# Table of Contents

- Introduction 3
- Course Credits & Requirements 3
  - Core 40 Diploma 4
  - Core 40 with Academic Honors 5
  - Core 40 with Technical Honors 5
  - General Diploma 6
- Course Titles & Descriptions 7
  - Business, Marketing, & Information Technology Education 7
  - Engineering & Technology Education 10
  - English/Language Arts 12
    - Journalism & Media Studies 13
    - Language Studies 13
    - Reading: Literature 14
    - Reading: Informational Text 14
    - Speech Studies 15
    - Writing and Composition Studies 15
  - Family and Consumer Science 16
  - Fine Arts 19
    - Dance 19
    - Music 20
    - Theatre 22
    - Visual 22
  - Health and Physical Education 25
  - Health Science 27
  - Mathematics 28
  - Multidisciplinary 30
  - Science 31
  - Social Studies 34
  - Work Based Learning 37
  - World Languages 38
- Reitz Special Programs and Course Offerings 44
  - Advanced Placement 44
  - College Credit 44
  - Latin 45
  - Feel the History 45
  - PLTW Engineering 45
- EVSC Innovative Programs 46
  - Early College High School 46
  - International Baccalaureate Diploma Program 46
  - JROTC 46
  - Medical Profession Academy 46
  - Randall T. Shepard Leadership and Law Academy 47
  - Southern Indiana Career and Technical Center 47
- ISHAA Eligibility 48
- NCAA Eligibility 50
Included in this course description guide are explanations of courses being offered by Reitz High School during the 2017-2018 school year. Students are urged to read the descriptions of courses they are considering and to discuss their choices with parents, teachers, and counselors.

*Please note that course offerings are subject to change based on the number of course requests and teacher availability.

The Indiana State Board of Education adopts course and credit requirements for earning a high school diploma. The newest set of requirements went into effect for students who entered high school in the fall of 2012 (Class of 2016 and below). Under current requirements, students have the option of earning four diploma types:

- General;
- Core 40;
- Core 40 with Academic Honors (AHD); or
- Core 40 with Technical Honors (THD).
## Course and Credit Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>8 credits</td>
<td>Including a balance of literature, composition and speech.</td>
</tr>
</tbody>
</table>
| **Mathematics**                | 6 credits (in grades 9-12) | 2 credits: Algebra I  
2 credits: Geometry  
2 credits: Algebra II  
Or complete Integrated Math I, II, and III for 6 credits.  
Students must take a math or quantitative reasoning course each year in high school |
| **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     | *EVSC requires 3 PE credits |
| **Health and Wellness**        | 1 credit      |                                                                         |
| **Electives****                | 6 credits     | (College and Career Pathway courses recommended)                        |
| **40 Total State Credits Required** |                |                                                                        |
| **41 credits**                 |               |                                                                        |

* EVSC requires 3 physical education credits  
** 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.
For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.

Complete one of the following:

A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list.
C. Earn two of the following:
   1. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,
   2. 2 credits in AP courses and corresponding AP exams,
   3. 2 credits in IB standard level courses and corresponding IB exams.
D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
E. Earn an ACT composite score of 26 or higher and complete written section

Earn 4 credits in IB courses and take corresponding IB exams.

47 Minimum Credits
+1 Additional EVSC required PE credit
48 credits

---

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

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

Complete one of the following:

A. Any one of the options (A - F) of the Core 40 with Academic Honors
B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

47 Minimum Credits
+1 Additional EVSC required PE credit
48 credits
**Indiana General High School Diploma**

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

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

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

### Course and Credit Requirements (Class of 2016 & Beyond)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>8 credits</td>
<td>Credits must include literature, composition and speech</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4 credits</td>
<td>2 credits: Algebra I or Integrated Mathematics I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 credits: Any math course</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</em></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>4 credits</td>
<td>2 credits: Biology I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 credits: Any science course</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>At least one credit must be from a Physical Science or Earth and Space Science course</em></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>4 credits</td>
<td>2 credits: U.S. History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 credit: U.S. Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 credit: Any social studies course</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>2 credits</td>
<td><em>EVSC requires 3 PE credits</em></td>
</tr>
<tr>
<td><strong>Health and Wellness</strong></td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td><strong>College and Career Pathway</strong></td>
<td>6 credits</td>
<td>Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities</td>
</tr>
<tr>
<td><strong>Flex Credit</strong></td>
<td>5 credits</td>
<td>Flex Credits must come from one of the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Additional elective courses in a College and Career Pathway</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Courses involving workplace learning such as Cooperative Education or Internship courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• High school/college dual credit courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>6 credits</td>
<td>Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.</td>
</tr>
</tbody>
</table>

**40 Total Credits Required**

*1 additional EVSC PE credit

*41 credits

**Schools may have additional local graduation requirements that apply to all students**
ADVANCED BUSINESS MANAGEMENT 5268 (ADV BUS) Advanced Business Management prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business administration, management, and finance. Individual experiences will be based upon the student’s career and educational goals.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: None
- Credits: A 2 credit course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS LAW AND ETHICS 4560 (BUS LAW ETH) Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses.

- Recommended Grade Level: Grade 11 or 12
- Recommended Prerequisites: None
- Credits: A 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS MATH 4512 (BUS MATH) Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

- Recommended Grade Level: 12
- Recommended Prerequisite: Algebra I
- Credits: A 2 semester course, 1 credit per semester
- Fulfills a Mathematics requirement for the General Diploma only or counts as an Elective or Directed Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a quantitative reasoning course

COMPUTER ILLUSTRATION AND GRAPHICS 4516 (COMP ILL GRPH) Computer Illustration and Graphics introduces students to the computer’s use in visual communication. The focus of the course is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, produce vector illustrations, graphics and logos, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design products that impart information and ideas. Advanced instruction might also include experiences in silk screening and air brush techniques as well as activities in designing product packaging and commercial displays or exhibits.

- Grade Level 10, 11, or 12
- Recommended Prerequisites: None
- Credits: A 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
DIGITAL APPLICATIONS AND RESPONSIBILITY 4528 (DIG APPS RESP) Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.

- Recommended Grade Level: Grade 9, 10, 11, or 12
- Recommended Prerequisites: None
- Credits: 2-credit course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit

INTRODUCTION TO ACCOUNTING 4524 (INTO ACC) Introduction to Accounting introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making.

- Recommended Grade Level: Grade 10, 11, or 12
- Recommended Prerequisites: None
- Credits: A 2-semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO ENTREPRENEURSHIP 5967 (INTO ENTR) Introduction to Entrepreneurship provides a overview of the what it means to be an Entrepreneur. Student will learn about starting and operating a business, marketing products and services, and how to find resources to help. This course is ideal for students interested in starting their own art gallery, salon, restaurant, etc.

- Recommended Grade Level: Grade 11 or 12
- Recommended Prerequisites: None
- Credits: A 1-semester, 1 credit course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PERSONAL FINANCIAL RESPONSIBILITY 4540 (PRS FIN RSP) Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision-making: analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work-based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

- Recommended Grade Level: Grade 11 or 12
- Recommended Prerequisites: None
- Credits: A 1-semester, 1 credit course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PREPARING FOR COLLEGE AND CAREERS 5394 (PREP CC) Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today’s choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

- Recommended Grade Level: Grade 9, 10, 11, or 12
- Recommended Prerequisites: None
- Credits: 1-semester, 1 credit course
• Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**PRINCIPLES OF MARKETING  5914 (PRN MRKT)** *Principles of Marketing* provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management.

