resources

Introduction to Agriculture, Food, and Natural Resources is a two semester course that is highly recommended as a prerequisite to and as a foundation for all other agricultural classes. Through hands-on learning activities, students are encouraged to investigate areas of agriculture. Students are introduced to the following areas of agriculture: animal science, plant and soil science, food science, horticultural science, agricultural business management, natural resources, agriculture power, structure, and technology, careers in agriculture, leadership, and supervised agricultural experience. An activity and project-based approach is used along with team building to enhance the effectiveness of the student learning activities.

- **Recommended Grade(s): 9**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum**
- **Counts as a directed elective or elective for all diplomas**

5228 Supervised Agricultural Experience

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students will experience and apply what is learned in the classroom, laboratory and training site to real-life situations with a standards-based plan for learning. Students work closely with their agriculture teacher(s), parents and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. Curriculum content and competencies need to be varied so that school year and summer session experiences are not duplicative.

- **Recommended Grade(s): 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources**

- **Credits: 1 semester course, 1 credit per semester, 8 credits maximum**
- **Counts as a directed elective or elective for all diplomas.**

7117 Principles of Agriculture

Principles of Agriculture is a two-semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding of the role of agriculture in the United States and globally. Students will explore Agriculture, Food, and Natural Resource (AFNR) systems related to the production of food, fiber and fuel and the associated health, safety and environmental management systems. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, and agribusiness. Participation in FFA and Supervised Agricultural Experiences (SAE) will be an integral part of this course in order to develop leadership and career ready skills.

- **Recommended Grade(s): 9, 10, 11**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources**
- **Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum**
- **Counts as a directed elective or elective credits for all diplomas**

5136 Landscape Management I

Landscape Management is a two semester course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.

- **Recommended Grade(s): 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources**
- **Credits: Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum**
- **Counts as an elective or directed elective for all diplomas**
- **Qualifies as a quantitative reasoning course**

ENGINEERING & TECHNOLOGY EDUCATION

4792 Introduction to Construction

Introduction to Construction is a course that will offer hands-on activities and real-world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

- **Recommended Grade(s): 9, 10**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum**
- **Counts as a directed elective or elective for all diplomas**

7130 Principles of Construction Trades

Principles of Construction Trades prepares students with the basic skills needed to continue in a construction trade field. Topics will include an introduction to the types and uses for common hand and power tools, learn the types and basic terminology associated with construction drawings, and basic safety. Additionally students will study the roles of individuals and companies within the construction industry and reinforce mathematical and communication skills necessary to be successful in the construction field.

- **Recommended Grade(s): 9, 10, 11**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum**
- **Counts as a directed elective or elective for all diplomas**

4802 Introduction to Engineering Design

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

- **Recommended Grade(s): 9, 10, 11**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum**
- **Counts as a directed elective or elective for all diplomas**

5644 Principles of Engineering

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

- **Recommended Grade(s): 10, 11**
- **Required Prerequisites: Introduction to Engineering Design**
- **Recommended Prerequisites: none**
- **Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum**
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a science course requirement for all diplomas**

ENGLISH

1002 English 9

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

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

1002 Applied English 9

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

- **Recommended Grade: 9, 10**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Applied Units: 4 units maximum**
- **Counts as an English/Language Arts Requirement for the Certificate of Completion**

1004 English 10

English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9- 10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and

respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- **Recommended Grade: 10, 11**
- **Required Prerequisites: none**
- **Recommended Prerequisites: English 9 or teacher recommendation**
- **Credits: 2 semester course, 1 credit per semester**
- **Fulfills an English/Language Arts requirement for all diplomas**

1004 Applied English 10

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

- **Recommended Grade: 9, 10**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Applied units: 4 units maximum**
- **Counts as an English/Language Arts Requirement for the Certificate of Completion**

1006 English 11

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

- **Recommended Grade: 11**
- **Required Prerequisites: none**

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

1006 Applied English 11

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

- **Recommended Grade:** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Applied units:** 4 units maximum
- **Counts as an English/Language Arts Requirement for the Certificate of Completion**

