Dear Fort Wayne Community Schools students, staff and parents,

I am pleased to present the 2019-2020 High School Course Handbook. This publication describes the Fort Wayne Community high school graduation requirements and various options for earning credit toward a high school diploma in FWCS. It has been developed as a resource serving two purposes: the first is to inform students and parents about the requirements for earning a diploma and the second is to outline the courses, policies and procedures to support students in meeting those requirements. Local boards of education have the flexibility to establish high school graduation requirements that meet or exceed these minimum requirements. We hope this information will be valuable to you.

The mission of FWCS is to educate all students to high standards, enabling them to become productive, responsible citizens. For students to reach and succeed their academic potential, it is important that we provide equitable and rigorous courses that align with current graduation pathways.

At FWCS, We Are Your Schools. We are committed to supporting our students so each of them are career and/or college bound upon graduation completion.

Yours in Education,

Jennifer Mable
Director of Curriculum, Assessment and Instruction

MISSION

Fort Wayne Community Schools educates all students to high standards enabling them to become productive, responsible citizens.

VISION

Fort Wayne Community Schools will be the school system of choice and a source of community pride.
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## STUDENT REQUEST FOR COLLEGE CREDIT

## CAREER AND TECHNICAL EDUCATION REGISTRATION FORM

## REQUEST FOR PASS/FAIL GRADING OPTION
## 2019-2020 HIGH SCHOOL CONTACT INFORMATION

<table>
<thead>
<tr>
<th>SCHOOL PHONE NUMBER</th>
<th>CONTACT</th>
<th>TITLE</th>
</tr>
</thead>
</table>
| **Career Academy at Anthis**  
260-467-1010 | Jesse Webb  
Grady Pruitt  
Tamara Searer-Jenkins | Principal  
Assistant Principal, Curriculum & Scheduling  
Guidance Coordinator |
| **North Side**  
260-467-2800 | David West  
Ashley Finneran  
Matt Liepold | Principal  
Assistant Principal, Curriculum & Scheduling  
Guidance Coordinator |
| **Northrop**  
260-467-2300 | Jason Witzigreuter  
Nick Sharin  
Cleve Million | Principal  
Assistant Principal, Curriculum & Scheduling  
Guidance Coordinator |
| **Snider**  
260-467-4600 | Chad Hissong  
Angela Huffman  
Adrienne Shroyer | Principal  
Assistant Principal, Curriculum & Scheduling  
Guidance Coordinator |
| **South Side**  
260-467-2600 | Adam Swinford  
April Castator  
Christina McKinnis | Principal  
Assistant Principal, Curriculum & Scheduling  
Guidance Coordinator |
| **Wayne**  
260-467-6400 | John Houser  
Chuck DeFord  
Ron Wilkins | Principal  
Assistant Principal, Curriculum & Scheduling  
Guidance Coordinator |
<table>
<thead>
<tr>
<th></th>
<th>Core 40</th>
<th>Technical Honors</th>
<th>Academic Honors</th>
<th>Graduation Pathways (Beginning with class of 2023)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>6</td>
<td>6</td>
<td>8 (Algebra I, Geometry, Algebra II plus additional Core 40 math credits)</td>
<td>6 (Algebra I, Geometry, Algebra II)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6 (Biomedicine, Physics, or ICP plus any 2 additional Core 40 science credits)</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6 (U.S. History, U.S. Government, Economics, and World History or Geography and History of the World)</td>
</tr>
<tr>
<td><strong>World Language</strong></td>
<td>0</td>
<td>0</td>
<td>6 or 8 (6 credits in 1 language or 4 credits in 2 languages)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Health &amp; Wellness</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Directed Electives</strong></td>
<td>5</td>
<td>6 (Career Pathway)</td>
<td>0</td>
<td>5 (World Language, Fine Arts, or CTE)</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>6</td>
<td>12</td>
<td>6 or 8</td>
<td>6</td>
</tr>
<tr>
<td><strong>Minimum Number of Credits to Graduate</strong></td>
<td>40</td>
<td>47</td>
<td>47</td>
<td>40</td>
</tr>
</tbody>
</table>

**Additional Requirements**

- Complete the course requirements outlined above
- **AND** pass Graduation Qualifying Assessment
- **AND** complete approved Career Pathway
- **AND** earn a "C" or better in all THD classes
- **AND** earn an overall GPA of "B" or higher
- **AND** earn one of the following:
  - a career certification/credential;
  - 6 transcripted college (dual) credits
- **AND** one of the following:
  - any one of the AHD criteria;
  - qualifying scores on the WorkKeys;
  - qualifying scores on the Compass

- Complete the course requirements outlined above
- **AND** pass Graduation Qualifying Assessment
- **AND** earn a "C" or better in all AHD classes
- **AND** earn an overall GPA of "B" or higher
- **AND** complete one of the following:
  - earn 4 credits in 2 or more AP courses;
  - earn 4 credits in IB courses;
  - earn 6 transcripted college (dual) credits;
  - score 1250 or higher on the SAT with 560 or higher on math section and 590 or higher on Read/Writing section; OR
  - score 26 or higher composite score on the ACT and complete the ACT writing section

- Complete the course requirements outlined above
- **AND** complete one of the following:
  - a Work-Place Experience
  - a Project-Based Learning Project; OR
  - a Service Learning Experience
- **AND** achieve one of the following:
  - current Honors Diploma Requirements;
  - an industry credential;
  - a Career Pathway Concentration;
  - a career apprenticeship;
  - a locally created pathway approved by SBOE;
  - a "C" average or higher in 3 or more college level courses (AP/IB/Dual Credit/Cambridge International); OR
  - achieve a qualifying score on one of the following: SAT, ACT, ASVAB, or CLEP
Graduation Pathways Checklist

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Pathways Completed</th>
<th>Graduation Date</th>
</tr>
</thead>
</table>

1) Indiana Diploma Designation
- General
- Academic Honors
- Core 40
- Technical Honors
- IB

*Indicate which diploma credit & curricular requirements, including additional local requirements, student met. Note that students with an IEP are not required to meet locally required credits beyond state requirements.

2) Employability Skills
- Project-Based Learning Experience
- Service-Based Learning Experience
- Work-Based Learning Experience

Experience Summary:

Validation:
- Student Work Product
- School validation

3) Postsecondary-Ready Competencies

- Academic or Technical Honors Diploma Designation
- ACT Eng: ________ (18*) Rdg: ____ (22*)
  Math: ________ (22*) Science: ________ (23*)
- SAT ERW: ________ (480*) Math: ____ (530*)
- ASVAB AFQT Score: ________
- State- and Industry-recognized Credential or Certification:
- Federally-recognized Apprenticeship
- Career-Technical Education Concentrator
  Pathway: ________________________________
  Course: ________________ Grade ______
  Course: ________________ Grade ______
  Course: ________________ Grade ______
  Course: ________________ Grade ______
  Course: ________________ Grade ______
  Avg. Grade ______ (must be C avg. or above)
- **AP/IB/Dual Credit/Cambridge International courses or CLEP Exams:
  Course/Exam: ________________ Grade ______
  Course/Exam: ________________ Grade ______
  Course/Exam: ________________ Grade ______
  Avg. Grade ______ (must be C avg. or above)
- Locally Created Pathway __________________
- Waiver (criteria/checklist p. 2)

*College-ready benchmarks set by the ACT and College Board for the 2017-18 school year. These scores are fluid and subject to change.

**If using AP/IB/dual Credit, either: 1 of the 3 courses must be in core content area OR all 3 must be part of a defined curricular sequence.

Quick Reference

Diploma Requirements met: Yes No
Employability Skills Demonstrated: Yes No
Postsecondary-Readiness Met: Yes No
Postsecondary-Readiness Waiver Criteria Met: Yes No

Graduation Pathways Completed: Yes No
### APPLIED SKILLS CERTIFICATE OF COMPLETION

A Certificate of Completion is an option for special education students with a significant cognitive disability. Students who are working toward a Certificate of Completion participate in graduation ceremonies with their general education peers and there is no distinction made between a diploma and certificate at the ceremonies. Vocational programs are available within the certificate of completion for students beginning in their freshman year. Students participate in a variety of job shadowing/training experiences while building a resume of employable job skills.

Students working towards a certificate of completion do not take the regular state assessment and will not need to meet the requirements for the graduation pathways. Students working towards a certificate of completion will be assessed on the alternate assessment, IAM, by their teacher of record. Students who have not earned a regular high school diploma may continue their education in the Young Adult Transition (YAT) Program or other adult education programs through the school year in which the student turns age twenty-two (22).

### Indiana Certificate of Completion

Effective with the students who enter high school in 2018-19 school year (class of 2022)

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP).

Minimum total 40 credits/applied units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned and special education courses in which non-credit applied units are earned.

<table>
<thead>
<tr>
<th>English/Language Arts</th>
<th>8 credits/applied units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including a balance of literature, composition, vocabulary, speech/communication</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>4 credits/applied units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. Student must take a math or applied math course each year in high school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>4 credits/applied units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including a balance of physical, earth/nature, life, engineering and technology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>4 credits/applied units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including a balance of history, civics and government, geography, economics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>2 credits/applied units</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Health &amp; Wellness</th>
<th>1 credit/applied unit</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Employability</th>
<th>10 credits/applied units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job exploration, work or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, work place), portfolio creation, intro to post-secondary options.</td>
<td></td>
</tr>
<tr>
<td>Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self advocacy.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>7 credits/applied units</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Certificate of Completion Transition Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students earning a certificate of completion fulfill at least one of the following (aligned with transition goals):</td>
</tr>
<tr>
<td>1. Career Credential: Complete an industry-recognized certification, one-year certificate or state-approved alternative</td>
</tr>
<tr>
<td>2. Career Experience: Complete project- or work-based learning experience or part time employment</td>
</tr>
<tr>
<td>3. Work Ethic Certificate: Earn a Work Ethic Certificate (criteria to be locally determined)</td>
</tr>
<tr>
<td>4. Other Work Related Activities: As determined by the case conference committee</td>
</tr>
</tbody>
</table>

Mirrors regular diploma requirements (minimum 40 applied units or credits with emphasis on academics)