- **Recommended Grade Level:** 11
- **Recommended Prerequisites:** None
- **Credits:** 1 semester course, 1 credit per semester
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**SPORTS AND ENTERTAINMENT MARKETING  5984 (SPRT ENT MRK)** *Sports and Entertainment Marketing* is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace.

- **Recommended Grade Level:** Grade 11
- **Recommended Prerequisites:** Principles of Marketing
- **Credits:** 1 semester course, 1 credit per semester
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**STRATEGIC MARKETING  5918 (STRT MRKT)** *Strategic Marketing* builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology and economics. The relationship between consumer behavior and marketing activities will be reviewed.

- **Recommended Grade Level:** Grade 12
- **Recommended Prerequisites:** Principles of Marketing or Sports and Entertainment Marketing
- **Credits:** 2 semester course, 1-credits per semester
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- **This course is aligned with postsecondary courses for Dual Credit**

**WEB DESIGN  4574 (WEB DESIGN)** *Web Design* is a course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies should include peer teaching, collaborative instruction, project-based learning activates and school/community projects.

- **Recommended Grade Level:** Grade 10, 11, or 12
- **Required Prerequisites:** Digital Applications & Responsibility
- **Credits:** 2 semester course, 1 credit per semester
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
INTRODUCTION TO CONSTRUCTION 4792 (INT CONST) 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 Level:** 9, 10, 11, or 12
- **Recommended Prerequisites:** None
- **Credits:** A 2-semester course, 1 credit per semester
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO DESIGN PROCESSES 4794 (INT DES PRO) Introduction to Design Processes is a course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, testing, communicating, and presenting post-evaluation of products. Students use the design process to analyze research, develop ideas, and produce products. This process gives a framework through which they design, manufacture tests, and present their ideas. Students will demonstrate and utilize design principles and elements for visual presentation. Designing aspects will also cover aesthetics, ergonomics, the environment, safety, and production. The design process is a core-learning tool for many courses enabling the student to solve problems in a systematic, logical, and creative manner. Students develop a good understanding of the way the process helps them think creatively and developing aesthetic ideas. The design process encourages the students to engage in higher level thinking to create solutions for many types of problems.

- **Recommended Grade Level:** 9, 10, 11, or 12
- **Recommended Prerequisites:** None
- **Credits:** A 2-semester course, 1 credit per semester
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO ENGINEERING DESIGN 4812 PLTW (IED) Introduction to Engineering Design is an introductory course which develops student problem-solving skills using the design process. Students document their progress as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques. Computer Aided Design (CAD).

- **Recommended Grade Level:** 9, 10, 11, or 12
- **Recommended Prerequisites:** None
- **Credits:** A 2-semester course, 1 credit per semester
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **This course is aligned with the following Post-Secondary courses for Dual Credit**

INTRODUCTION TO TRANSPORTATION 4798 (INT TRANS) Introduction to Transportation is an introductory course designed to help students become familiar with fundamental principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation of people, cargo, and goods. Students will gain and apply knowledge and skills in the safe application, design, production, and assessment of products, services, and systems as it relates to the transportation industries. Content of this course includes the study of how transportation impacts individuals, society, and the environment. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant transportation-related activities, problems, and settings.

- **Recommended Grade Level:** 9, 10, 11, or 12
- **Recommended Prerequisites:** None
- **Credits:** 2-semester course, 1 credit per semester
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
**PRINCIPLES OF ENGINEERING  4814 PLTW (POE) 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.

- **Recommended Grade Level:** 10, 11, or 12
- **Recommended Prerequisites:** Introduction to Engineering Design
- **Credits:** A 2 semester course, 1 credit per semester
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **This course is aligned with the following Post-Secondary courses for Dual Credit**
- **Qualifies as a quantitative reasoning course**

**TECHNOLOGY SYSTEMS  4808 (TECH SYST) Technology Systems** is a course that focuses on the technologies used in the career pathways related to Architecture & Construction, Arts, A/V Technology & Communications, Manufacturing, Science, Technology, Engineering & Mathematics and the Transportation, Distribution, & Logistics career clusters. Instructional strategies include creative problem solving activities that address real-world problems and opportunities. Computer experiences are used to incorporate graphics, simulations, networking, and control systems. Students are also introduced to, and engaged in, investigating career opportunities within a career cluster of their choice. Systems thinking skills are used by students to study, diagram, and test a solution to a scenario related to their career interests.

- **Recommended Grade Level:** 9, 10, 11, 12
- **Recommended Prerequisite:** None
- **Credits:** A 1 semester, 1 credit course
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas High School**
ENGLISH/LANGUAGE ARTS

ENGLISH 9/9A/9H 1002 (ENG 9) English 9, an integrated English course based on Indiana’s Academic Standards for English/Language Arts in Grade 9, is a study of language, literature, composition, and oral communication with a focus on exploring a wide variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and argumentative/persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: 9
- Recommended Prerequisites: None
- Credits: A 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas High School

ENGLISH 10/10A/10H 1004 (ENG 10) English 10, an integrated English course based on Indiana’s Academic Standards for English/Language Arts in Grade 10, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and argumentative/persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: 10
- Recommended Prerequisites: English 9
- Credits: A 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

ENGLISH 11/11A 1006 (ENG 11) English 11, an integrated English course based on the Indiana’s Academic Standards for English/Language Arts in Grade 11, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes in a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: 11
- Recommended Prerequisites: English 9 and English 10
- Credits: A 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

ENGLISH 12/12A 1008 (ENG 12) English 12, an integrated English course based on Indiana’s Academic Standards for English/Language Arts for Grade 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 for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: 12
- Recommended Prerequisites: English 9, English 10, and English 11
- Credits: A 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
ENGLISH LANGUAGE AND COMPOSITION, ADVANCED PLACEMENT  1056 (LNG/COMP AP) English Language and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.
  - Recommended Grade Level: 11
  - Recommended Prerequisites: English 9H and English 10H
  - Credits: A 2 semester course, 1 credit per semester
  - Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH LITERATURE AND COMPOSITION, ADVANCED PLACEMENT  1058 (LIT/COMP AP) English Literature and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit.
  - Recommended Grade Level: 12
  - Recommended Prerequisites: English 9H and English 10H
  - Credits: A 2 semester course, 1 credit per semester
  - Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

  *JOURNALISM AND MEDIA STUDIES*

JOURNALISM  1080 (JRNALISM) Journalism, a course based on Indiana's Academic Standards for English/Language Arts, is a study of news elements, journalism history, First Amendment law, ethics, fact and opinion, copy editing, news, and features as they apply to print and digital media products. It includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns and digital media writing forms. For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, photojournalism and emerging media development and design. By the end of the semester, students write, shoot and design stories for print and digital media products.
  - Recommended Grade Level: Grades 10, 11, or 12
  - Recommended Prerequisites: 2 credits in English Language Arts
  - Credits: A 1 semester, 1 credit course
  - Counts as Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MASS MEDIA  1084 (MASS MEDIA) Mass Media, a course based on the High School Journalism Standards and the Mass Media and Media Literacy Standards, is the study of the importance of mass media as pervasive in modern life at the local, national, and global levels. It includes a study of the impact of constant and immediate news, entertainment, and persuasive messages on everyday life. Students use course content to become knowledgeable consumers of mass media in preparation for their roles as informed citizens in a democratic society. For the second credit: Students continue to critically analyze mass media products and messages as they influence societal rules. By the end of the semester, students complete a multimedia project comparing different aspects of a topic of interest or concern. The project demonstrates knowledge, application, and progress in Mass Media course content.
  - Recommended Grade Level: Grades 10, 11, or 12
  - Recommended Prerequisite: None
  - Credits: A 1 semester, 1 credit course
  - Counts as Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

STUDENT MEDIA (NEWPAPER & YEARBOOK)  1086 (STDNT PUBS) Student Publications, a course based on the High School Journalism Standards and the Student Publications Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.
  - Recommended Grade Level: Grades 10, 11, and 12
  - Recommended Prerequisites: Journalism
- Credits: 1-8 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.