1008 English 12

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

- **Recommended Grade:** 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** English 9, English 10, and English 11 or teacher recommendation
- **Credits:** 2 semester course, 1 credit per semester
- **Fulfills an English/Language Arts requirement for all diplomas**

1008 Applied English 12

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

- **Recommended Grade: 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Applied units: 4 units maximum**
- **Counts as an English/Language Arts Requirement for the Certificate of Completion**
- **Course may be used for students in 18-22 year-old programming.**

1120 Developmental Reading

Developmental Reading is a supplemental course that provides students with individualized instruction designed to support success in completing coursework aligned with the Indiana Academic Standards for English/Language Arts focusing on the Reading Standards for Literature and Nonfiction. All students should be concurrently enrolled in an English course in which class work will address all the Indiana Academic Standards.

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Credits: 1 semester course, 1 credit per semester, 8 credits maximum. This course allows for successive semesters of instruction for students who need additional support in vocabulary development and reading comprehension.**
- **Counts as an elective for all diplomas**

1120 Applied Developmental Reading

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

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**

- **Applied Units: 4 units maximum**
- **Counts as an elective for the Certificate of Completion**

1086 Student Media

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

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Journalism, Digital Media, or teacher recommendation**
- **Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level or in different media types where defined proficiencies and content standards are utilized.**
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.**

1056 AP English Language and Composition

AP English Language and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. There is no prescribed sequence of study.

- **Recommended Grade: 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: English 9 and English 10 or teacher recommendation**

- **Students should be able to read and comprehend college-level texts and apply the conventions of standard written English in their writing.**
- **Credits: 2 semester course, 1 credit per semester. Max 2 credits**
- **Fulfills an English/language arts requirement for grades 11 or 12**

1058 AP English Literature and Composition

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

- **Recommended Grade: 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: English 9 and English 10 or teacher recommendation**
- **Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.**
- **Credits: 2 semester course, 1 credit per semester. Max 2 credits**
- **Fulfills an English/language arts requirement for grades 11 or 12 for all diplomas**

Hospitality & Human Services

4540 Personal Financial Responsibility

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

- **Recommended Grade(s): 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Credits: 1 credit per semester, 1 credit maximum**
- **Counts as a quantitative reasoning course**
- **Counts as a directed elective or elective for all diplomas**

4540 Applied Personal Financial Responsibility

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

- **Recommended Grade(s): 9,10,11,12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Credits: 2 units maximum**
- **Counts as an elective for the Certificate of Completion**
- **Qualifies as an Applied Math course for the Certificate of Completion**

5394 Preparing for College and Careers

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

- **Recommended Grade(s): 9**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum**
- **Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).**
- **Counts as a directed elective for all diplomas**

5394 Applied Preparing for College and Careers

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

- **Recommended Grade(s): 9,10,11,12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Credits: 2 units maximum**

- **Counts as an elective or Employability for the Certificate of Completion**

EDUCATION & TRAINING

FINE ARTS

4182 Beginning Chorus

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

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

4160 Beginning Concert Band

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

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

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

4164 Jazz Ensemble (L) (JAZZ ENS)

Jazz Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. 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.

- **Recommended Grade: 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: One year or two semesters of Beginning Concert Band**
- **Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.**
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills requirement for 1 of 2 Fine Arts credits for the Core 40 with Academic Honors Diploma if students are enrolled in another band or orchestra course**

4040 Ceramics

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

- **Recommended Grade: 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three- Dimensional Art (L)**
- **Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.**
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**

4060 Drawing

Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- **Recommended Grade: 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Introduction to Two-Dimensional Art (L)**
- **Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.**
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**
- **Laboratory Course**

4002 Introduction to Three Dimensional Art (L) (3D ART)

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

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Introduction to Two-Dimensional Art (L)**
- **Credits: 1 semester course, 1 credit per semester**
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**
- **Laboratory course**