Employability Skills are an integral part of the plan

Transition portfolio is a requirement

Can be earned through any combination of applied units and credits Aligned with Statewide Assessment (IAM or ILEARN)
<table>
<thead>
<tr>
<th>FWCS Course #</th>
<th>*Local Course Title</th>
<th>Credit/Unit</th>
<th>FWCS Course #</th>
<th>*Local Course Title</th>
<th>Credit/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAHE140102</td>
<td>Applied English 9</td>
<td>1</td>
<td>LAHE140102</td>
<td>Applied English 9</td>
<td>1</td>
</tr>
<tr>
<td>MAHA140102</td>
<td>Applied Algebra</td>
<td>1</td>
<td>MAHA140102</td>
<td>Applied Algebra</td>
<td>1</td>
</tr>
<tr>
<td>SSHG140102</td>
<td>Applied Geography &amp; History W</td>
<td>1</td>
<td>SSHG140102</td>
<td>Applied Geography &amp; History W</td>
<td>1</td>
</tr>
<tr>
<td>FCHPC40302</td>
<td>Applied Prep for College/Careers</td>
<td>1</td>
<td>FCHPC40302</td>
<td>Applied Prep for College/Careers</td>
<td>1</td>
</tr>
<tr>
<td>0500A</td>
<td>Basic Skills Development</td>
<td>1</td>
<td>0500A</td>
<td>Basic Skills Development</td>
<td>1</td>
</tr>
<tr>
<td>FCHI140302</td>
<td>Applied Interpersonal Relations</td>
<td>1</td>
<td>FCHI140302</td>
<td>Applied Interpersonal Relations</td>
<td>1</td>
</tr>
<tr>
<td>HEHH140302</td>
<td>Applied Health and Wellness</td>
<td>1</td>
<td>PEHP140302</td>
<td>Applied PE I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Cumulative Credit/Units</strong></td>
<td><strong>7</strong></td>
<td></td>
<td><strong>Cumulative Credit/Units</strong></td>
<td><strong>14</strong></td>
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</table>

**Sophomore Year - Fall 2020**

<table>
<thead>
<tr>
<th>FWCS Course #</th>
<th>*Local Course Title</th>
<th>Credit/Unit</th>
<th>FWCS Course #</th>
<th>*Local Course Title</th>
<th>Credit/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAHE240102</td>
<td>Applied English 10</td>
<td>1</td>
<td>LAHE240102</td>
<td>Applied English 10</td>
<td>1</td>
</tr>
<tr>
<td>MAHG140102</td>
<td>Applied Geometry</td>
<td>1</td>
<td>MAHG140102</td>
<td>Applied Geometry</td>
<td>1</td>
</tr>
<tr>
<td>SSSI140302</td>
<td>Applied Indiana Studies</td>
<td>1</td>
<td>SSSI140302</td>
<td>Applied Indiana Studies</td>
<td>1</td>
</tr>
<tr>
<td>FCHPC40302</td>
<td>Applied Prep for College/Careers</td>
<td>1</td>
<td>FCHPC40302</td>
<td>Applied Prep for College/Careers</td>
<td>1</td>
</tr>
<tr>
<td>0500A</td>
<td>Basic Skills Development</td>
<td>1</td>
<td>0500A</td>
<td>Basic Skills Development</td>
<td>1</td>
</tr>
<tr>
<td>SCHB140102</td>
<td>Applied Biology</td>
<td>1</td>
<td>SCHB140102</td>
<td>Applied Biology</td>
<td>1</td>
</tr>
<tr>
<td>HEHH140302</td>
<td>Applied Health and Wellness</td>
<td>1</td>
<td>PEHP240302</td>
<td>Applied PE II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Cumulative Credit/Units</strong></td>
<td><strong>21</strong></td>
<td></td>
<td><strong>Cumulative Credit/Units</strong></td>
<td><strong>28</strong></td>
</tr>
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</table>

**Junior Year - Fall 2021**

<table>
<thead>
<tr>
<th>FWCS Course #</th>
<th>*Local Course Title</th>
<th>Credit/Unit</th>
<th>FWCS Course #</th>
<th>*Local Course Title</th>
<th>Credit/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAHE340102</td>
<td>Applied English 11</td>
<td>1</td>
<td>LAHE340102</td>
<td>Applied English 11</td>
<td>1</td>
</tr>
<tr>
<td>BEHM140102</td>
<td>Applied Business Math</td>
<td>1</td>
<td>BEHM140102</td>
<td>Applied Business Math</td>
<td>1</td>
</tr>
<tr>
<td>SSSI140102</td>
<td>Applied US History</td>
<td>1</td>
<td>SSSI140102</td>
<td>Applied US History</td>
<td>1</td>
</tr>
<tr>
<td>5394A</td>
<td>Applied Career Exploration Internship</td>
<td>1</td>
<td>5394A</td>
<td>Applied Career Exploration Internship</td>
<td>1</td>
</tr>
<tr>
<td>0500A</td>
<td>Basic Skills Development</td>
<td>1</td>
<td>0500A</td>
<td>Basic Skills Development</td>
<td>1</td>
</tr>
<tr>
<td>SCHS140102</td>
<td>Applied Earth Space Science</td>
<td>1</td>
<td>SCHS140102</td>
<td>Applied Earth Space Science</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>1</td>
<td></td>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Cumulative Credit/Units</strong></td>
<td><strong>35</strong></td>
<td></td>
<td><strong>Cumulative Credit/Units</strong></td>
<td><strong>42</strong></td>
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</tbody>
</table>

**Senior Year - Fall 2022**

<table>
<thead>
<tr>
<th>FWCS Course #</th>
<th>*Local Course Title</th>
<th>Credit/Unit</th>
<th>FWCS Course #</th>
<th>*Local Course Title</th>
<th>Credit/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAHE440102</td>
<td>Applied English 12</td>
<td>1</td>
<td>LAHE440102</td>
<td>Applied English 12</td>
<td>1</td>
</tr>
<tr>
<td>SSSHE140302</td>
<td>Applied Economics</td>
<td>1</td>
<td>SSSHE140302</td>
<td>Applied Economics</td>
<td>1</td>
</tr>
<tr>
<td>5394A</td>
<td>Work Based Learning Capstone</td>
<td>1</td>
<td>5394A</td>
<td>Work Based Learning Capstone</td>
<td>1</td>
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<tr>
<td>5394A</td>
<td>Work Based Learning Capstone</td>
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<td>Work Based Learning Capstone</td>
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</tr>
<tr>
<td>SCHH140102</td>
<td>Applied Physical Science</td>
<td>1</td>
<td>SCHH140102</td>
<td>Applied Physical Science</td>
<td>1</td>
</tr>
<tr>
<td>0500A</td>
<td>Basic Skills Development</td>
<td>1</td>
<td>0500A</td>
<td>Basic Skills Development</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Cumulative Credit/Units</strong></td>
<td><strong>49</strong></td>
<td></td>
<td><strong>Cumulative Credit/Units</strong></td>
<td><strong>56</strong></td>
</tr>
</tbody>
</table>

*NOTE: The Local Course Title for the Applied Courses Should be the same as the DOE Course Title*
Fort Wayne Community Schools uses a universal grading scale throughout the district. The chart below shows the grading scale used by all teachers.

**Letter Grade** | **Percent** | **HS GPA Quality Points** | **Key Points**
--- | --- | --- | ---
A+ | 98 - 100 | 4.33 | 12
A | 95 - 97 | 4.00 | 11
A- | 93 - 94 | 3.67 | 10
B+ | 90 - 92 | 3.33 | 9
B | 86 - 89 | 3.00 | 8
B- | 84 - 85 | 2.67 | 7
C+ | 81 - 83 | 2.33 | 6
C | 77 - 80 | 2.00 | 5
C- | 75 - 76 | 1.67 | 4
D+ | 73 - 74 | 1.33 | 3
D | 71 - 72 | 1.00 | 2
D- | 70 | 0.67 | 1
F | 69 and below | 0 | 0

**KEY POINTS**

- Grades are determined based on demonstrated performance and do not include extra credit, behavior, attendance or work habits. Only assessments measuring what a student knows according to course standards shall be included in calculating the grade.
- Non-academic factors (for example: behavior, attendance, attitude, punctuality and effort) are important and contribute to a student’s achievement but will not be a part of the academic grade. Two non-academic factors, work ethic and behavior, will be evaluated and reported on separately for each course on mid-term and final grade reports, in addition to course-by-course attendance and tardy information recorded.
- Academic formative assessments will account for 20 percent of a student’s course grade. Practice assessments include activities such as teacher observations, quizzes, homework, rough drafts, peer editing and notebook checks. Homework is a type of formative assessment, and formative assessment in total must count for 20 percent of student’s final grade.
- Summative assessments will account for 80 percent of the student’s course grade. Summative assessments are cumulative in nature and typically include unit tests, common assessments, semester exams and culminating projects, demonstrations, exhibitions, papers and labs.
KEY POINTS (CONT’D)

- Students will be expected to complete missing coursework. Late coursework will be accepted as long as there is still an opportunity to learn from it and it occurs during the unit of study. There will be a one unit (e.g., from 12 to 11) reduction in the coursework grade per day if the assignment is turned in past the due date, after which the student will receive a zero. Exceptions may occur at the teacher’s/principal’s discretion for prolonged absences or for coursework for which a due date for the work is irrelevant.
- Students will be given opportunities to redo/revise coursework within the unit of study as mastery of material is what is important, not (within reason) when mastery occurs.
- Students must show they have completed some type of corrective (independent practice, peer tutoring, study-guides, additional reading or coursework, a review in class, etc.) before they will be afforded an opportunity to attempt an alternative assessment.
- Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework or assessment but will replace the original student score.

WEIGHTED GRADING SYSTEM

The weighted grading system is intended to reward and recognize academic rigor. In the weighted system, identified courses, such as Advanced Placement and college credit classes, will be weighted more heavily than other courses. The following guidelines will apply:

- Each identified course will carry an add-on of .025 for each semester when a grade of “C-” or higher is received.
- The add-on will be automatic and will be reflected on the transcript and in class rank.
- Students transferring from outside FWCS with GPA’s weighted from other schools will receive credit according to FWCS regulation only.

Identified courses for weighted grading credit at FWCS High Schools are all Advanced Placement courses and courses taken through SBP or Collegiate Connection or other college courses, which have been approved for weighted grading credit. To find out which classes have weighted grades, contact your high school guidance counselor.
HIGH SCHOOL CREDITS EARNED IN MIDDLE SCHOOL

If a student completed any of the following high school courses at middle school then one credit for each semester may be included on the high school transcript. A request for credit form can be obtained from the high school guidance office. Students must submit the request by the end of their sophomore year. If the signed request is not submitted in the designated time period, no high school credit will be awarded.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
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<tbody>
<tr>
<td>Algebra I (MA1890)</td>
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<tr>
<td>Algebra II (MA1850)</td>
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<tr>
<td>Introduction to Business (BE1820)</td>
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<tr>
<td>Spanish I (WL2120)</td>
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<td>Spanish II (WL2122)</td>
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<tr>
<td>French I (WL2020)</td>
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<tr>
<td>French II (WL2022)</td>
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</tbody>
</table>

The completion of Core 40 is an Indiana graduation requirement. 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 student 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.

General Diploma

- Eighth grade students earning a C- or higher in Algebra I or Algebra II will have their grade rolled over onto their high school transcript. If a student receives a D+, D, or D- and wants the course listed on their transcript the student must complete a Request for High School Credit for a Middle School Course form, which can be found in the back of this handbook on page 86, to have the credit transferred onto their high school transcript. These credits do not count as part of the 6 required mathematics credits to earn a Core 40 Diploma or the 8 required mathematics credits to earn an Academic Honors Diploma. Instead, they will count as elective credits.
- If students retake Algebra I or Algebra II in high school to earn a higher grade or because they did not pass it in middle school, then the credits will count as mathematics credits toward the Core 40 Diploma. If students retake Algebra I or Algebra II, then their previous grade from middle school will still show on their transcript, but it will not be figured into their GPA; only the new grade earned in high school will be calculated.
- Mathematics courses taken before Grade 9 may not count toward the six mathematics credits required for graduation. Therefore, Algebra I or Algebra II (or higher-level mathematics courses) taken before ninth grade will count as elective credits, not mathematics credits. Students must earn a minimum of six mathematics credits in grades 9-12. All six credits must be earned while a student is enrolled in grades 9-12.