**READING: LITERATURE**

**FILM LITERATURE 1034 (FILM LIT)** Film Literature, a course based on Indiana's Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. **FILM LITERATURE PROJECT:** Students complete a project, such as doing an historical timeline and bibliography on the development of film or the creation of a short-subject film, which demonstrates knowledge, application, and progress in the Film Literature course content.

- Recommended Grade Level: Grades 10, 11, or 12
- Recommended Prerequisites: English 9
- Credits: A 1-semester, 1 credit course
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **NOTE:** Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.

**GENRES OF LITERATURE 1036 (GENRES LIT)** Genres of Literature, a course based on Indiana's Academic Standards for English/Language Arts, is a study of various literary genres, such as poetry, dramas, novels, short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Students analyze how each genre shapes literary understanding or experiences differently, how different genres enable or constrain the expression of ideas, how certain genres have had stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary times.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: English 9
- Credits: A 1-semester, 1 credit course
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **NOTE:** Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.

**NOVELS 1042 (NOVELS)** Novels, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors from the past and present or sets of novels from a specific era or across several eras.

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

**READING: INFORMATIONAL TEXT**

**LIBRARY MEDIA 1082 (LBRY MEDIA)** Library Media is the study and application of procedures based on library science theory. Students examine the role of the library and technology in the current Information Age. Students use electronic resources for specific research needs and use multimedia presentation technology for practical applications.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: None
- Credits: .5 credit per semester, 1 credit maximum
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
SPEECH STUDIES

ADVANCED SPEECH AND COMMUNICATION 1078 (ADV SPEECH) Advanced Speech and Communication, a course based on Indiana's Academic Standards for English/Language Arts and emphasizing the High School Speech and Communication Standards, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multi-media presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery. ADVANCED SPEECH AND COMMUNICATION PROJECT: Students complete a project, such as multi-media presentations that are reflective, reports or historical investigations, responses to literature, or persuasive arguments, which demonstrates knowledge, application, and speaking progress in the Advanced Speech and Communication course content.

- Recommended Grade Level: 12
- Recommended Prerequisites: Advanced or honors level English courses in grades 9, 10, and 11
- Credits: A 1-semester, 1 credit course
- Fulfills an English Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.

WRITING AND COMPOSITION STUDIES

ADVANCED COMPOSITION 1098 (ADV COMP) Advanced Composition, a course based on Indiana's Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports. ADVANCED COMPOSITION PROJECT: Students write job applications, resumes, and other informational documents that may include the development of flyers, posters, brochures, program agendas, or reports incorporating visual information in the form of pictures, graphs, or tables.

- Recommended Grade Level: Grades 10
- Recommended Prerequisites: English 9H and English 10H
- Credits: A 1-semester, 1 credit course
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.

LANGUAGE ARTS LAB 1010 (LANG LAB) Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English Language/Arts focusing on the writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

- Recommended Grade Level: Grades 9, 10, 11, and 12
- Recommended Prerequisites: A support course for students who have not passed ISTEP/ECA
- Credits: 1-8 elective credits. This course allows for successive semesters of instruction for students who need additional support in any or all aspects of the writing standards.
ADVANCED CHILD DEVELOPMENT 5360 (ADVCHLDEV) Advanced Child Development is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 4 through age 8 (grade 3). It builds on the Child Development course, which is a prerequisite. Advanced Child Development includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Child Development
- Credits: A 1 semester, 1 credit course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED NUTRITION AND WELLNESS 5340 (ADV NTRN WEL) Advanced Nutrition and Wellness is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. Advanced Nutrition and Wellness is an especially appropriate course for students interested in careers in the medical field, athletic training and dietetics. This course builds on the foundation established in Nutrition and Wellness, which is a required prerequisite. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes. Topics include extensive study of major nutrients, nutritional standards across the life span, influences on nutrition/food choices, technological and scientific influences, and career exploration in this field. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety and sanitation. This course is the second in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisite: Nutrition and Wellness
- Credits: A 1 semester, 1 credit course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CHILD DEVELOPMENT 5362 (CHLD DEV) Child Development is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: None
- Credits: A 1 semester, 1 credit course
- Qualifies as one of the F&CS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

EARLY CHILDHOOD EDUCATION I 5412 (ECE I) Early Childhood Education prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child
development and learning: building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. The course provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula, and services available to young children. Students examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education teacher. Student laboratory/field experiences may be either school-based or “on-the-job” in community-based early childhood education centers or in a combination of the two. Dual credit agreements with postsecondary programs are encouraged.

- **Recommended Grade Level:** 11 or 12
- **Recommended Prerequisites:** Child Development and Advanced Child Development
- **Credits:** 2 semester, 2 period, 4 credit course, 2 credits per semester
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **This course is aligned with postsecondary courses for Dual Credit**

**EARLY CHILDHOOD EDUCATION II (ECE II)** Early Childhood Education II prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. ECE II is a sequential course that builds on the foundational knowledge and skills of Early Childhood Education I, which is a required prerequisite. In ECE II students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of ECE II include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. These include rigorous levels of self-critique and reflection; performance assessments by instructors, parents, and other professionals; comprehensive assessment of knowledge through a standardized exam; and other professional documentation. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in ECE I and ECE II. These experiences may be either school-based or “on-the-job” in community-based early childhood education centers, or in a combination of the two. A standards-based plan for each student guides the early childhood education experiences. Students are monitored in these experiences by the Early Childhood Education II teacher. Dual credit agreements with postsecondary programs are encouraged.

- **Recommended Grade Level:** 12
- **Recommended Prerequisites:** Early Childhood Education I
- **Credits:** 2 semester, 2 period, 4 credit course, 2 credits per semester
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **This course is aligned with the Pre-Professional Assessment and Certification of the American Association of Family and Consumer Sciences.**

**INTRODUCTION TO CULINARY ARTS AND HOSPITALITY (INT CUL HOS)** Introduction to Culinary Arts and Hospitality is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course.