4000 Introduction to Two-Dimensional Art (L) (2D ART)

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

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

4042 Jewelry (L) (JWLRY)

Jewelry is a course based on the Indiana Academic Standards for Visual Art. Students in Jewelry 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 jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- **Recommended Grade: 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three- Dimensional Art (L)**
- **Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized**
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**
- **Laboratory course**

4064 Painting (L) (PAINTING)

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

- **Recommended Grade: 10, 11, 12 • Required Prerequisites: none**
- **Recommended Prerequisites: Introduction to Two-Dimensional Art (L)**
- **Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.**
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**
- **Laboratory course**

HEALTH & PHYSICAL EDUCATION

3506 Health and Wellness Education (HLTH & WELL)

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

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: 8th grade health education**
- **Credits: 1 semester course, 1 credit per semester, 1 credit maximum**
- **Fulfills the Health and Wellness requirement for all diploma types**

3506 Applied Health and Wellness Education (HLTH & WELL)

Health and Wellness, a course based on Indiana's Academic Standards for Health and Wellness and provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include promoting personal health and wellness, physical activity, and healthy eating; promoting safety and

preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Applied Units: 2 units maximum**
- **Counts as an elective or Health & Wellness requirement for the Certificate of Completion**

3560 Elective Physical Education (L) (ELECT PE)

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

- **Recommended Grade: 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Physical Education I and II**
- **Credits: 1 credit per semester, maximum of 8 credits**
- **Counts as an elective requirement for all diplomas**
- **The nature of this course allows for successive semesters of instruction provided defined proficiencies and content standards are utilized.**

3560 Applied Elective Physical Education (L) (ELECT PE)

Applied Elective Physical Education, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of 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. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. With staff support, students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness and includes self-monitoring. Ongoing assessment may include individual progress and/or performance-based skill evaluation.

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Applied Units: 8 units maximum**
- **Counts as an elective for Physical Education for the Certificate of Completion**

3542 Physical Education I (L) (PHYS ED II)

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

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: Grade 8 Physical Education**
- **Recommended Prerequisites: none**
- **Credits: 1 semester course, 1 credit per semester, 1 credit maximum**
- **Fulfills part of the Physical Education requirement for all diplomas**
- **Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.**

- **Adapted physical education must be offered, as needed, in the least restrictive environment and must be based upon an individual assessment.**
- **As a designated laboratory course, 25% of course time must be spent in activity.**

3542 Applied Physical Education I (L) (PHYS ED II)

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

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Applied Units: 2 units maximum**
- **Counts as a Physical Education requirement for the Certificate of Completion**

3544 Physical Education II (L) (PHYS ED II)

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

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: Physical Education I**
- **Recommended Prerequisites: none**
- **Credits: 1 semester course, 1 credit per semester, 1 credit maximum**
- **Fulfills part of the Physical Education requirement for all diplomas**
- **Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.**

- **Adapted physical education must be offered, as needed, in the least-restricted environment and must be based upon an individual assessment.**
- **As a designated laboratory course, 25% of course time must be spent in activity**

3544 Applied Physical Education II (L) (PHYS ED II)

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

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Applied Units: 2 units maximum**
- **Counts as a Physical Education requirement for the Certificate of Completion**

3560 ELECTIVE P.E.-LIFEGUARDING CERTIFICATION

Lifeguarding Certification students in this course will have the opportunity to become certified as an American Red Cross Lifeguard. This includes CPR for the Professional Rescuer, Basic First Aid, and learning to use an Automated External Defibrillator (AED). Students will be charged a fee for the American Red Cross Certification Cards. Students must be 15 years of age on or before the end of the semester and successfully complete a swimming assessment of: (1) Swim 300 yards continuously demonstrating the front crawl, breaststroke or a combination of both. (2) Tread water for 2 minutes using only the legs. (3) Complete a timed event within 1 minute and 40 seconds. Starting in the water, swim 20 yards. Surface dive, feet first or head first, to a depth of 7-10 feet to retrieve a 10 pound object. Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so you are able to get a breath. You must exit the water without using the ladder or steps.