All Diplomas

- World language courses count as a Directed Elective or Elective for all diplomas and may be used to fulfill the world language requirement for the Academic Honors, Core 40 diploma.

If a student does not want credit(s):

- A student may elect to have their World Language/Business course included on their middle school transcript, while opting out of having the credit included on their high school transcript.
SCHEDULING POLICIES AND PROCEDURES

Steps for Student Scheduling

- Parents and students should review the FWCS Course Description Handbook and complete the course selection sheet prior to the student meeting with a guidance counselor.
- Students will finalize selections with a counselor.
- Schedule changes will be made once tentative schedules have been distributed. Changes will be made during indicated times.
- All students are expected to attend registration.

Schedule Change Policy

Students and parent/guardian should be advised that schedule changes would be made only for the following reasons:

- A need to balance classes
- Errors made by the school in developing the schedule
- Medical reason with proper documentation
- Request to take courses to qualify for Core 40 or Academic Honors Diploma (AHD)
- Failure of a course required for graduation
- Failure to have the required prerequisite
- Student requests to attend full year rather than be a January graduate

The rationale for adhering to the above reasons for a schedule change is based on the expectation that the parent/guardian and student have carefully studied the FWCS Course Description Handbook in choosing the appropriate student program. Occasionally, there will be individual situations that arise which will need to be reviewed by a guidance counselor to determine whether a schedule change is needed. The student’s teacher, parent/guardian, and guidance counselor will consider these situations. A recommendation will be made to the assistant principal or the principal who will make the final decision.

Withdrawal from a Course

1. During registration in July, a student may request to withdraw from a course without penalty.

2. After the first week (five school days) of the semester, should the student wish to withdraw, the classroom teacher determines the status of the student’s grade at the time of withdrawal. The teacher may:

   - Choose to allow the student to withdraw without penalty. In such case, the student may be in the wrong level of a course or incapable of completing the requirements of the course because of extended illness. “WP” (Withdrawal Passing) is shown on the permanent record, and the course is not computed into the grade-point average (GPA).
   - Choose to assess a penalty grade for the semester with a “WF” (Withdrawal Failing) grade. The “WF” grade may be assessed when, in a teacher’s judgment, the student is capable of completing course requirements. A “WF” grade is computed into the student’s grade-point average as an “F” for the semester and is shown on the permanent record.

3. All schedule changes initiated by the student, such as level changes in Mathematics and English, are not considered as course withdrawals but should be requested during the first nine (9) weeks of classes in a new semester. This should be approved in collaboration with the present teacher, the new teacher of the subject area, as well as a guidance counselor and principal designee.

4. All discussion of withdrawal from a class must begin with the student, the classroom teacher and the student’s parent/guardian.

5. Occasionally, there will be situations that arise which will need to be reviewed by a guidance counselor to determine whether a schedule change is needed after the first week (five school days) deadline. These situations will be reviewed on an as-need basis. This may include changes to an Individual Education Plan (IEP).
Repeating Courses

The rationale for repeating a class is limited to improving the student’s understanding and achievement and/or improving the student’s ability to meet post-secondary goals. The transcript will show all grades, including both the original class and the second (retaken) course, with the higher of the two grades included in the GPA.

Students may retake a high school course if any of the following conditions are present:

- A student may be recommended by his/her guidance counselor to repeat a passed course for better understanding when the student is not adequately prepared for the next related course in the series.

To improve a grade of any kind the requirements are:

- A student must have a grade of not lower than a C- in any course qualifying for the AHD (except the course to be repeated), and an overall GPA of 3.0 (B). When students meet the criteria and request to repeat a course in the next possible semester, the student, the student’s parents or guardians, and the counselor will make the decision. If the criteria are not met or there is a lapse of time before the student asks to repeat a course, the final decision to repeat a course will be made by the school principal.

Home school Transfer Procedure

This procedure implements Board Policy 5463, Transfer Credits. Fort Wayne Community Schools will evaluate the transcripts of students transferring into FWCS from a home school to determine appropriate courses and grade levels. Students in grades K-8 will be placed in age appropriate classrooms. For students in grades 9-12, FWCS will convene a committee consisting of the principal, department chair, a member of the student’s family, and an employee from the Community Engagement and Curriculum, Assessment and Instruction departments, as well as an employee of the Level Office to evaluate and determine course completion from the home school transcript and FWCS course enrollment. In addition to transcripts, parents must provide evidence to support their student’s completion of coursework; examples include textbooks, curriculum materials, correspondence program names and contacts, and transcripts from colleges.

Procedure:

1. Parents shall submit any and all pertinent materials, including but not limited to Indiana home school registration numbers, test results, attendance records, and the curriculum used by the home school.
2. FWCS will share the transcript prior to meeting and will have the committee review the transcript and the possible DOE Course Codes that could align to the courses already taken.
3. Committee members will cross-reference the transcript with the parent-requested grade-level checklist.
4. The committee will evaluate any standardized assessment scores examples – IOWA, Stanford 10, California Achievement Test, PSAT, SAT, ACT, etc.
5. If the student has not been administered a standardized assessment, then an approved achievement test consistent with the grade level expected for the student age shall be administered by a certified Fort Wayne Community Schools employee (IDOE suggestion and local decision; could be an interim assessment).
6. The committee will make a decision on what, if any, credit is to be given work done in the home school. Grades must be assigned to those courses that meet the General, Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diploma requirements.
Public, Private, and Charter School Transfer Procedure

This procedure implements Board Policy 5463, Transfer Credits. When a new or returning student enters Fort Wayne Community Schools, guidance coordinators and/or counselors will work to ensure that students are enrolled in the appropriate classes based on the prior coursework in other schools. High school guidance coordinators and/or counselors as well as registrars will follow the steps below to ensure that new students are enrolled in the correct classes. According to Indiana Code (20-32-2-10), a school in Indiana receiving a request for enrollment documentation shall send the records promptly to the requesting school. In addition, if a parent of a child who has enrolled in an accredited nonpublic school is in breach of a contract that conditions release of student records on the payment of outstanding tuition and other fees, the accredited nonpublic school shall provide a requesting school sufficient verbal information to permit the requesting school to make an appropriate placement decision regarding the child.

Procedure:

1. Upon enrollment, a student’s transcript is provided to school from a parent/guardian or from another school the student was enrolled in.
2. A FWCS guidance coordinator and/or counselor will review the transcript, complete the diploma track checklist and align courses with accurate IDOE Course Codes. If the student is enrolling from a private school and a transcript was not provided, the coordinator or counselor will contact the private school to obtain a copy. If the private school is not able to provide transcripts, the coordinator or counselor shall contact Curriculum Coordinator, Amelia Pflieger at x 72121 either by phone or email and provide the following:
   - Student name
   - The name of the school the student is transferring from
   - Person you spoke to at the school about the transcript
3. The guidance coordinator and/or counselor will provide the transcript with accurate IDOE Course Codes to the registrar to enter into PowerSchool.
4. The guidance coordinator and/or counselor will work with the parents to share the diploma track checklist to determine what grade the student should be enrolled in and the courses the student should take to be on track for the diploma of their choosing.
ADVANCED PLACEMENT, DUAL CREDIT AND COLLEGE CREDIT

There are three avenues through which students can earn college credit:

1. College credit can be earned through enrolling in an Advanced Placement or International Baccalaureate standard level (South Side High School) classes and then taking the corresponding examination at the end of the course. On AP examinations, students who earn at least a 3 on the AP Exam will earn college credit at any state school in Indiana (examples – Purdue University, Indiana University). In addition, any student may take an AP exam, even if they have never taken the class to support the AP exam. Cost for taking the AP exam without the support of the class is the student’s responsibility.

2. Students may enroll in college courses with reduced tuition through a School Based Program (SBP) taught by FWCS faculty who are adjunct professors through a local college. Yearlong courses earn one high school credit per semester.

3. Students may enroll in college courses on a college campus if the course they intend to take is not available at the student’s school. Students may schedule this as part of their school day, or classes may be taken before, after school, or in the summer. Students must seek prior approval from the high school guidance counselor by completing the Student Request for College Credit form (found in the back of this handbook). The Student Request for College Credit form must be received by the Curriculum, Assessment, and Instruction department no later than the last date for a full refund at the college the student is requesting to attend. Courses earn 1 high school credit per semester.

Most college credits are transferable to Indiana colleges and universities. However, the courses may be counted as electives and not as the specific course as listed on the student’s college transcript. It is the student’s responsibility to know and understand how their college credits taken in high school transfer to the college they attend after high school. Students may also enter an early college program where a combination of the above options can be used to allow students to earn an associate’s degree while completing high school. It is important for students and parents to check with the university or college in which your student is enrolled or considering enrollment to validate any dual credit.

Students must enroll in any college credit programs according to the individual institution’s qualifications. Information about the dual enrollment programs at the colleges and universities can be found on their web pages linked below.

Advanced Placement and International Baccalaureate Courses – see your high school counselor

Purdue University, Fort Wayne  www.pfw.edu

Ivy Tech, Fort Wayne  https://www.ivytech.edu/dual-credit/

Vincennes University  https://www.vinu.edu/dual-credit

Indiana Tech  https://admissions.indianatech.edu/early-start/dual-credit/

Trine University  https://www.trine.edu/academics/academic-programs/dual-enrollment/index.aspx
AP 2-D Art and Design (4050)  
VAHTP90100  St Art 2D Design Portfolio AP 1  
VAHTP90200  St Art 2D Design Portfolio AP 2  
Recommended Grade Levels: 11 and 12  
Recommended Prerequisites: Advanced Laboratory 2-D visual arts courses.  
Credits: 2 semester course, 1 credit per semester  

AP 2-D Design is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: 2-Dimensional Design, 3-Dimensional Design, and Drawing. The AP Art portfolios are designed for students who are seriously interested in the practical experience of art. The portfolios correspond to most college foundation courses. Students submit portfolios for evaluation at the end of the school year. Students may choose to submit any or all of the Drawing, 2-Dimensional Design, or 3-Dimensional design portfolios. AP Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. The portfolio will have two sections: Sustained Investigation and Selected works. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective all diplomas.

AP Biology (L) (3020)  
SCHB190100  Biology AP 1  
SCHB190200  Biology AP 2  
SCNB190100  Biology AP 1  
SCNB190200  Biology AP 2  
Recommended Grade Levels: 11-12  
Recommended Prerequisites: Biology I and Chemistry I  
Credits: 2 semester course, 1 credit per semester  

AP Biology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, and unity of life, Biological systems utilize free energy and thermodynamics. Counts as a Directed Elective or Elective all diplomas. Qualifies as a Science Course for all diplomas. Qualifies as a quantitative reasoning course.