- **Recommended Grade Level:** 10, 11, or 12
- **Recommended Prerequisites:** Nutrition and Wellness, Advanced Nutrition and Wellness
- **Credits:** 1 credit per semester, 2 credits maximum
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
**INTRODUCTION TO FASHION AND TEXTILES**  
5380 (FSHNTX) *Introduction to Fashion and Textiles* is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design, and production; and consumer skills. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design; selection, production, alteration, repair, and maintenance of apparel and textile products; product research, development, and testing; and application of technical tools and equipment utilized in the industry. Visual arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

- **Recommended Grade Level:** 9, 10, 11, 12
- **Recommended Prerequisites:** none
- **Credits:** A 1 semester, 1 credit course
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**INTRODUCTION TO HOUSING AND INTERIOR DESIGN**  
5350 (INT HSINT DES) *Introduction to Housing and Interior Design* is an introductory course essential for those students interested in academic enrichment or a career in the housing, interior design, or furnishings industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and the types of housing available. Developmental influences on housing and interior environments will also be considered. Basic historical architectural styling and basic furniture styles will be explored as well as basic identification of the elements and principles of design. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Presentation techniques will be practiced to thoroughly communicate design ideas. Visual arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. A project based approach will be utilized requiring higher-order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries.

- **Recommended Grade Level:** 9, 10, 11, 12
- **Recommended Prerequisites:** None
- **Credits:** A 1 semester, 1 credit course
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**NUTRITION AND WELLNESS**  
5342 (NTRN WLNS) *Nutrition and Wellness* is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied. This course is the first in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

- **Recommended Grade Level:** 9, 10, 11, 12
- **Recommended Prerequisites:** None
- **Credits:** A 1 semester, 1 credit course
- **Qualifies as one of the F&CS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6)**
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
CO-CURRICULAR ACTIVITIES BOARD POLICY 7151

Co-curricular activities usually occur outside the regular school hours or during the E.C.A. period on school time. They are the direct outgrowth of and, in part, an objective of a particular curricular offering. Enrollment in (or satisfactory completion of) a designated curricular offering is a prerequisite for participation in co-curricular activities and the activity is essentially a class project or an extension of curricular expectations. When the quality of class projects is dependent upon individual attitudes, responsibilities and classroom preparation, such factors are relevant to individual student evaluation.

A. Co-curricular activities shall be scheduled well in advance of the rehearsal or performance. Students shall be provided a copy of the schedule of known activities at the beginning of the year or semester. Any additional activities will be shared with the students at the earliest possible date.

B. Since rehearsals and performances are an extension of and vital to the regular school program, participation in all scheduled rehearsals and performances is required.

Valid excuses for absence are:

1. An illness that would confine the student to his home.
2. A death in the family.
3. An Evansville school sponsored activity which required the students to participate in an event scheduled previously to the announcement of the rehearsals and performances.
4. A religious holiday.

Valid excuses (1) illness, and (2) death in the family, will require a verifying written notice signed by member and parent/guardian to be submitted upon return of the student.

All other reasons will be submitted, in writing, at least seven days prior to the absence. The reasons for absence will include date of absence, reason for absence, student signature, and parent/guardian signature, and will be submitted to the teacher. See Form 7151E.

Absences for any reason other than those listed above will be reviewed by a designated student committee established during the first week of each semester. Students may appeal a decision to the teacher and ultimately to the principal.

DANCE

DANCE PERFORMANCE: (COLOR GUARD) (L) 4146 (DNC PERF) Dance Performance is based on the Indiana Academic Standards for Dance. Sequential and systematic learning experiences are provided in the specific genre offered, whether it is Ballet, Modern, Jazz, or Ethnic-Folk. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. The performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. They also become aware of the vocational opportunities in dance.

- **Recommended Grade Level:** 9, 10, 11, or 12
- **Credits:** a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided defined proficiencies and content standards are utilized.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**.
MUSIC

ADVANCED CHORUS (L) 4188 (ADV CHOR) Advanced Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Beginning and Intermediate Chorus
- Credits: A 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED CONCERT BAND (L) 4170 (ADV BAND) Advanced Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: None
- Credits: A 1 semester, 1 credit course. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED ORCHESTRA (L) 4174 (ADV ORCH) Advanced Orchestra is based on the Indiana Academic Standards for High School Instrumental Music. Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: None
- Credits: A 1 semester, 1 credit course. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BEGINNING CHORUS (L) 4182 (BEG CHOR) Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: None
- Credits: A 1 semester, 1 credit course. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
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 the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**INSTRUMENTAL ENSEMBLE (L) 4162 (INSTR ENS) Instrumental Ensemble** is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber ensemble and solo literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the schoolday that support and extend learning in the classroom.

- Recommended Grade Level: 10, 11, or 12
- Credits: A 1 semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**INTERMEDIATE CHORUS (L) 4186 (INT CHOR) Intermediate Chorus** is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the schoolday that support and extend learning in the classroom.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Beginning Chorus
- Credits: A 1 semester, 1 credit course. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**JAZZ ENSEMBLE (L) 4164 (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 schoolday 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 Level: 10, 11, or 12
- Credits: A 1 semester, 1 credit course. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- 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.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
MUSIC HISTORY AND APPRECIATION  4206 (MUS HIST) Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

- **Recommended Grade Level:** 9, 10, 11, or 12
- **Recommended Prerequisites:** None
- **Credits:** A 1 semester, 1 credit course.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

THEATRE

ADVANCED THEATRE ARTS (L) 4240 (ADV THTR) Advanced Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Theatre Arts read and analyze plays and apply criteria to make informed judgments. They draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation, and script analysis. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore careers in theatre arts and begin to develop a portfolio of their work. They also attend and critique theatre productions and identify ways to support the theatre in their community.

- **Recommended Grade Level:** 10, 11, or 12
- **Recommended Prerequisites:** Theatre Arts I and II (L)
- **Credits:** A 1 semester, 1 credit course. The nature of this course allows for two successive semesters (Advanced Theatre Arts I and Advanced Theatre Arts II) of instruction at this level, provided that defined standards are utilized.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

THEATRE ARTS (L) 4242 (THTR ARTS) Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

- **Recommended Grade Level:** 10, 11, or 12
- **Credits:** A 1 semester, 1 credit course. The nature of this course allows for two successive semesters (Theatre Arts I and Theatre Arts II) of instruction at this level, provided that defined standards are utilized.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

VISUAL

ADVANCED THREE-DIMENSIONAL ART (L) 4006 (ADV 3D ART) Advanced Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- **Recommended Grade Level:** 9, 10, 11, or 12
- **Recommended Prerequisites:** Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- **Credits:** A 1 semester, 1 credit course. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
ADVANCED TWO-DIMENSIONAL ART (L) 4004 (ADV 2D ART) Advanced Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- **Recommended Grade Level:** 9, 10, 11, or 12
- **Recommended Prerequisites:** Introduction to Two-Dimensional Art (L)
- **Fulfills:** requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- **Credits:** a 1 semester, 1 credit course. 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 the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ART HISTORY 4024 (ART HIST) Art History is a course based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- **Recommended Grade Level:** 9, 10, 11, or 12
- **Credits:** A 1 semester, 1 credit course
- **Fulfills:** requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- **Counts as:** a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CERAMICS (L) 4040 (CERAMICS) Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- **Recommended Grade Level:** 10, 11, or 12
- **Recommended Prerequisites:** Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- **Credits:** A 1 semester, 1 credit course. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- **Fulfills:** requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- **Counts as:** a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