- **Counts as an elective for the General, Core 40, Core 40 Academic Honors, and Core 40 Technical Honors diplomas.**
- **Prerequisite: PE I and PE II**
- **Course may be taken only once**

MATH

2520 Algebra I (ALG I)

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

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

2520 Applied Algebra I (ALG I)

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

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **4 units maximum**
- **Fulfills a Math requirement for the Certificate of Completion**

2522 Algebra II (ALG II)

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Algebra I**
- **2 semester course, 1 credit per semester**
- **Fulfills a Mathematics course requirement for all diplomas**
- **Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas**

2532 Geometry (GEOM)

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

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Algebra I**
- **2 semester course, 1 credit per semester**
- **Fulfills a Mathematics course requirement for all diplomas**
- **Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma**

2532 Applied Geometry (GEOM)

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

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **4 units maximum**
- **Fulfills a Mathematics course requirement for the Certificate of Completion**

2564 Pre-Calculus: Algebra (PRECAL AL)

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

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Algebra II and Geometry or Integrated Mathematics III**
- **1 semester course, 1 credit per semester**
- **Fulfills a Mathematics course requirement for all diplomas**

2566 Pre-Calculus: Trigonometry (PRECAL TRIG)

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

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Algebra II and Geometry or Integrated Mathematics III**
- **1 semester course, 1 credit per semester**
- **Fulfills a Mathematics course requirement for all diplomas**

2562 AP Calculus AB (CALC AB AP)

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

- **Recommended Grade: 11,12**
- **Required Prerequisites: Pre-Calculus: Algebra**
- **Recommended Prerequisites: none**
- **Credits: 2 semester course, 1 credit per semester**
- **Counts as a mathematics course for all diplomas**
- **Qualifies as a quantitative reasoning course**

SCIENCE

5276 Anatomy and Physiology (A & P)

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

- **Recommended Grade: 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Biology**
- **Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum**
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a science course requirement for all diplomas**

3024 Biology I (L) (BIO I)

Biology I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Biology topics. Disciplinary Core Ideas for this course include From Molecules to Organisms, Ecosystems, Heredity and Biological Evolution. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

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

3024 Applied Biology I (L) (BIO I)

Biology I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Biology topics. Disciplinary Core Ideas for this course include From Molecules to Organisms, Ecosystems, Heredity and Biological Evolution. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Applied Units: 4 units maximum**
- **Fulfills as a science requirement for the Certificate of Completion**

3064 Chemistry I (L) (CHEM I)

Chemistry I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Chemistry topics. Disciplinary Core Ideas for this course include Matter and its Interactions and Energy. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

- **Recommended Grade: 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Algebra II (can be taken concurrently)**
- **Credits: 2 semester course, 1 credit per semester**
- **Fulfills a science (physical) course requirement for all diplomas**
- **Qualifies as a quantitative reasoning course**

3044 Earth and Space Science I (L) (EAS SCI I)

Earth and Space Science incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Earth and Space Science topics. Disciplinary Core Ideas for this course include Earth's Place in the Universe, Earth's Systems, and Human Interaction with Earth's Systems. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Credits: 2 semester course, 1 credit per semester**
- **Counts as an elective for all diplomas**
- **Fulfills a science course requirement for all diplomas**

3044 Applied Earth and Space Science I (L) (EAS SCI I)

Applied Earth and Space Science incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional

understanding of Earth and Space Science topics. Disciplinary Core Ideas for this course include Earth's Place in the Universe, Earth's Systems, and Human Interaction with Earth's Systems. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Applied Units: 4 units maximum**
- **Counts as an elective or science requirement for the Certificate of Completion**

3010 Environmental Science (L) (ENVSCI)

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course integrate Science and Engineering Practices and Crosscutting Concepts to conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. 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.