AP Calculus AB (2562)  
MAHC190100  Calculus AB-AP 1  
MAHC190200  Calculus AB-AP 2  
MANC190100  Calculus AB-AP 1  
MANC190200  Calculus AB-AP 2  
Recommended Grade Levels: 11 and 12  
Required Prerequisites: PreCalculus  
Credits: 2 semester course, 1 credit per semester  

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

AP Calculus BC (2572)  
MANC290100  Calculus BC-AP 1  
MANC290200  Calculus BC-AP 2  
Recommended Grade Levels: 11 and 12  
Required Prerequisites: PreCalculus  
Credits: 2 semester course, 1 credit per semester  

AP Calculus BC is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus BC is roughly equivalent to both first and second semester college calculus courses, extends the content learned in AP Calculus AB to different types of equations, and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB. Counts as a Mathematics Course for all diplomas. Qualifies as a quantitative reasoning course.

AP Chemistry (3060)  
SCHC190100  Chemistry AP 1  
SCHC190200  Chemistry AP 2  
SCNC190100  Chemistry AP 1  
SCNC190200  Chemistry AP 2  
Recommended Grade Levels: 12  
Recommended Prerequisites: Chemistry I, Algebra II, PreCalculus/Trigonometry  
Credits: 2 semester course, 1 credit per semester  

AP Chemistry is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. Counts as a Science Course for all diplomas. Qualifies as a quantitative reasoning course.
ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE COURSES

AP Computer Science Principles (4568)
BEHA290100 AP Computer Science Principles
BEHA290200 AP Computer Science Principles
BEHC290100 Computer Science Principles: PLTW 1
BEHC290200 Computer Science Principles: PLTW 2
Recommended Grade Levels: 10
Recommended Prerequisites: Introduction to Computer Science, Algebra I
Credits: 2 semester course, 1 credit per semester

AP Computer Science Principles course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. The course is not intended to be used as a dual credit course. Counts as a Math Course for all diplomas.

AP Computer Science A PLTW (4570)
BEHA390100 AP Computer Science A
BEHA390200 AP Computer Science A
BEHC390100 Computer Science A: PLTW 1
BEHC390200 Computer Science A: PLTW 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: AP Computer Science Principles or Algebra II
Credits: 2 semester course, 1 credit per semester

AP Computer Science A is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The curriculum for AP Computer Science A is compatible with many CS1 courses in colleges and universities. Counts as a Mathematics or Elective for all diplomas. Qualifies as a quantitative reasoning course.

AP Drawing (4048)
VAHD90100 St Art Draw Portfolio AP 1
VAHD90200 St Art Draw Portfolio AP 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Advanced Laboratory visual arts courses.
Credits: 2 semester course, 1 credit per semester

AP Drawing is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students’ portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. The portfolio will have two sections: Sustained Investigation and Selected works. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective all diplomas.

AP English Language and Composition (1056)
LAHC190100 English Language & Comp AP 1
LAHC190200 English Language & Comp AP 2
LANC190100 English Language & Comp AP 1
LANC190200 English Language & Comp AP 2
Recommended Grade Levels: 11 and 12 (College Board does not designate when this course should be offered). Recommended Prerequisites: English 9 and English 10 or teacher recommendation. Students should be able to read and comprehend college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students’ portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. The portfolio will have two sections: Sustained Investigation and Selected works. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective all diplomas.

AP English Literature and Composition (1058)
LAHL190100 English Lit & Comp AP 1
LAHL190200 English Lit & Comp AP 2
LANL190100 English Lit & Comp AP 1
LANL190200 English Lit & Comp AP 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: English 9 and English 10 or teacher recommendation. Students should be able to read and comprehend college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students’ portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. The portfolio will have two sections: Sustained Investigation and Selected works. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective all diplomas.
The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Fulfills an English/Language Arts requirement for grades 11 or 12 all diplomas.

AP Environmental Science (3012)
SCHE390100 Environmental Science AP 1
SCHE390200 Environmental Science AP 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Biology and Chemistry
Credits: 2 semester course, 1 credit per semester

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

AP German Language and Culture (2052)
WLHG190100 German Language and Culture AP 1
WLHG190200 German Language and Culture AP 2
Recommended Grade Levels: 11 and 12
Required Prerequisites: German I, II and III
Credits: 2 semester course, 1 credit per semester

AP German Language and Culture is a course established and copyrighted by the College Board and follows College Board course guidelines in order to prepare students to be successful on the AP German Language and Culture exam. The course is taught mostly in German and emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This addresses vocabulary usage, language control, communication strategies and cultural awareness. The course engages students in an exploration of culture in both contemporary and historical contexts, developing student awareness and appreciation of cultural products, practices, and perspectives. Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma. Counts as a Directed Elective or Elective for all diplomas.

AP Microeconomics (1566)
SSHMI90300 Microeconomics AP
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit per semester

AP Microeconomics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students’ familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; Nature and Functions of Product Markets; Factor Markets; and Market Failure and the Role of Government. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html 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 for the General, Core 40, AHD, and THD diplomas.

AP Physics 1: Algebra-Based (L) (3080)
SCHP290100 Physics Algebra-Based AP 1
SCHP290200 Physics Algebra-Based AP 2
Recommended Grade Levels: 10 and 11
Recommended Prerequisites: Algebra I or Integrated Mathematics I
Credits: 2 semester course, 1 credit per semester

AP Physics 1 is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 1: Algebra based 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. Counts as a Science course for all diplomas. Qualifies as a quantitative reasoning course.

AP Physics 2: Algebra-Based (L) (3081)
SCHP290101 Physics Algebra-Based AP 2-1
SCHP290201 Physics Algebra-Based AP 2-2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: AP Physics I: Algebra-based Credits: 2 semester course, 1 credit per semester

AP Physics 2 is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 2: Algebra-based is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Counts as a Science Course for all diplomas. Qualifies as a quantitative reasoning course.
AP Psychology (1558)
SSHP190100 Psychology AP 1
SSHP190200 Psychology AP 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: None. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
Credits: 1 to 2 semester course, 1 credit per semester

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. Counts as an Elective for all diplomas. Qualifies as a quantitative reasoning course

AP Statistics (2570)
MAHS190100 Statistics AP 1
MAHS190200 Statistics AP 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Algebra II or Integrated Mathematics III
Credits: 1 credit per semester , 1 or 2 semester course

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. Counts as a Mathematics Course for all diplomas. Qualifies as a quantitative reasoning course. Due to the level of rigor, it is recommended that AP Statistics be offered as a 2 semester, 2 credit course.

AP United States Government and Politics (1560)
SSHGP90301 US Government & Politics AP
SSNG190300 US Government AP
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Students should be able to read a college level textbook and write grammatically correct sentences.
Credits: 1 to 2 semester course, 1 credit per semester

AP United States Government and Politics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and
visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project. Fulfills the Government requirement for all diplomas.

AP United States History (1562)
SSHH190100 US History AP 1
SSHH190200 US History AP 2
SSNH190100 US History AP 1
SSNH190200 US History AP 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: None. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
Credits: A 2 semester course, 1 credit per semester.

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

AP World History Modern (1612)
SSHW290100 AP World History Modern: 1
SSHW290200 AP World History Modern: 2
Recommended Prerequisites: None. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
Credits: 2 semester course, 1 credit per semester.

AP World History Modern AP World History Modern is designed to be the equivalent of a two semester introductory college or university world history course. According to the College Board AP World History Modern students “investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Fulfills a Social Studies requirement for all diplomas.

IB Biology Higher Level (3032)
SCHB390100 Biology Higher Level IB 1
SCHB390200 Biology Higher Level IB 2
SCHB490100 Biology Higher Level IB 3
SCHB490200 Biology Higher Level IB 4
Recommended Grade Levels: Grades 11 and 12
Recommended Prerequisites: Biology I and Chemistry I
Credits: 2 or 4 semester course, 1 credit per semester
The minimum prescribed number of hours is 240.

IB Biology Higher Level focuses on six core topics: cell biology, molecular biology, genetics, ecology, evolution/biodiversity, and human physiology. It is based on the curriculum published by the International Baccalaureate Organization. Students must complete additional study in eight topics: nucleic acids, metabolism, cell respiration, photosynthesis, genetics and evolution, animal physiology, and plant biology. Optional course topics for students include neurobiology and behavior, biotechnology and bioinformatics, ecology and conservations, and human physiology.

IB Chemistry Higher Level (3070)
SCHC490100 Chemistry Higher Level IB 3
SCHC490200 Chemistry Higher Level IB 4
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Biology I and Chemistry I
Credits: 2 or 4 semester course, 1 credit per semester

IB Chemistry Higher Level is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. It is based on the curriculum published by the International Baccalaureate Organization. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Students must complete additional study in nine topics: atomic theory, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy. Additional options are modern analytical chemistry and further organic chemistry. The minimum prescribed number of hours is 240. Counts as an Elective for all diplomas. Fulfills a Chemistry I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors. Qualifies as a quantitative reasoning course.

IB Chemistry Standard Level (3072)
SCHC290100 Chemistry Standards Level IB 1
SCHC290200 Chemistry Standards Level IB 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Biology I and Chemistry I
Credits: A 2 or 4 credit course, 1 credit per semester

IB Chemistry Standard Level is designed to introduce students
to the theories and practical techniques involved in the composition, characterization, and transformation of substances. It is based on the curriculum published by the International Baccalaureate Organization. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy. Higher physical organic chemistry is a further option.

**IB Environmental Systems Standard Level (3014)**
- **SCHE390101** Environmental Systems SL IB 3
- **SCHE390201** Environmental Systems SL IB 4

Recommended Grade Levels: 11 and 12
Credits: 2 or 4 semester course, 1 credit per semester

IB Environmental Systems Standard Level provides students with a coherent perspective on the environment that is essentially scientific and enables them to adopt an informed and responsible stance on the wide range of environmental issues they will inevitably come to face. It is based on the curriculum published by the International Baccalaureate Organization. The core of Environmental Systems is five broad topics: systems and models, the ecosystem, global cycles and physical systems, human population and carrying capacity, and analyzing ecosystems. Students are required to complete one of the following options: analyzing ecosystems, impacts of resource exploitation, conservation and biodiversity, and pollution management. Counts as a science course for all diplomas. Counts as an Elective for any diploma.

**IB History Higher Level (1590)**
- **SSHH490100** History Higher Level IB 1
- **SSHH490200** History Higher Level IB 2
- **SSHH490101** History Higher Level IB 3
- **SSHH490201** History Higher Level IB 4

Recommended Grade Levels: 11 and 12
Credits: 2 or 4 semester course, 1 credit per semester

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance, and perspectives. The range of content is from 750 CE to the 21st Century.

**IB Language A: Literature Higher Level (1130)**
- **LAHL490100** Lang A1 Higher Level IB 1
- **LAHL490200** Lang A1 Higher Level IB 2
- **LAHL590100** Lang A1 Higher Level IB 3
- **LAHL590200** Lang A1 Higher Level IB 4

Recommended Grade Levels: 11 and 12
Credits: 2 or 4 semester course, 1 credit per semester

IB Language A: Literature Higher Level is a pre-university literature course in the student’s native or best IB Language A: Literature Higher Level develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. The formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translations from other cultures—is combined with a study of the way literary conventions shape responses to texts. Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. Fulfills an English/Language Arts requirement for all diplomas. Counts as an Elective for all diplomas.