DRAWING (L) 4060 (DRAWING) Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- **Recommended Grade Level:** 10, 11, or 12
- **Recommended Prerequisites:** Introduction to Two-Dimensional Art (L)
- **Credits:** a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- **Fulfills:** requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.
- **Counts as:** a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

23
INTRODUCTION TO THREE-DIMENSIONAL ART (L) 4002 (3DART) Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester, 1 credit course
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO TWO-DIMENSIONAL ART (L) 4000 (2D ART) Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade Level: 9, 10, 11, or 12
- Credits: 1 semester, 1 credit course
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PAINTING (L) 4064 (PAINTING) Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

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

SCULPTURE (L) 4044 (SCULPT) Sculpture is a course based on the Indiana Academic Standards for Visual Art. Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: 1 semester, 1 credit course The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
HEALTH & PHYSICAL EDUCATION

HEALTH & WELLNESS EDUCATION  3506 (HLTH&WELL)  Health & Wellness, a course based on Indiana’s Academic Standards for Health & Wellness, 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, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- Recommended Grade Level: 10
- Recommended Prerequisites: None
- Credits: A 1 semester, 1 credit course
- Fulfills the Health & Wellness requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas

ELECTIVE PHYSICAL EDUCATION (L)  3560 (ELECT PE)  Elective Physical Education, a course based on selected standards from Indiana’s Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifelong sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation.

Individual assessments may be modified for individuals with disabilities, in addition to those with IEP’s and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 10, 11, and 12
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, maximum of 6 credits
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

PHYSICAL EDUCATION I (L)  3542 (PHYS ED)  Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP’s and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9
- Recommended Prerequisites: Grade 8 Physical Education
- Credits: 1 credit per semester, maximum of 1 credit
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
PHYSICAL EDUCATION II (L) 3544 (PHYS ED II) Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in four of the following that were not in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP’s and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9
- Recommended Prerequisites: Physical Education I
- Credits: 1 credit per semester, maximum of 1 credit
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
PLTW BIOMEDICAL INNOVATION 5219 (BIO INN) PLTW Biomedical Innovation is a capstone course designed to give students the opportunity to design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician’s office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.

- **Recommended Grade Level:** Grade 12
- **Recommended Prerequisites:** Principles of the Biomedical Sciences, Human Body Systems and Medical Interventions
- **Credits:** 2 semester course, 1 credit per semester
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **This course is aligned with postsecondary courses for Dual Credit**

PLTW MEDICAL INTERVENTIONS 5217 (MED INTERV) PLTW Medical Interventions is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stents, cochlear implants, and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. Using 3-D imaging software, students will design and build a model of a therapeutic protein.

- **Recommended Grade Level:** Grade 11 or 12
- **Recommended Prerequisites:** Principles of the Biomedical Sciences and Human Body Systems
- **Credits:** 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- **Fulfills a Core 40 Science elective requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma.**
- **This course is aligned with postsecondary courses for Dual Credit**
MATHMATICS

ALGEBRA I IA/IH 2520 (ALG I) Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Process Standards for Mathematics apply throughout each course and, together with the content 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.

- Credits: A 2-semester course, one credit per semester
- Fulfills the Algebra I requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

ALGEBRA I LAB 2516 (ALG I LAB) Algebra I Lab is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra I Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

- Credits: A two credit course, one credit per semester
- Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Algebra I Lab is designed as a support course for Algebra I. As such, a student taking Algebra I Lab must also be enrolled in Algebra I during the same academic year.

ALGEBRA II/IH 2522 (ALG II) Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of 5 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The Process Standards for Mathematics apply throughout each course and, together with the content 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 Prerequisite: Algebra I
- Credits: A 2-semester course, 1 credit per semester
- Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

CALCULUS AB, ADVANCED PLACEMENT 2562 (CALC AB AP) Calculus AB, Advanced Placement is a course based on content established by the College Board. Calculus AB is primarily concerned with developing the students’ understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisite: Pre-Calculus
- Credits: A 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
CCR BRIDGE: MATH READY 2514 (MATH RDY) The CCR Bridge: Math Ready course will include and reinforce the Algebra 1, Geometry, Algebra 2 and Statistics skills necessary to be ready for an entry-level college math course. This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking skills in order to apply math skills, functions and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements for college entry. The content of this course is designed to enhance students’ math skills so that they are ready for college-level math assignments. It is not designed to prepare students for college-level math in STEM majors.

- Recommended Grade Level: 12
- Recommended Prerequisites: In grade 11, students who have not passed the Grade 10 Math ISTEP+ (or old Algebra 1 ECA) or have scored below proficient on the PSAT or a diagnostic test.
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas

GEOMETRY/H 2532 (GEOM) Geometry formalizes and extends students’ geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Five critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three dimensional Solids. The Process Standards for Mathematics apply throughout each course and, together with the content 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 Prerequisite: Algebra I
- Credits: A 2 semester course, 1 credit per semester
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

MATHMATICS LAB 2560 (MATH LAB) Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana’s Academic Standards for Mathematics. It is recommended that Mathematics Lab is taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. Mathematics Lab should not be offered in conjunction with Algebra 1 or Integrated Mathematics I; instead, schools should offer Algebra Enrichment or Integrated Mathematics Enrichment to provide students with rigorous support for these courses.

- Credits: A 1-8 credits
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PRE-CALCULUS 2564 (PRECAL) Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The Process Standards for Mathematics apply throughout each course and, together with the content 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 Prerequisite: Algebra II
- Credits: A 1 semester course, 1 credit
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PROBABILITY AND STATISTICS 2546 (PROB/STAT) Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Probability and Statistics are made up of three strands: Data Analysis, Experimental Design, and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged. The Process Standards for Mathematics apply throughout each course and, together with the content 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 Prerequisite: Algebra II
- Recommended Grade Level: 12
- Credits: A 1 semester, one credit course
STATISTICS, ADVANCED PLACEMENT 2570 (AP STAT) AP Statistics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: Algebra II or Integrated Mathematics III
- Credits: A 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course

TRIGONOMETRY/H 2566 (TRIG) Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The Process Standards for Mathematics apply throughout each course and, together with the content 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 Prerequisite: Algebra II and Geometry
- Credits: A 1 semester, 1 credit course
- Student should not receive credit for both Trigonometry and Pre-Calculus/Trigonometry since they cover the same course content during one semester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MULTIDISCIPLINARY BASIC SKILLS DEVELOPMENT 0500 (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 Level: Any grade level
- Recommended Prerequisites: None
- Credits: 1-8 credits, 1 credit per semester
- Counts as an Elective for all diplomas
ADVANCED SCIENCE, SPECIAL TOPICS (FORENSICS) (L) 3092 (ADV SCI ST) Advanced Science, Special Topics is any science course which is grounded in extended laboratory, field, and literature investigations into one or more specialized science disciplines, such as anatomy/physiology, astronomy, biochemistry, botany, ecology, electromagnetism, genetics, geology, nuclear physics, organic chemistry, etc. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student’s course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities.