- **Recommended Grade: 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Two credits science coursework**
- **Credits: 2 semester course, 1 credit per semester**
- **Counts as an elective for all diplomas**
- **Fulfills a science (life) course requirement for all diplomas**

3108 Integrated Chemistry-Physics (L) (ICP)

Integrated Chemistry and Physics incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three-dimensional understanding of Chemistry and Physics topics. Disciplinary Core Ideas for this course include Matter and its Interactions, Forces, Energy, and Waves and their Applications in Technologies for Information Transfer. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

- **Recommended Grade: 9**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Algebra I (may be taken concurrently with this course)**

- **Credits: 2 semester course, 1 credit per semester**
- **Counts as an elective for all diplomas**
- **Fulfills a science (physical) course requirement for all diplomas**
- **Qualifies as a Quantitative Reasoning course**

3084 Physics I (L) (PHYS I)

Physics I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Physics topics. Disciplinary Core Ideas for this course include Forces and Interactions, Energy, Wave Properties, and Electromagnetic Radiation. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

- **Recommended Grade: 9, 10, 11**
- **Required Prerequisites: none**
- **Recommended Prerequisites: Algebra I or Algebra II**
- **Credits: 2 semester course, 1 credit per semester**
- **Counts as an elective for all diplomas**
- **Fulfills a science (physical) course requirement for all diplomas**
- **Qualifies as a Quantitative Reasoning course**

3012 AP Environmental Science (L) (ENVSCI AP)

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

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

SOCIAL STUDIES

1512 Current Problems, Issues, and Events (CPIE)

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

- **Recommended Grade: none**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Credits: 1 semester course, 1 credit per semester. Course may be repeated for credit if the content of the course changes.**
- **Counts as an elective for all diplomas**
- **Fulfills social studies requirement for General Diploma.**

1512 Applied Current Problem, Issues, and Events (CPIE)

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

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

1514 Economics (ECON)

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students

explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.

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

1514 Applied Economics (ECON)

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

- **Recommended Grade: none**
- **Required Prerequisites: none**
- **Recommended Prerequisites:**
- **Applied Units: 2 units maximum**
- **Counts as a Social Studies Requirement or elective for the Certificate of Completion**

1516 Ethnic Studies (ETH STUDIES)

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

ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.

- **Recommended Grade: none**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Credits: 1 semester course, 1 credit**
- **Counts as an elective for all diplomas**
- **Must be offered at least once per school year**

1518 Indiana Studies (IN STUDIES)

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

- **Recommended Grade: none**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Credits: 1 semester course, 1 credit per semester**
- **Counts as an elective for all diplomas**
- **Fulfills course requirement for General Diploma**
- **Must be offered at least once per school year**

1518 Applied Indiana Studies (IN STUDIES)

Applied Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indianahistory 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 students will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

- **Recommended Grade: none**
- **Required Prerequisites: none**

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

1532 Psychology (PSYCH)

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas: History and Scientific Method, Biological Basis for Behavior, Development, Cognition, Personality and Assessment, Abnormal Psychology, Socio-Cultural Dimensions of Behavior, and Psychological Thinking. History and 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 analyzes the changes through one's life including the physical, cognitive, emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment explains 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.

- **Recommended Grade: none**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Credits: 1 to 2 semester course, 1 credit per semester**
- **Counts as an elective for all diplomas**

1534 Sociology (SOCIOLOGY)

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

on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

- **Recommended Grade: 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Credits: 1 semester course, 1 credit per semester**
- **Counts as an elective for all diplomas**
- **Fulfills course requirement for General Diploma**

1538 Topics in History (TOP HIST)

Topics in History provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth- century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.

- **Recommended Grade: 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: United States History or World History and Civilization**
- **Credits: 1 semester course, 1 credit per semester. This course may be repeated if the material in the course is different from one semester to the next. Topics in History can address different topics in World History or U.S. History.**
- **Counts as an elective for all diplomas**
- **Fulfills course requirement for General Diploma**

1538 Applied Topics in History (TOP HIST)

Applied Topics in History provides students the opportunity to study specific historical eras, events, or concepts. Application of knowledge and development of historical research skills using primary and secondary sources is included. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth- century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.