**IB Mathematics Standard Level (2584)**
- **MAHM390100** DP IB Math Standard Level 1
- **MAHM390200** DP IB Math Standard Level 2

Recommended Prerequisites: students should have a good understanding of arithmetic, algebra, geometry, trigonometry, and statistics
Credits: 2 or 4 semester course, 1 credit per semester

The IB Mathematics Standard Level course includes the study of six core topics and a mathematical exploration. It focuses on introducing important mathematical concepts through the development of mathematical techniques. Students are encouraged to develop their understanding of the practice of mathematics through inquiry, modeling and application of the use of technology. Core topics provide students with the opportunity to engage in detailed study of algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus. Students will apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. It is based on the curriculum published by the International Baccalaureate Organization. Fulfills a Mathematics course requirement for Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas. Qualifies as a quantitative reasoning course. Counts as an Elective for all diplomas.

**IB Music Higher Level (4212)**
- **MUHM490100** Music Higher Level IB: 1
- **MUHM490200** Music Higher Level IB: 2
- **MUHM590100** Music Higher Level IB: 3 CC
- **MUHM590200** Music Higher Level IB: 4 CC

Recommended Grade Levels: 11 and 12
Credits: 2 or 4 semester course, 1 credit per semester

The IB Music Higher Level course seeks to develop students’
ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE COURSES

knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme Music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology, and context. Through the course of study, students become aware of how musicians work and communicate. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all diplomas.

IB Philosophy Higher Level (1600)
SSHP490100 Philosophy HL IB:1
SSHP490200 Philosophy HL IB:2
SSHP490101 Philosophy HL IB:3
SSHP490201 Philosophy HL IB:4
Recommended Grade Levels: 11 and 12
Credits: 2 or 4 semester course, 1 credit per semester

The IB Philosophy Higher Level course provides an opportunity for students to engage with some of the world’s most interesting and influential thinkers. It also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues. The course is focused on stimulating students’ intellectual curiosity and encouraging them to examine both their own perspectives and those of others. Students are challenged to develop their own philosophical voice and to grow into independent thinkers. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. Counts as a Social Studies Course for the General diploma. Counts as an elective for all diplomas.

IB Psychology Standard Level (1606)
SSHP390101 Psychology SL IB 1
SSHP390201 Psychology SL IB 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: None
Credits: 2 or 4 semester course, 1 credit per semester

The IB Psychology Standard Level course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry. Counts as a Social Studies Course for the General diploma, counts as an Elective for all diplomas.

IB Theory of Knowledge (0560)
MDHK190100 Theory Of Knowledge IB I-1
MDHK190200 Theory Of Knowledge IB I-2
Recommended Grade Levels: 11 and 12
Credits: 2 or 4 semester course, 1 credit per semester

IB Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge. Counts as a Directed Elective or Elective for all diplomas.

IB Visual Arts Higher Level (4090)
VAHV490100 Visual Arts HL IB 1
VAHV490200 Visual Arts HL IB 2
VAHV590100 Visual Arts HL IB 3
VAHV590200 Visual Arts HL IB 4
Recommended Grade Levels: 11 and 12
Credits: 2 or 4 semester course, 1 credit per semester

The IB Visual Arts Standard Level course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective all diplomas.

IB World Language B Higher Level (2306)
WLHF490100 WL B HL IB: French IV-1
WLHF490200 WL B HL IB: French IV-2
WLHF590101 WL B HL IB: French V-3
WLHF590201 WL B HL IB: French V-4
WLHS490100 WL B HL IB: Spanish IV-1
WLHS490200 WL B HL IB: Spanish IV-2
WLHS590101 WL B HL IB: Spanish V-3
WLHS590202 WL B HL IB: Spanish V-4
Recommended Grade Levels: 11 and 12
Credits: 2 or 4 semester course, 1 credit per semester

The IB World Language B Higher Level course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. Those learning a language B at higher level should be able to follow university courses in other disciplines in the language B that is studied.
DUAL CREDIT COURSES OFFERED IN FORT WAYNE COMMUNITY SCHOOLS
(Names below are college course titles. The DOE course code correlate to the high school class title)

<table>
<thead>
<tr>
<th>North Side</th>
<th>Northrop</th>
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<th>Snider</th>
<th>Wayne</th>
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</thead>
<tbody>
<tr>
<td>College Algebra/Trigonometry (DOE 2564/2566)</td>
<td>Examine Self as Teacher (DOE 5408)</td>
<td>Ethnics (DOE 0514)</td>
<td>College Algebra/Trigonometry (DOE 2564/2566)</td>
<td>Reading, Writing, &amp; Inquiry I (DOE 1006)</td>
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<tr>
<td>Examine Self as Teacher (DOE 5404)</td>
<td>General Chemistry (DOE 3066)</td>
<td>Introduction to Philosophy (DOE 0514)</td>
<td>Elementary Statistical Methods (DOE 2544)</td>
<td>Survey of Computer Science (DOE 4564)</td>
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<td>Introduction to Drawing for Non-majors (DOE 4060)</td>
<td>Introduction to the Biological World &amp; Lab (DOE 3026)</td>
<td>Reading, Writing, Inquiry I</td>
<td>(DOE 1124)</td>
<td>Music Appreciation (DOE 4260)</td>
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<tr>
<td>Reading, Writing, Inquiry I (DOE 1124)</td>
<td>Reading, Writing &amp; Inquiry I (DOE 1124)</td>
<td>Theatre Appreciation (DOE 4246)</td>
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**Purdue, Fort Wayne**

**Ivy Tech, Fort Wayne**

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<th>North Side</th>
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<tbody>
<tr>
<td>Intro to Plant Floor &amp; CNC Principles (DOE 4796)</td>
<td>Architectural Design I (DOE 4820)</td>
<td>French Level I (DOE 2024)</td>
<td>Architectural Design I – WNT (DOE 4820)</td>
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<td>Intro to Print Reading (DOE 4796)</td>
<td>English Composition (DOE 1006)</td>
<td>French Level II (DOE 2024)</td>
<td>Business Law (DOE 4560)</td>
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<td>Intro to Workplace Safety (DOE 4796)</td>
<td>Intro to Design Tech (DOE 4812)</td>
<td>French Level III (DOE 2026)</td>
<td>Consumer Behavior (DOE 5918)</td>
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<td>Key Principles of Adv. Mfg. (DOE 5608)</td>
<td>Intro to Literature (DOE 1124)</td>
<td>French Level IV (DOE 2026)</td>
<td>English Composition (DOE 1006)</td>
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<td>Lean Manufacturing (DOE 5608)</td>
<td>Mechanical Graphics (DOE 4814)</td>
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<td>Fundamentals of Public Speaking (DOE 1078)</td>
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<td>Mechatronics Electrical Systems (DOE 5608)</td>
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<td>Intro to Design Technology – WNT (DOE 4812)</td>
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<td>Intro to Literature (DOE 1124)</td>
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<td>Intro to Microcomputers (DOE 4528)</td>
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### Ivy Tech, Fort Wayne

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- **Mechanical Graphics – WNT (DOE 4814)**
- **Principles of Management (DOE 5268)**
- **Principles of Marketing (DOE 5914)**
- **Student Success in University (DOE 5394)**
- **The Entrepreneur and The Enterprise (DOE 5966)**

### Trine University

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- **American History II (DOE 1542)**
- **Intro to Government (DOE 1540)**
- **Microeconomics (DOE 1514)**
- **Principles of Psychology (DOE 1532)**
- **World Civilization I (DOE 1574)**

### Wayne HS / Ivy Tech: Early College Business Program of Study Course Sequence

<table>
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<tr>
<th>Semester</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
<th>Course 6</th>
<th>Course 7</th>
<th>Course 8</th>
<th>Course 9</th>
<th>Course 10</th>
<th>Course 11</th>
<th>Course 12</th>
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**Course Grades:**
- Grade 9
- Grade 10
- Grade 11
- Grade 12
### Early College 30 Credit Hour Certificate
North Side High School Early College Program 2018-2019

#### Grade 9 / Freshman Year / 4 Total Credit Hours

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Credit Hrs.</th>
<th>Length of Course</th>
<th>Tuition Cost</th>
<th>Tuition (Free/Reduce)</th>
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<tbody>
<tr>
<td>Spanish, Level I</td>
<td>SPAN 101</td>
<td>4</td>
<td>All Year</td>
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#### Grade 10 / Sophomore Year / 4 Total Credit Hours

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<tr>
<td>Spanish, Level II</td>
<td>SPAN 103</td>
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#### Grade 11 / Junior Year / 8 Total Credit Hours

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<th>Tuition (Free/Reduce)</th>
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<tbody>
<tr>
<td>Bio: Plant &amp; Animal</td>
<td>BIOL 101</td>
<td>4</td>
<td>All Year</td>
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<td>English Composition, I</td>
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#### Grade 12 / Senior Year / 18 Total Credit Hours

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<td>College Algebra</td>
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<td>Speech</td>
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### Early College 30 Credit Hour Certificate
North Side High School Early College Program 2019-2020

#### Grade 9 / Freshman Year / 4 Total Credit Hours

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<th>Course Title</th>
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<td>ENG 007 (incorporated w/Engl 9)</td>
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<td>3</td>
<td>All Year</td>
<td>$75.00 ($25/credit hr)</td>
<td>$0.00 VU</td>
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</table>

#### Grade 10 / Sophomore Year / 3 Total Credit Hours

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Credit Hrs.</th>
<th>Length of Course</th>
<th>Tuition Cost</th>
<th>Tuition (Free/Reduce)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 010 (Incorporated w/Engl 10)</td>
<td></td>
<td>3</td>
<td>All Year</td>
<td>$75.00 ($25/credit hr)</td>
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</table>

#### Grade 11 / Junior Year / 10 Total Credit Hours

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Credit Hrs.</th>
<th>Length of Course</th>
<th>Tuition Cost</th>
<th>Tuition (Free/Reduce)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio: Plant &amp; Animal</td>
<td>BIOL 101</td>
<td>4</td>
<td>All Year</td>
<td>$100.00 ($25/credit hr)</td>
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<tr>
<td>English Composition I</td>
<td>ENGL 101</td>
<td>3</td>
<td>All Year</td>
<td>$75.00 ($25/credit hr)</td>
<td>$0.00 VU</td>
</tr>
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</table>

#### Grade 12 / Senior Year / 21 Total Credit Hours

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Credit Hrs.</th>
<th>Length of Course</th>
<th>Tuition Cost</th>
<th>Tuition (Free/Reduce)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition II</td>
<td>ENGL 102</td>
<td>3</td>
<td>All Year</td>
<td>$75.00 ($25/credit hr)</td>
<td>$0.00 VU</td>
</tr>
<tr>
<td>College Algebra</td>
<td>MATH 102</td>
<td>6</td>
<td>All Year</td>
<td>$75.00 ($25/credit hr)</td>
<td>$0.00 PFW</td>
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<tr>
<td>VU Online Course</td>
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<td>1 Semester</td>
<td>$75.00 ($25/credit hr)</td>
<td>$0.00 VU</td>
</tr>
<tr>
<td>Speech</td>
<td>COMM 143</td>
<td>3</td>
<td>1 Semester</td>
<td>$75.00 ($25/credit hr)</td>
<td>$0.00 VU</td>
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<tr>
<td>General Psychology</td>
<td>PSYC 142</td>
<td>3</td>
<td>1 Semester</td>
<td>$75.00 ($25/credit hr)</td>
<td>$0.00 VU</td>
</tr>
<tr>
<td>Intro to Government</td>
<td>GOV 113</td>
<td>3</td>
<td>All Year</td>
<td>$75.00 ($25/credit hr)</td>
<td>$75.00 Trine</td>
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</table>
English Language Learners: Fort Wayne Community Schools is committed to meeting the educational needs of all students and preparing them for the academic demands of post-secondary education. Course and credit requirements for earning a high school diploma applies to all students, including English learners. The mission of our English Language Learner (ELL) program is to ensure equity and access to high-quality education for all English learners while supporting their English language development as they move towards English language proficiency. Fort Wayne Community Schools provides courses in EL Development, EL Domain Support, ELA Content Support, and EL Math in order to ensure that English learners have access to the language support they need while taking credit-bearing courses that count towards graduation requirements.