- Recommended Grade Level: 11 or 12
- Credits: 2-semester course, 1 credit per semester
- Counts as a science course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ANATOMY AND PHYSIOLOGY 5276 (A & P) Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

- Recommended Grade Level: Grade 11,12
- Recommended Prerequisites: Biology
- Credits: A 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Fulfills a Core 40 Science course requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- This course is aligned with postsecondary courses for Dual Credit

BIOLOGY I/IH (L) 3024 (BIO I) Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 10
- Credits: A 2 semester course, 1 credit per semester
- Fulfills the life science requirement for the General diploma, Fulfills Biology credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIOLOGY, ADVANCED PLACEMENT (L) 3020 (BIO AP) Biology, Advanced Placement is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: Biology I and Chemistry I
- Credits: A 2 semester course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a quantitative reasoning course

CHEMISTRY I/IH (L) 3064 (CHEM I) Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of
natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- **Recommended Grade Level:** 10-12
- **Recommended Prerequisite:** Algebra II (can be taken concurrently)
- **Credits:** A 2 semester, 2 credit course
- **Fulfills** the requirement for physical science for the General diploma. Fulfills Chemistry credit for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas • **Qualifies** as a quantitative reasoning course

**EARTH AND SPACE SCIENCE I (L) 3044 (EAS SCI I) Earth and Space Science I** is a course focused on the following core topics: study of the earth’s layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth’s interconnected systems and examine how earth’s materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- **Recommended Grade Level:** 11 or 12
- **Credits:** A 2 semester course, 1 credit per semester
- **Fulfills** the earth and space science requirement for the General Diploma. Fulfills Core 40 science credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**ENVIRONMENTAL SCIENCE (L) 3010 (ENVSCI) Environmental Science** is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

- **Recommended Grade Level:** 11 or 12
- **Recommended Prerequisite:** Two credits in Core 40 and AHD science coursework
- **Credits:** A 2 semester course, 1 credit per semester
- **Fulfills** the life science requirement for the General diploma. Fulfills Core 40 science credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**INTEGRATED CHEMISTRY-PHYSICS (L) 3108 (ICP) Integrated Chemistry-Physics** is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- **Recommended Grade Level:** 10 or 11
- **Recommended Prerequisite:** Algebra I (may be taken concurrently with this course)
- **Credits:** A 2 semester course, 1 credit per semester
- **Fulfills** the physical science requirement for the General diploma.
- **Fulfills** the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

**PHYSICS I (L) 3084 (PHYS I) Physics I** is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- **Recommended Grade Level:** 11 or 12
- **Recommended Prerequisite:** Algebra II
- **Credits:** A 2 semester course, 1 credit per semester
- **Fulfills** the physical science requirement for the General diploma.
- **Fulfills** the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- **Qualifies** as a quantitative reasoning course
PHYSICS 1: ALGEBRA-BASED, ADVANCED PLACEMENT (L) 3080 (PHYS 1 AP) Physics 1: Algebra-based, Advanced Placement is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisite: Algebra I
- Credits: A 2 semester course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course
ECONOMICS/H 1514 (ECON) Economics examines the allocation of resources and their uses for satisfying human needs and Wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, the role of financial institutions, economic stabilization, and trade.

- Recommended Grade Level: 12
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit course
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma
- Qualifies as a quantitative reasoning course

EUROPEAN HISTORY, ADVANCED PLACEMENT 1556 (EUR HST AP) European History, Advanced Placement is a course based on content established by the College Board. Topics include: (1) intellectual and cultural history, (2) political and diplomatic history, and (3) social and economic history. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: World History H
- Credits: A 2 semester course, 1 credit per semester
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PSYCHOLOGY 1532 (PSYCH) Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas. History & Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development looks at all the changes through one’s life; physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one’s personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: None
- Credits: A 1 semester, 1 credit course
- Counts as an Elective for the General and Core 40 diplomas

PSYCHOLOGY, ADVANCED PLACEMENT 1558 (PSYCH AP) AP Psychology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
SOCIETY 1534 (SOCIOLGY) 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.

TOPICS IN HISTORY (TECHNOLOGY I FEEL THE HISTORY) 1538 (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.

UNITED STATES GOVERNMENT/H 1540 (US GOVT) United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and government and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government’s role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

UNITED STATES HISTORY/H 1542 (US HIST) United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.
UNITED STATES HISTORY, ADVANCED PLACEMENT  1562 (US HIST AP) United States History, Advanced Placement is a course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: U. S. History
- Credits: A 2 semester course, 1 credit per semester
- Fulfills the US History requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

WORLD HISTORY AND CIVILIZATION/H  1548 (WLD HST/CVL) World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

- Recommended Grade Level: 10
- Recommended Prerequisites: U.S. History
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma
WORK BASED LEARNING

**Varies (WBL)** Work Based Learning is an instructional strategy that can be implemented as a component of any CTE course that prepares students for college and career. This strategy builds students’ skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student’s work based learning experiences and assist in evaluating achievement and performance. There are several models of Work Based Learning. A school may choose to use a single model or differentiate instruction by using multiple models depending on a student’s pathway and career objectives. The models are: • Apprenticeship • Cooperative • Internship • School Based Enterprise • Service Learning Based

Please Note: Depending on the model used, there are federal and state student employment and cooperative education laws that must be followed. Students are monitored in their experiences by the content-related CTE teacher or a CTE teacher needs to be the teacher for the comprehensive course. Articulation with postsecondary programs is encouraged.

- **Recommended Grade Level:** 12
- **Required Prerequisites:** Preparing for College and Careers; 4 credits of introductory and advanced courses related to a student’s pathway
- **Credits:** 2 credits per semester
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

INTERDISCIPLINARY COOPERATIVE EDUCATION 5902 (ICE) Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations are a minimum of fifteen hours per week of work–based learning and approximately five hours per week of school–based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. The following two components must be included as part of the Interdisciplinary Cooperative Education course:

**Related Instruction**, that is classroom based, shall be organized and planned around the activities associated with the student’s individual job and career objectives in a career cluster area/pathway; and shall be taught during the same semesters as the student is receiving on-the-job training. For a student to become occupationally competent and therefore employable, the related instruction should cover in varying proportions: (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies. On the job training is the actual work experience in an occupation in any one of the Indiana College and Career Pathways that relates directly to the student’s career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with predetermined training plans and agreements and who assist in evaluating the student’s job performance. Students in a ICE placement must be paid in accordance with federal and state student employment and cooperative education laws.

- **Recommended Grade Level:** 12
- **Required Prerequisite:** Preparing for College and Careers and a minimum of 4 credits in a logical sequence of courses related to the student’s pathway
- **Credits:** 2 credits per semester
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
WORLD LANGUAGES

FRENCH I 2020 (FREN I) French I, a course based on Indiana’s Academic Standards for World Languages, introduces students to effective strategies for beginning French language learning, and to various aspects of French-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 French-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 French language and culture outside of the classroom.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: None
- Credits: A 2-semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

FRENCH II 2022 (FREN II) French II, a course based on Indiana’s Academic Standards for World Languages builds upon effective strategies for French 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 French-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 French language and culture outside of the classroom.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: French I
- Credits: A 2-semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

FRENCH III 2024 (FREN III) French III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for French 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 French-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 as the application of understanding French language and culture outside of the classroom.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: French I and II
- Credits: A 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

FRENCH IV 2026 (FREN IV) French 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 French-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 French language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native French speakers.