- **Recommended Grade: 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Applied units: 2 units maximum**
- **Counts as a social studies requirement or elective for the Certificate of Completion**

1540 United States Government (US GOVT)

The 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. Analysis of how the United States interacts with other nations and the government's role in world affairs is included in this course. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

- **Recommended Grade: 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none Credits: 1 semester course, 1 credit per semester**
- **Fulfills Government requirement for all diplomas**
- **Students are required to take the naturalization test for citizenship per SEA 132 (New 2019- 2020).**
- **SEA 398 (Spring 2020) states that schools will be required to issue the naturalization test, report results, and post test data results starting in November 2022.**

1540 Applied United States Government (US GOVT)

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

- **Recommended Grade: 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Applied units: 2 units maximum**
- **Counts as a social studies requirement or elective for the Certificate of Completion**

1542 United States History (US HIST)

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

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

1542 Applied United States History (US HIST)

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

- **Recommended Grade: none**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Applied Units: 4 units maximum**
- **Counts as a Social Studies Requirement or elective for the Certificate of Completion**

1548 World History and Civilization (WLD HST/CVL)

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

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

1562 AP United States History (US HIST AP)

AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

- **Recommended Grade: 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.**
- **Credits: 2 semester course, 1 credit per semester**
- **Fulfills the US history requirement for all diplomas**

WORLD LANGUAGES

2120 Spanish I (SPAN I)

Spanish I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Credits: 2 semester course, 1 credit per semester**
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma**

2122 Spanish II (SPAN II)

Spanish II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation.

Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: Spanish I**
- **Recommended Prerequisites: none**
- **Credits: 2 semester course, 1 credit per semester**
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma**

2124 Spanish III (SPAN III)

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

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: Spanish I and II**
- **Recommended Prerequisites: none**
- **Credits: 2 semester course, 1 credit per semester**
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma**

2126 Spanish IV (SPAN IV)

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

- **Recommended Grade: 10, 11, 12**
- **Required Prerequisites: Spanish I, II, and III**
- **Recommended Prerequisites: none**
- **Credits: 2 semester course, 1 credit per semester**
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma**

MULTIDISCIPLINARY COURSES

0500 Basic Skills Development (BAS SKLS)

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

- **Recommended Grade: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Credits: 1 credit per semester up to 8 semesters, 8 credits maximum**
- **Counts as an elective for all diplomas**

0500 Applied Basic Skills Development (BAS SKLS)

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

- **Recommended Grade: 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **Applied Units: 8 units maximum**
- **Counts as an Employability Requirement, Capstone Course or elective for the Certificate of Completion**

OFFICE & TEACHER ASSISTANT

1 or 2 semesters, NO CREDIT IS EARNED--Grades 11 & 12 only. This offers an opportunity to assist the office staff or teacher with functions of their duties at Oregon-Davis Schools. The office staff will choose the student based off the following criteria:

1. Academic Performance
2. Discipline Referrals
3. Overall Attendance
4. Trustworthiness
5. Responsibility

DIGITAL LEARNING OPPORTUNITIES

The courses listed below are offered online utilizing APEX Learning. These courses can be used to enhance course offerings and/or recover credits. An administrator oversees the program and the students utilizing it. He/She will be assigned a course and then given a sign on and password to access the class. The courses are completed online and are self-directed. If a student has questions about the material, he/she can ask for help from the teacher of the subject in his/her area. If the student asks to take a course on APEX and the course is taught by a teacher at Oregon-Davis, and fits in his/her schedule, he/she may be denied taking it on APEX. Students wishing to take APEX courses must have administrative approval.

English 9-12

Earth/Space Science

Environmental Science

Health

Global Economics

US Government

US History

World History

Psychology

Sociology

Principles of Business Mgmt.