**EL Development**

**EL Newcomer (0500)**
MDHAP5B100 EL Newcomer 1  
MDHAP5B200 EL Newcomer 2  
Recommended Proficiency: Level 1 with more intense need  
Periods: 2-period block  
Credits: 2-semester course/2 credits per semester

EL Newcomer is a multidisciplinary course that provides students opportunities to develop basic English Language vocabulary and communication skills using words, phrases, and chunks of language in the domains of reading, writing, listening and speaking, which are essential for high school course work achievement. Instruction will address social and instructional language, the language of Language Arts, the language of Mathematics, the language of Science, and the language of Social Studies. Counts as an Elective for all Diplomas.

**EL Entering (1012)**
LAHEN5B100 EL Entering 1  
LAHEN5B200 EL Entering 2  
Recommended Proficiency Level: Level 1  
Periods: 2-period block  
Credits: 2-semester course/2 credits per semester

EL Entering, an integrated English course incorporating both the Indiana Academic Standards for English Language Arts and the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for English Learners. The purpose of the course is to achieve English Language proficiency in the domains of listening, speaking, reading, and writing. Students will use phrases and short sentences to speak and write English so that they can function within the regular school setting and within an English-speaking society and deliver oral presentations appropriate to their levels of English proficiency. Fulfills an English Language Arts requirement for all diplomas.

**EL Developing (2188)**
WLHDV50100 EL Developing 1  
WLHDV50100 EL Developing 2  
Recommended Proficiency Level: Level 2-3  
Periods: 2-period block  
Credits: 2-semester course/1 credit per semester

EL Developing, an integrated English course incorporating both the Indiana Academic Standards for World Language and the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for English Learners. The purpose of the course is to achieve comprehension of Standard English and proficiency in the domains of listening, speaking, reading, and writing. Students will use expanded sentences in oral language and written paragraphs in English so that they can function within the regular school setting and an English-speaking society and deliver oral presentations appropriate to their levels of English proficiency. Up to four (4) credits accrued may count as World Language credits for all diplomas.
ENGLISH LANGUAGE LEARNERS

EL Expanding (2188)
WLHEX50100 EL Expanding 1
WLHEX50200 EL Expanding 2
Recommended Proficiency Level: Level 3-4
Credits: 2-semester course/1 credit per semester

EL Expanding, an integrated English course incorporating both the Indiana Academic Standards for World Language and the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for English Learners. The purpose of the course is to achieve comprehension of Standard English and proficiency in the domains of listening, speaking, reading, and writing. Students study English vocabulary used in fictional texts and content-area texts addressing social and instructional language, the language of Language Arts, the language of Mathematics, the language of Science, and the language of Social Studies. Students will use a variety of sentence lengths of varying linguistic complexity in oral discourse and write multiple, related paragraphs in English so that they can function within the regular school setting and an English-speaking society and deliver oral presentations appropriate to their levels of English proficiency. Up to four (4) credits accrued may count as World Language credits for all diplomas.

EL Domain Support

EL Critical Reading (1120)
LAHCR50100 EL Critical Reading 1
LAHCR50200 EL Critical Reading 2
Recommended Proficiency Level: Level 3-4
Credits: 2-semester course/1 credit per semester

EL Critical Reading is a supplemental course that provides English Learners with individualized instruction based on WIDA standards to support success in completing course work aligned with the Indiana Academic Standards for English/Language Arts focusing on the Reading Standards for Literature and Nonfiction. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards for English. Counts as an elective for all diplomas.

EL Enriched Vocabulary and Writing (1010)
LAHER50100 EL Enriched Vocabulary and Writing 1
LAHER50200 EL Enriched Vocabulary and Writing 2
Recommended Proficiency Level: Level 3-4
Credits: 2-semester course/1 credit per semester

EL Enriched Vocabulary and Writing is a supplemental course that provides English Learners with individualized or small group instruction based on WIDA standards and designed to support success in completing course work aligned with the Indiana Academic Standards for English Language/Arts focusing on the writing standards. Counts as an Elective for all diplomas.

EL Reading I (0500)
MDHR150100 EL Reading I-1
MDHR150200 EL Reading I-2
Recommended Proficiency Level: Level 1-2

EL Reading I is a course that provides English Learners opportunities to develop their English language reading skills, which are essential for high school course work achievement. Counts as an Elective for all Diplomas.

EL Reading II (0500)
MDHR250100 EL Reading II-1
MDHR250200 EL Reading II-2
Recommended Proficiency Level: Level 1-2
Recommended Lexile Level: 255-800
Credits: 2-semester course/1 credit per semester

EL Reading II is a course that provides English Learners opportunities to continue developing their English language reading skills, which are essential for high school course work achievement. Counts as an Elective for all Diplomas.

ELA Content Support

EL English 9 (1002)
LAH0950100 EL English 9-1
LAH0950200 EL English 9-2
Recommended Proficiency Level: Level 2-4
Credits: 2-semester course/1 credit per semester

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

FWCS: In EL English 9, students will have additional English Language Development (ELD) support as they research career pathways and post-secondary options and read, interpret, and analyze both literary and non-fiction texts. Students write in response to texts read as they solve authentic problems and consider historically and culturally significant issues and ideas to support college and career readiness.

EL English 9 Support Lab (1010)
LAH9S50100 EL English 9 Support Lab 1
LAH9S50200 EL English 9 Support Lab 2
Recommended Proficiency Level: Level 2-4
Co-requisite: English 9 or EL English 9
Credits: 2-semester course/1 credit per semester

EL English 9 Support Lab is a supplemental course that provides English Learners with individualized or small group instruction designed to support success in completing
Language Arts coursework aligned with Indiana’s Academic Standards for English 9 focusing on the writing standards. However, whereas English 9 contains exclusively grade-level content, EL English 9 Support Lab combines standards from English 9 with WIDA English Language Development (ELD) Standards. To be taken concurrently with English 9 or EL English 9. Counts as an elective for all diplomas.

EL English 10 (1004)
LAHE250100 EL English 10-1
LAHE250200 EL English 10-2
Recommended Proficiency Level: Level 2-4
Required Prerequisites: EL English 9 or English 9
Credits: 2-semester course/1 credit per semester

EL English 10, an integrated English course based on the

EL English 10 Support Lab (1010)
LAHES50100 EL English 10 Support Lab 1
LAHES50200 EL English 10 Support Lab 2
Recommended Proficiency Level: Level 2-4
Co-requisite: English 10 or EL English 10
Credits: 2-semester course/1 credit per semester

EL English 10 Support Lab is a supplemental course that provides English Learners with individualized or small group instruction designed to support success in completing Language Arts coursework aligned with Indiana’s Academic Standards for English 10 focusing on the writing standards. However, whereas English 10 contains exclusively grade-level content, EL English 10 Support Lab combines standards from English 10 with WIDA English Language Development (ELD) Standards. To be taken concurrently with English 10 or EL English 10. Counts as an elective for all diplomas.

EL Math

EL Basic Math I (0500)
MDHMA50100 EL Basic Math I-1
MDHMA50200 EL Basic Math I-2
Recommended Proficiency Level: Level 1-3
Credits: 2-semester course/1 credit per semester

EL Basic Math 1 is a course that provides English Learners with individualized instruction to prepare students to be successful with high school mathematics course work. Students will have the opportunity to develop mathematical foundations including basic computation and mathematical fluency skills, which are essential for high school course work achievement. Counts as an Elective for all Diplomas.

EL Basic Math II (0500)
MDHMA50101 EL Basic Math II-1
MDHMA50201 EL Basic Math II-2
Recommended Proficiency Level: Level 1-3
Credits: 2-semester course/1 credit per semester

EL Basic Math 2 is a course that provides English Learners with individualized instruction to prepare students to be successful with high school mathematics course work. Students will have continuing opportunities to develop
Applying to Attend
Application for Career and Technical Education Programs offered are made through the home school counselor. The Career and Technical Education Registration Form can be found in the back of this handbook. Generally, all programs are available to qualified juniors and seniors, with some exceptions made for sophomores. Since all programs offer college dual credits and industry certifications, both a strong mathematics background and a high reading level will help ensure success. The CTE Pathway concentrator sequence sheet outlines the courses that need to be taken to fulfill the CTE concentrator requirement that is outlined in part three of the graduation pathway checklist. To find the certifications and college credits that can be earned please see the Connecting Students to Careers and Colleges matrix table found on pages 32 and 33.

In both the fall and spring semesters, high school credits can be earned for 6 each year. All programs are offered in both the AM (9:20-12:05) and PM (12:45-3:30) unless otherwise noted.

Aviation students will have class at the Ivy Tech Campus at Smith Field, Machine Tool Technology will be at Ivy Tech North Campus and Fire Rescue and Criminal Justice are held at the Public Safety Academy.

Special Education Programs
Community/Work Skills and Transition to Work are Special Education programs offered by FWCS and located at the Anthis Career Center. Students who meet program criteria may enroll in these programs through the Special Education Department. All students must have a Special Education Registration form from Anthis, a current IEP and the Blue Special Needs Information Sheet.

Community/Work Skills Program (A3507A & A3507B)
This community-based program is designed for special needs students in their junior and senior years of high school or as indicated in the IEP. Students should be able to work competitively in the community and be capable of living semi-independently/independently. Students must have these basic skills. This program focuses on vocational training, skills necessary for independent living and use of community resources. A major emphasis is placed on students developing personal management skills, appropriate work attitudes and the necessary work habits to be successful on the job. Students will receive job training with various community employers as well as at Anthis. Students will be assisted and supervised by job coaches/teaching assistants. Students also develop housekeeping, transportation, leisure and relationship building skills by accessing community resources.