Recommended Grade Level: 12
Recommended Prerequisites: French I, II and III
Credits: A 2 semester course, 1 credit per semester
Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN I 2040 (GER I) German I, a course based on Indiana’s Academic Standards for World Languages, introduces students to effective strategies for beginning German language learning, and to various aspects of German-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 German-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 German language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN II 2042 (GER II) German II, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for German 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 coherent 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 German-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 German language and culture outside of the classroom.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: German I
- Credits: A 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN III 2044 (GER III) German III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for German 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 German-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 German language and culture outside of the classroom.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: German I and II
- Credits: A 2 semester course, 1 credit per semester
• Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN IV 2046 (GER IV) German 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 German-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 German language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native German speakers.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: German I, II and III
- Credits: A 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN V 2048 (GER V) German V, a course based on Indiana’s Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of German-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of German-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student’s own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native German speakers.

- Recommended Grade Level: 12
- Recommended Prerequisites: German I, II, III and IV
- Credits: A 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

LATIN I 2080 (LAT I) Latin I, a course based on Indiana’s Academic Standards for World Languages, introduces students to effective strategies for beginning Latin language learning, and to various aspects of classical Roman culture. This course 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. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students 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. Additionally, students will examine the practices, products and perspectives of classical Roman culture; recognize basic route in 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 Latin language and culture outside of the classroom.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: None
- Credits: A 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

LATIN II 2082 (LAT II) Latin II, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Latin language learning by encouraging the use of the language and cultural understanding for-directed purposes. This course 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. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students 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. Additionally, students will describe the practices, products and perspectives of classical

40
Roman 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 Latin language and culture outside of the classroom.

- **LATIN III** 2084 (LAT III) Latin III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Latin language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course 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 details 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. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. Additionally, students will continue to develop understanding of classical Roman 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 Latin language and culture outside of the classroom.

- **LATIN IV** 2086 (LAT IV) Latin 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. Students will continue to develop presentational skills by giving presentations on cultural topics and presenting culturally authentic material, such as plays. This course emphasizes the continued development of reading and listening comprehension skills, such as guessing meaning in familiar and unfamiliar contexts and using elements of word formation to expand vocabulary and derive meaning. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to practice strategies that facilitate advanced oral and written communication, such as circumlocution. Additionally, students will continue to develop understanding of classical Roman 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 as well as exploration of the use and influence of the Latin language and culture in the community beyond the classroom through activities such as the identification and evaluation of resources intended for those fluent in Latin.

- **SPANISH I** 2120 (SPAN I) Spanish I, a course based on Indiana’s Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH II 2122 (SPAN II) Spanish II, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.
- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Spanish I
- Credits: A 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH III 2124 (SPAN III) Spanish III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.
- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Spanish I and II
- Credits: A 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH IV 2126 (SPAN IV) Spanish IV, a course based on Indiana’s Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student’s own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.
- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: Spanish I, II and III
- Credits: A 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH V 2128 (SPAN V) Spanish V, a course based on Indiana’s Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Spanish-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well
as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Spanish-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student’s own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Spanish speakers.

- Recommended Grade Level: 12
- Recommended Prerequisites: Spanish I, II, III and IV
- Credits: A 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
ADVANCED PLACEMENT courses are rigorous and students can expect a heavier workload in these courses. This may include the completion of an AP summer assignment. Students enrolled in an AP course are expected to take The College Board’s AP course examination in May. Qualifying students may receive financial assistance toward the examination fee. Passing the AP exam earns students a minimum of three college credits or advanced placement in a specific area of study. AP courses are noted on the student’s course request sheet by an “AP” next to the course title. A complete list of the AP courses offered at Reitz is listed below.

- English Language & Composition AP
- English Literature & Composition AP
- Calculus AB AP
- Statistics AP
- Physics I AP
- Biology AP
- Physics I AP
- U.S. History AP
- European History AP
- Psychology AP

COLLEGE CREDIT At Reitz High School, students can take college-level courses to earn both high school and college credit during their regular high school day on the high school campus. These courses are taught by qualified high school instructors and a concurrent enrollment partnership agreement exists between the high school and a postsecondary institution. Reitz High School students have many opportunities to earn both high school and college credit. Reitz has concurrent credit agreements with USI and Ivy Tech. College credit courses are noted on the student’s course request sheet by a “CC” next to the course title. A complete list of college credit courses offered at Reitz is listed below.

- Advanced Speech & Communications CC (3 credits)
- Pre-Calculus/Trigonometry CC (6 credits)
- Economics H CC (3 credits)
- U.S. Government H CC (3 credits)
- German IV CC (3 credits)
- Spanish IV CC (3 credits)
- French IV CC (3 credits)
- PLTW Intro to Engineering Design CC (3 credits)
- PLTW Principles of Engineering CC (3 credits)
- Early Childhood Education I CC (6 credits)
- Digital Applications & Responsibility CC (3 credits)
- Strategic Marketing CC (3 credits)
LATIN

Reitz is the only EVSC school to include Latin in its "World Language" department. We believe the study of Latin will support students with an interest in medicine, law, and horticulture.

FEEL THE HISTORY

Reitz also offers a one-of-a-kind course called "Feel the History" in combination with our English Language and Composition AP course. This course allows students to choose an historical person, place, or event from the Evansville area and complete all the steps necessary to create a 5-15 minute documentary over it. The finished product will be shown on our local PBS station and placed on our "Feel the History" website.

PLTW ENGINEERING

Reitz offers the first (2) years of the PLTW Engineering program. This a national program where teachers must be trained and certified to teach the courses which follow a national curriculum. Students have the opportunity to earn college credit and network with industry members who visit and communicate with the students.

For more information, visit: www.pltw.org
EARLY COLLEGE HIGH SCHOOL

Students attending Early College High School are eligible to receive up to 60 hours of college credit while earning their high school diploma. As a freshman or sophomore, students spend half the day at their home high school and the other half at Ivy Tech Community College. In their junior and senior years, students can select a degree pathway through Ivy Tech Community College. Select courses can be taken at the University of Evansville, as well. Each student is provided with college readiness programs, mentoring, and academic support.

For more information, visit: www.evscschools.com/earlycollege

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

EVSC's International Baccalaureate (IB) program, first developed in 2006, is a comprehensive liberal arts program for high school juniors and seniors and is currently housed at Bosse High School. The program works to foster global understanding, critical thinking, communication and an appreciation of cultural diversity. Created for students who are motivated and desire a rigorous college preparatory education, the IB program includes academic study in six curriculum areas and centers around three unique core requirements, including an extended essay, a theory of knowledge course and volunteering.

For more information, visit: www.evscschools.com/ib

JUNIOR RESERVE OFFICER TRAINING CORPS

JROTC Junior Reserve Officer Training Corps is offered at Harrison High School for half a day, every other day. Students will be scheduled in two additional classes at Harrison to complete a full schedule of classes.

For more information, visit: http://www.edlinesites.net/pages/EVSC/Innovative_Programs/Junior_Reserve_Officer_Training

MEDICAL PROFESSIONS ACADEMY

The Medical Professions Academy (MPA), housed at Central High School, is open to all students entering high school as freshmen who have an interest in pursuing a career in health care or medicine. A core science and English curriculum, paired with hands-on learning, prepares students for post-secondary medical programs. The Medical Professions Academy emphasizes the attainment of skills for future medical professions through inquiry, critical thinking, and effective communication in the context of an integrated curriculum and community partnerships. Project Lead the Way curriculum is used in its classes. Students enrolled in MPA will travel to Central High School for two block periods each day, then return to their home school.