SCHOOL-TO-WORK--(1 or 2 semesters, NO CREDITS) Grade 12

Senior year students can apply to participate in the School-To-Work program. Those students who meet the criteria and are accepted into the program will be allowed to attend high school on a part-time basis. His/Her day will be shortened by a maximum of two class periods. He/She must already have a job. Students enrolled in this program will not be eligible for mid-term graduation. The following criteria must be met by May 1st in order to be accepted into the program:

1. The student must be a senior.
2. The student must have passed all classes the preceding semester for the work program.
3. The student will continue to maintain or improve his/her GPA while in the program, or will be required to cut back on work hours, or return to school on a full- time basis.
4. The parents will sign a permission form, which will be included in the application for the program.
5. Employment verification must be returned with a check stub and verification of 60 day employment history.
6. The student will agree to allow the school to maintain regular contact with the employer in order to monitor the student's attendance, skills and abilities, and growth in his/her area of interest.

7. The student will take responsibility for scheduling his/her work hours around his/her required courses for high school graduation, which is the priority.
8. The student will have demonstrated good citizenship in and outside of school and be aware that all school policies apply while at the job site or school.
9. The student has a good past school attendance record, as well as maintains good attendance while in the program.
10. The student shall be enrolled in the program prior to the semester's start.
11. The student shall work a minimum of 15 hours a week in order to remain in the School-to-Work Program, and provide a work check stub upon request to verify employment and numbers of hours.
12. The school reserves the right to consider each applicant on an individual basis, and can be denied or approved upon consideration.
13. Loss of employment during the semester may result in the student being removed from the program and returning to a regular school day schedule or, in some circumstances, the student will have a chance to secure another job. In this case the student will be granted three (3) weeks to interview and secure another position. Proof of interviews may be requested. With the exception of proof of interviews, the student will remain at school during normal school hours until new employment can be verified.

SCHOOL-TO-SCHOOL--(1 or 2 semesters, possible dual credits) Grade 12

Junior and Senior year students can apply to participate in the School-To-School program.

Those students who meet the criteria and are accepted into the program will be allowed to attend high school on a part-time basis. His/Her day will be shortened by a maximum of two class periods. He/She must already be enrolled in a college course. Students enrolled in this program will not be eligible for mid-term graduation. The following criteria must be met in order to be accepted into the program:

1. The student must be a junior or senior to participate in the program.
2. The student must have passed all classes the preceding semester and have at least a 3.0 cumulative Grade Point Average (GPA).
3. The student will maintain or improve his/her GPA or he/she will be required to return to school on a full-time basis.
4. The parents will sign a permission form, which will be included in the application for the program.
5. The student and parent will agree to allow the school to maintain regular contact with the college instructor(s) in order to monitor the student's attendance, skills, abilities, and growth in his/her area of interest.
6. The student will take responsibility for scheduling his/her college classes around his/her required high school courses.

7. The student will have demonstrated good citizenship in and outside of school and be aware that all school policies apply while at the job site or school.
8. The student has a good past school attendance record which must be maintained during their program participation.
9. The student shall be enrolled in the program prior to the semester's start.
10. The school reserves the right to consider each applicant on an individual basis, and can be denied or approved upon consideration.

Withdrawing from the college course during the semester (without prior administrative permission), may result in the student being given suspension and/or expulsion. The student will immediately be required to return to school full-time.

CAREER & TECHNICAL (CTE) COURSES

The shared CTE programs require an application located at [North Central CTE](#) and students must be approved in order to participate. Parents and students are responsible for transportation to and from CTE classes outside of our regular bus schedule to Knox programs. The priority deadline for the CTE application for the 2023-2024 school year is March 1, 2023.

Full details of the 2023-2024 High School CTE Course Titles & Descriptions can be found at [CTE Programs](#)

***ESTIMATED COSTS FOR CTE PROGRAMS**

The Oregon-Davis School Corporation will pay the tuition cost for the student to enroll in any of the CTE programs. The student and parents are responsible for supplemental costs (books, supplies, etc.).

If the student does not complete the program, the student and the parents are also responsible for reimbursing Oregon-Davis School Corporation the cost of tuition enrollment into that particular program.

Updated: May 1, 2023