Transition to Work Program (A3507C & A3507D)
This program is designed for senior high special needs students in their graduation year who have successfully completed the Community Work Skills Program. Students in this program must be capable of maintaining a community based competitive job. Students enrolled in this program spend a great deal of time in the community. Employability skills are taught by going to actual businesses, getting job applications and returning them for consideration. Students learn proper ways to contact employers by phone for career information. They also shop to find appropriate attire for job interviews and practice interviewing techniques. Second year students will receive additional community training site experience. Students who obtain jobs while in the program may become co-op students. They must be able to work without the assistance of a job coach and maintain at least 15 hours per week on the job.

Young Adult Transition Program (A3508)
This program is for students ages 18-22 with moderate and severe disabilities. The class is a full-day program focusing on daily living skills, work skills, recreation and leisure, and community access.
### AVIATION MECHANICS

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
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<tr>
<td>10</td>
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</tr>
<tr>
<td>11</td>
<td>Aviation Maintenance I</td>
</tr>
<tr>
<td></td>
<td><em>1 year program - can be taken Junior or Senior year</em></td>
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<td>12</td>
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### AUTOMOTIVE COLLISION

<table>
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<td>10</td>
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</tr>
<tr>
<td>11</td>
<td>Auto Collision Repair I</td>
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<td>12</td>
<td>Auto Collision Repair II</td>
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### AUTOMOTIVE SERVICE TECHNOLOGY

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</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Auto Service Tech I:</td>
</tr>
<tr>
<td></td>
<td>- Electronics</td>
</tr>
<tr>
<td></td>
<td>- Brakes/Susp/Steering</td>
</tr>
<tr>
<td>12</td>
<td>Auto Service Tech II:</td>
</tr>
<tr>
<td></td>
<td>- Engine Fundamentals</td>
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<tr>
<td></td>
<td>- Engine Performance</td>
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### COMPUTER SCIENCE

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<thead>
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<th>Year</th>
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<tbody>
<tr>
<td>9</td>
<td>Computer Science Principles AP</td>
</tr>
<tr>
<td></td>
<td><em>taken at home school freshman or sophomore year</em></td>
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<tr>
<td>10</td>
<td>Computer Science II:</td>
</tr>
<tr>
<td></td>
<td>- Programming</td>
</tr>
<tr>
<td></td>
<td><em>1 year program - can be taken Junior or Senior year</em></td>
</tr>
<tr>
<td>11</td>
<td><strong>Possibility of Computer Science III course</strong></td>
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<tr>
<td>12</td>
<td><strong>Possibility of Computer Science III course</strong></td>
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### COMPUTER NETWORKING

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<td>10</td>
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</tr>
<tr>
<td>11</td>
<td>Information Technology Support</td>
</tr>
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<td>12</td>
<td>Networking I</td>
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### CONSTRUCTION TRADES

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</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Construction Trades I:</td>
</tr>
<tr>
<td></td>
<td>- Home Building</td>
</tr>
<tr>
<td></td>
<td>- Carpentry/Masonry</td>
</tr>
<tr>
<td></td>
<td>- Electrical</td>
</tr>
<tr>
<td></td>
<td>- HVAC/Plumbing</td>
</tr>
<tr>
<td>12</td>
<td>Construction Trades II:</td>
</tr>
<tr>
<td></td>
<td>- Home Building</td>
</tr>
<tr>
<td></td>
<td>- Carpentry/Masonry</td>
</tr>
<tr>
<td></td>
<td>- Electrical</td>
</tr>
<tr>
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<td>- HVAC/Plumbing</td>
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### COSMETOLOGY

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<td>11</td>
<td>Cosmetology I</td>
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<td>Cosmetology II</td>
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### CRIMINAL JUSTICE

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<td>11</td>
<td>Law Enforcement I</td>
</tr>
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<td>Fire &amp; Rescue I</td>
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### CULINARY ARTS

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<td>Culinary Arts I</td>
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<td>Culinary Arts II</td>
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### DENTAL CAREERS

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<td>10</td>
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<tr>
<td>11</td>
<td>Health Science Ed I: Intro to Health Careers w/ Anatomy &amp; Physiology</td>
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<tr>
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<td>Dental Careers I</td>
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### EARLY CHILDHOOD EDUCATION

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<tr>
<td>11</td>
<td>Early Childhood Education I</td>
</tr>
<tr>
<td>12</td>
<td>Early Childhood Ed II: Internship</td>
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### EMT

<table>
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<th>Course</th>
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<td></td>
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<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Fire &amp; Rescue or Health Science Ed I: Intro to Health Careers w/ Anatomy &amp; Physiology</td>
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<tr>
<td>12</td>
<td>Emergency Medical Service: EMT</td>
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### FIRE SCIENCE

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<tr>
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<td>Law Enforcement I</td>
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<td>Fire &amp; Rescue</td>
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### GRAPHIC DESIGN

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<tr>
<td>11</td>
<td>Graphic Design &amp; Layout</td>
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<tr>
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<td>Interactive Media</td>
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### HEALTH SCIENCES: MEDICAL ASSISTING

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<td>10</td>
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<tr>
<td>11</td>
<td>Health Science Ed I: Intro to Health Careers Anatomy &amp; Physiology</td>
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<tr>
<td>12</td>
<td>Health Science Ed I: Intro to Medical Assist</td>
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### HEALTH SCIENCES: CNA

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<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Health Science Ed I: Intro to Health Careers w/ Anatomy &amp; Physiology or Health Science Ed I: Intro to Medical Assist</td>
</tr>
<tr>
<td>12</td>
<td>Health Science Ed II: Nursing/CNA</td>
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### INTERACTIVE MEDIA

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<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Interactive Media</td>
</tr>
<tr>
<td>12</td>
<td>Graphic Design &amp; Layout</td>
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### PRECISION MACHINING

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<tr>
<td>11</td>
<td>Precision Machining I</td>
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<td>12</td>
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### TELEVISION PRODUCTION

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<td>11</td>
<td>Radio &amp; TV I</td>
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<td>Radio &amp; TV II</td>
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### WELDING

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<td>11</td>
<td>Welding Technology I</td>
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<td>Welding Technology II</td>
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</table>
# CONNECTING STUDENTS TO CAREERS & COLLEGES

<table>
<thead>
<tr>
<th>DEPARTMENTS</th>
<th>CREDITS</th>
<th>CERTIFICATIONS</th>
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<tbody>
<tr>
<td><strong>CULINARY ARTS - Dept 501</strong></td>
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<tr>
<td>Culinary Arts and Hospitality I</td>
<td>Ivy Tech 5</td>
<td>ServSafe Certification - 1st Aid - CPR</td>
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<tr>
<td>Culinary Arts and Hospitality II</td>
<td>Ivy Tech 11</td>
<td>Culinary Arts Preprofessional Cert - ServSafe Certification - Pro Start Certification</td>
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<tr>
<td><strong>ALLIED HEALTH CAREERS - Dept 502</strong></td>
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<tr>
<td>Intro to Health Careers Anatomy &amp; Physiology</td>
<td>Ivy Tech 8</td>
<td>BLS-Healthcare Provider-CPR/AED - Heart Saver First Aid - AHA (American Heart Association) - OSHA Career Safe</td>
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<tr>
<td>Intro to Medical Assisting</td>
<td>Ivy Tech 6</td>
<td>Heart Saver First Aid - BLS-Healthcare Provider-CPR/AED</td>
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<tr>
<td>Medical Assist - PM (seniors only)</td>
<td>Ivy Tech 6</td>
<td>CCMA-Clinical Medical Assistant - BLS-Healthcare Provider-CPR/AED - Heart Saver First Aid</td>
</tr>
<tr>
<td>Dental Careers I</td>
<td>Ivy Tech 6</td>
<td>AHA (American Heart Association) - BLS-Healthcare Provider-CPR/AED</td>
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<tr>
<td>Certified Nurse Assistant (seniors only)</td>
<td>Ivy Tech 12</td>
<td>CNA Certification</td>
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<tr>
<td><strong>COSMETOLOGY - Dept 504</strong></td>
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<tr>
<td>Cosmetology I Cosmetology II</td>
<td>Vincennes 30</td>
<td>State Cosmetology License</td>
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<td><strong>CAREERS IN EARLY ED - Dept 503</strong></td>
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<tr>
<td>Early Childhood Education I</td>
<td>Ivy Tech 9</td>
<td>Early Childhood Ed.Pre Prof. Cert. - Child Abuse &amp; Neglect Detection &amp; Protection - First Aid/AED/Universal Precaution</td>
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<td>Early Childhood Education II</td>
<td>Ivy Tech 3</td>
<td>CDA - Signs &amp; Indicators of Neglect &amp; Abuse</td>
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<td><strong>AUTOMOTIVE TECHNOLOGY - Dept 505</strong></td>
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<tr>
<td>Electrical/Electronic/AST-18 wks</td>
<td>Ivy Tech 6</td>
<td>ASE Student Certification - SP2</td>
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<tr>
<td>Engine Performance/AST-18 wks</td>
<td>Ivy Tech 3</td>
<td>ASE Student Certification - SP2</td>
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<tr>
<td>Engine Principles-Trans/AST-18 wks</td>
<td>Ivy Tech 3</td>
<td>ASE Student Certification - SP2</td>
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<tr>
<td>Brakes/Steering &amp; Susp./AST-18 wks</td>
<td>Ivy Tech 6</td>
<td>ASE Student Certification - SP2</td>
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<td>Collision Technology I &amp; II/ACRT</td>
<td>Ivy Tech 6</td>
<td>ASE Student Certification - SP2</td>
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<td>DEPARTMENTS</td>
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<td><strong>CONSTRUCTION TRADES - Dept 506</strong></td>
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<tr>
<td>Home Building</td>
<td>Ivy Tech 3</td>
<td>HBI Carpentry Basic - OSHA 10 - NCCER</td>
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<tr>
<td>Finish Carpentry/Masonry</td>
<td>Ivy Tech 3</td>
<td>HBI Carpentry Basic - OSHA 10 - NCCER</td>
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<tr>
<td>Electrical</td>
<td>Ivy Tech 3</td>
<td>HBI Wiring Basic - HBI Carpentry Basic - OSHA 10 - NCCER</td>
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<tr>
<td>HVAC/Plumbing</td>
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<td>NCCER</td>
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<td><strong>MANUFACTURING TECHNOLOGY - Dept 510</strong></td>
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<tr>
<td>Welding Technology I &amp; II</td>
<td>Ivy Tech 3</td>
<td>AWS Certification</td>
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<td>Precision Machine I</td>
<td>Ivy Tech 16</td>
<td>5 NIMS Certifications</td>
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<td>Precision Machine II</td>
<td>Ivy Tech 15</td>
<td>1 NIMS Certification</td>
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<tr>
<td><strong>INFORMATION TECHNOLOGY - Dept 512</strong></td>
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<tr>
<td>Networking I</td>
<td>Vincennes 3</td>
<td>Network +</td>
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<tr>
<td>Computer Science II: Programming</td>
<td>Vincennes 3</td>
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<tr>
<td>IT Support/CompTIA A+</td>
<td>Vincennes 6</td>
<td>CompTIA IT Essentials - CompTIA A+</td>
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<td>Graphic Design and Layout</td>
<td>Vincennes 6</td>
<td>Adobe Certification Associate - Photoshop, InDesign &amp; Illustrator</td>
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<tr>
<td>Bus Coop Exp: Graphic Design</td>
<td>Vincennes 3</td>
<td>Adobe Certification Associate - Photoshop, InDesign &amp; Illustrator</td>
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<td>Interactive Design Media</td>
<td>Vincennes 6</td>
<td>Dreamweaver - Animate</td>
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<tr>
<td>TV Production/Radio Radio/TV II</td>
<td>Vincennes 6</td>
<td>Adobe Certified Associate Premiere Pro</td>
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<td><strong>PUBLIC SAFETY - Dept 513</strong></td>
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<tr>
<td>Law Enforcement/Criminal Justice</td>
<td>Ivy Tech 6</td>
<td>Public Safety - Telecommunicator I - APCO - CPR - Hunters Education</td>
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<tr>
<td>Emergency Medical Services</td>
<td>Ivy Tech 7.5</td>
<td>EMT Basic Certification - CPR</td>
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<td><strong>AVIATION TECHNOLOGY - Dept 515</strong></td>
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<tr>
<td>Aviation Maintenance I</td>
<td>Ivy Tech 15.5</td>
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**Construction Trades I (5580)**
TIAN191100 Construction Trades I: Home Bldg. 1
TIAN191200 Construction Trades I: Home Bldg. 2
TIAN191101 Construction Trades I: Carp/Mason 1
TIAN191201 Construction Trades I: Carp/Mason 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Introduction to Construction
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Construction Trades I classroom and laboratory experiences involve the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of construction, future trends and career options, reading technical drawings and transforming those drawings into physical structures are covered. The relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop layout and floor construction skills. Blueprints and other professional planning documents will also be covered. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two family dwellings and safety practices including Occupational Safety and Health Administration Safety and Health Standards for the construction industry. Counts as a Directed Elective or Elective for all diplomas. Qualifies as a quantitative reasoning course.