For more information, visit: www.evscschools.com/mpa
The Randall T. Shepard Leadership and Law Academy presents a four year integrated studies program in law and social justice for high school students. The Academy will engage high school students in critical analysis to prepare them for studies relating to law, social justice, American policy and social values while simultaneously earning college credit in public postsecondary universities in Indiana. The Academy, named after Chief Justice of the Indiana Supreme Court and Harrison High School alumnus Randall T. Shepard, is housed at Harrison High School and is a half-day program open to any student in the area. Students will spend half of their school day at the Academy and the other half of their home school. Students enrolled in the program will have the opportunity to publish original research, Skype and meet Chief Justice Shepard, attend guest lectures and seminars, intern with local law firms and much more. In addition, students will have the opportunity to earn college credit upon the completion of the academy.

For more information, visit: www.evscschools.com/shepard

A program in the EVSC which is well established and has been successfully engaging students since its inception in 2006, is the Southern Indiana Career and Technical Center. All of the programs prepare students for high skill, high wage, or high demand careers including 35 of the Hoosier Hot 50 jobs. Students may also receive dual credit for 63 different college courses at six different colleges and universities. Courses include: advanced manufacturing, agricultural education and veterinary science, computer network technology (CISCO), building trades technology, culinary arts, Project Lead the Way engineering, graphic communication/digital media technology, health sciences, public safety/law enforcement/fire safety, telecommunication, and transportation technology.

For more information, visit: www.evscschools.com/sictc
Athletic Eligibility
A Basic Guide for Schools, Students and Parents

To Students
- **Your high school years** will provide some of the most memorable and enjoyable moments you will ever experience.
- **Competition** in interschool athletics is a once-in-a-lifetime experience, which will influence you forever. Your participation in high school athletics is dependent on your eligibility.
- **Keep** that eligibility. Read the following summary of Indiana High School Athletic Association rules which govern your participation.
- **Review** the rules with your parents/guardians. Ask questions of your principal, athletic director/s and coaches.

To Parents
- **The value** of participating in athletics has been well documented. Participants earn better grades, have better attendance and have a greater chance for success in later life than non-participants.
- **Students must** meet certain standards in order to maintain the privileges of competition.
- **Review** the following rules with your son or daughter. Your role in stressing and supporting the value of following these rules cannot be emphasized enough.

From the IHSAA
The Indiana High School Athletic Association has been the governing body of high school athletics in our state since 1903. Your school is a voluntary member of the IHSAA and has agreed to follow its rules. Both your school and the IHSAA believe in equal competition among schools and the close relationship between academics and athletics. The IHSAA rules listed in this brochure are only a summary of some of the regulations affecting student eligibility. All rules are found in the IHSAA By-Laws and Articles of Incorporation. Your principal and athletic director/s have copies and an on-line version also is located at [www.ihsaa.org](http://www.ihsaa.org)

You are eligible if:
1. **Age**
   - You do not turn 20 years old prior to or on the scheduled date of the IHSAA State Finals tournament in a sport.
2. **Amateurism**
   - You have not played under an assumed name.
   - You have not accepted money or merchandise directly or indirectly from athletic participation.
   - You have not signed a professional contract in that sport.
3. **Awards and Gifts**
   - You have not received in recognition for your athletic ability any award that is not approved by your high school principal or the IHSAA.
   - You have not used or accepted merchandise as an award, prize, gift or loan or purchase such for a token sum.
   - You have not accepted awards, medals, recognitions, gifts and honors from colleges/universities or their alumni.
4. **Conduct and Character**
   - You have not conducted yourself in or out of school in a way which reflects discredit on your school or the IHSAA.
   - You have not created a disruptive influence on the discipline, good order, moral and educational environment in your school.
5. **Consent and Release Certificate**
   - You have the completed certificate (physical form) on file with your principal each school year, between April 1 and your first practice.
6. **Enrollment**
   - You enrolled in a school during the first 15 days of a semester.
   - You have not been enrolled more than four consecutive years, or the equivalent (e.g. 8 semesters or 12 tri-mesters, etc.), beginning with grade 9.
   - You have not represented a high school in a sport for more than four years.
7. **Illness and Injury**
• You are absent 5 to 10 or more consecutive school days due to illness or injury, and have participated in at least 4 separate days of practice prior to competing.
• You are absent 10 or more consecutive school days due to illness or injury, and have participated in at least 6 separate days of practice prior to competing.

8. Participation
a. During Contest Season
• You do not participate in try-outs or demonstrations of athletic ability in that sport as a prospective post-secondary school student-athlete.
• You do not participate in a practice with or against players not belonging to your school.
• You do not participate in a non-school-sponsored contest without an approved waiver.
• You do not attend a non-school camp.
• You do not attend and participate in a student-clinic.

b. During School Year Out-of-Season
• You do not participate in a team sport contest as a member of a non-school team where there are more than the following number of students listed below in each sport, including incoming freshmen, who have participated the previous year in a contest as a member of their school team in that sport.
  - Basketball - 3
  - Baseball - 5
  - Football - 6
  - Volleyball - 3
  - Softball - 5
  - Soccer - 6
• You do not receive instruction in a team sport from individuals who are members of your high school coaching staff (Exception: open facility).
• You do not participate in a non-school contest that required participation during school time, without gaining approval by the school principal or his/her designee.

c. During Summer
• You do not attend any school-sponsored fall sports camp and/or clinic after Monday of Week 4 (See your athletic director for specific dates).
• You do not attend any non-school camp and/or clinic after Monday of Week 7 (See your athletic director for specific dates).

9. Practice
• You have completed the required number of separate days of organized practice in your sport under the direct supervision of the high school coaching staff in your sport preceding participation in a contest.

10. Scholarship
• You passed 70% of the full credit subjects or the equivalent that a student can take in your previous grading period. Semester grades take precedence.
• You are currently enrolled in 70% of the full credit subjects or the equivalent that a student can take.

11. Transfer
• You do not transfer from one school to another primarily for athletic reasons.
  a. You are entering the 9th grade for the first time.
  b. You are transferring from a school district or territory with a bona fide move by your parents.
  c. You are a ward of the court.
  d. You are an orphan.
  e. Your former school closed.
  f. Your former school is not an IHSAA member school and is not accredited by the state accrediting agency in the state where the school is located.
  g. Your transfer was pursuant to school board mandate for redistricting.
  h. You enrolled and/or attended, in error, a wrong school.
  i. You transferred from a correctional school.
  j. You are emancipated, as defined by the IHSAA.
  k. You did not participate in any contests as a representative of another school during the preceding 365 days.
  l. You return to an IHSAA member school from a non-member school and reside with the same parent/s or guardian/s.
  m. You transfer to a member boarding school with a corresponding move from the residence of your parent/s or you transfer from a member boarding school with a corresponding move to the residence of your parent/s.
  n. You are a qualified foreign exchange student attending under an approved CSIET program, who has attended a member school for less than one year.
  o. Your parent or legal guardian accepted a licensed or certified position at the school you are transferring to.

12. Undue Influence
• You, your parents or guardians have not been influenced by any person to secure you as a student at a member school.

7/15-425 g/printing/misc/poster/eligibility-brochure.doc
Please visit the following website for more information:


www.eligibilitycenter.org