**Construction Trades II (5578)**
TIAN191100 Construction Trades II: Home Bldg. 1
TIAN191200 Construction Trades II: Home Bldg. 2
TIAN191101 Construction Trades II: Carp/Mason 1
TIAN191201 Construction Trades II: Carp/Mason 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Construction Trades I
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

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

**Construction Trades: Electrical I (4830)**
TIAN191102 Construction Trades: Electrical I-1
TIAN191202 Construction Trades: Electrical I-2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Construction Trades: Electrical I
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Construction Trades: Electrical I includes classroom, laboratory and on site experiences focused on the installation and repair of the electrical and wiring systems of residential and commercial structures to prepare them for a job in the electrical industry. This course includes instruction on the reading of technical drawings and their application in construction processes. Topics include the relationship between views and details, scale and electrical symbols. This course covers both AC and DC circuits. Studies include theory, Ohm’s Law, Watt’s Law, current, voltage, resistance, power, capacitance, and transformers. Areas also covered are hand and power tool safety, NEC codebook navigation and relevance. Students will demonstrate the use of electrical equipment, troubleshooting techniques, and installation of hardware, metering equipment, remodel, swimming pools, lights, switches, safety procedures and practices. Students will use the underlying scientific principles related to electricity to perform tasks related to the duties of an apprentice electrician. Students will receive IVY Tech dual credits, NCCER certifications, SP/2 and Lift certifications while in this course

Mathematical principles will be used to solve electrical problems. Students will also interpret health, safety, and welfare standards and codes as dictated by local, state or federal agencies. 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.

**Construction Trades: Electrical II (4832)**
TIAN291102 Construction Trades: Electrical II-1
TIAN291202 Construction Trades: Electrical II-2
Recommended Grade Levels: 11 and 12
Required Prerequisites: Construction Trades: Electrical I
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Construction Technology: Electrical II includes classroom and laboratory experiences concerned with the practice of residential wiring, including electrical service, metering equipment, lighting, switches, outlets and other common components, and methods of installation and maintenance of the residential wiring system in accordance with the current National Electrical Code. Studies include mechanical installation of hardware as well as electrical design and layout. This course also focuses on specific tool use, material selection, and installation of multiple electrical systems. Instruction in thinking critically to analyze, synthesize, and evaluate technical problems and information will also be covered as it relates to health, safety, and welfare standards.
and codes as dictated by local, state or federal agencies. This course also aims to place students within the community working with local electrical companies to further their knowledge and skill in the electrical trades. Students will work beside electrical professionals receiving OJT hours towards their journeyman’s license. Students will also work towards their OSHA 10 certification. 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.

Construction Trades: HVAC I (5496)
TIAN191103 Construction Trades: HVAC/Plumbing I-1
TIAN191203 Construction Trades: HVAC/Plumbing I-2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Introduction to Construction
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Course Curriculum for HVAC is as follows but not limited to students learning the process of furnace analysis, trouble shooting and solving possible problems. They will study low voltage and some standard voltage pertaining to HVAC and furnace installs. They will learn ductwork fabrication, air purification, basic controls and array of different heating and air conditioning applications. There will be both a hands on experience in the lab and jobsite. Plumbing is as follows but not limited to students being educated in blueprint reading, entire house plumbing layouts including drainage and venting systems for a residential home, the proper way to run water lines that may be either flex or copper. They will be trained and perform task of soldering copper pipes and taught the process in which our water and sewage is treated. Students will learn and understand the importance of water conservation and all products available to help in that process. They will have the opportunity to work on these things both in our lab and job site settings.

Construction Trades: HVAC II (5498)
TIAN291102 Construction Trades: HVAC/Plumbing II- 1
TIAN291202 Construction Trades: HVAC/Plumbing II- 2
Recommended Grade Levels: 12
Required Prerequisites: Construction Trades: HVAC I
Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

Construction Technology II builds on the formation, installation, maintenance, repair skills learned in Construction Technology I. Information on materials, occupations, and professional organizations within the industry will be covered. Students will develop basic knowledge, skills, and awareness of interior trim and the installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Students will also develop exterior finishing competencies.

The course includes instruction on the installation of cornices, windows, doors and various types of sidings currently used in industry. Studies will also focus on the design and construction of roof systems and the use of framing squares for traditional rafter and truss roofing.
CAREER AND TECHNICAL EDUCATION COURSES

Early Childhood Education II (5406)
FCAE200100 Early Childhood Ed II: Internship 1
FCAE200200 Early Childhood Ed II: Internship 2
Recommended Grade Levels: 12
Required Prerequisites: Early Childhood Education I
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Careers in Early Education prepares students for employment in early childhood education and related services for children birth to third 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 suggested topics into the study of early childhood education and services. The course of study includes, but is not limited to planning and guiding developmentally appropriate activities for young children; developmentally appropriate practices of guidance and discipline; application of basic health and safety principles when working with children; overview of management and operation of licensed child care facilities or educational settings. Coursework is in preparation to apply for the Child Development Associate (CDA) credential. Students may qualify for dual credit from Ivy Tech. This is a 36 week class.

HEALTH SCIENCES

Anatomy & Physiology: (5276)
SCHAP00100 Anatomy & Physiology 1
SCHAP00200 Anatomy & Physiology 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Biology
Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits

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. 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 taken in conjunction with Intro to Health Careers.

Dental Careers I (5203)
HSAD191100 Dental Careers I-1
HSAD191200 Dental Careers I-2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Nutrition and Wellness
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Dental Careers I prepares the student for an understanding of the different types of dental careers with an emphasis on entry-level dental assisting. Skills emphasis is placed on the clinical environment, chair-side assisting, equipment and instrument identification and care, tray set-ups, and sterilization. Microbiology, Infection Control, Hazardous Waste, and OSHA in the workplace are discussed. Patient Care, Communication, Employability Skills, Oral, Head and Neck Anatomy, Tooth Morphology, Embryology, Histology, charting dental surfaces, and medical histories are all introduced. Simulated in-school laboratories and/or extended laboratory experiences are also included to provide opportunities for students to further develop clinical skills and the appropriate ethical behavior. Leadership skills are developed and community service provided through HOSA. Students have the opportunity to compete in a number of competitive events at both the state and national level. 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 is a 36 week class.

Health Science Education I (5282)
HSAH191101 Health Sci Ed I: Intro Health Careers 1
HSAH191102 Health Sci Ed I: Intro Health Careers 2
Recommended Grade Levels: 11
Credits: 2 credits per semesters, maximum of 2 semesters, maximum of 4 credits.

Health Science Education I is a course designed to provide a foundation of skills development to specific health careers including; patient care, dental care, animal care, medical laboratory, and public health. Students will also receive an introduction to healthcare systems, infection control, anatomy, physiology, and medical terminology. Laboratory and job shadowing experiences at Parkview Regional Medical Center with industry applications are organized and planned around the activities associated with the student's career objectives. Communication and employability skills, research into health careers, self-analysis to aid in career selection and completion of the application process for admission into a postsecondary program of their choice are also included in this course. Participation in HOSA-Future Healthcare Professionals encourages the development of leadership, communication and career related skills, as well as opportunities for community service and participation in competitions and HOSA Leadership Conferences. Industry certification includes 10-hour OSHA training and American Heart Association CPR/First Aid. Counts as a Directed Elective or Elective for all diplomas. This course is aligned with postsecondary courses for Dual Credit. This course is taken in conjunction with Anatomy and Physiology.
Health Science Education I (5282)
HSAH191102 Health Science Ed I: Intro Medical Assist 1
HSAH191202 Health Science Ed I: Intro Medical Assist 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Intro to Health Science Careers
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Health Science Education I content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, and public health, with a concentration in medical assisting duties; an introduction to health care systems, anatomy, physiology, and medical terminology. Leadership skills developed through HOSA participation are also included. Lab experiences are organized and planned around the activities associated with the student's career objectives. Job seeking and job maintenance skills, personal management skills, self-analysis to aid in career selection and completion of the application process for admission into a post-secondary program of their choice are also included in this 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. This is a 36 week class. Students may qualify for dual credit from Ivy Tech.

Health Science Education II: Special Topics (5286)
HSAH291101 Health Science Ed I: Adv Medical Assist 1
HSAH291201 Health Science Ed I: Adv Medical Assist 2
Recommended Grade Levels: 12
Required Prerequisites: Health Science Education I
Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits

Health Science Education II: Special Topics is an extended laboratory experience designed to address the advancement and specialization of healthcare careers through the provision of a specialized course for a specific healthcare workforce need in the school’s region. Practicum is at a qualified clinical site, and is designed to give the student the opportunity to practice technical skills previously learned in the classroom; all while working under the direction of the appropriately licensed healthcare professional. Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels; an overview of the healthcare delivery systems, healthcare teams, and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills for providing basic care appropriate for their healthcare setting and audience. Course standards and curriculum must be tailored to the specific healthcare profession, preparing students to advance in this career field, and where applicable, provide students with 119 Indiana Department of Education High School Course Titles and Descriptions opportunities for certification or dual credit. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to postsecondary opportunities, and to work in a variety of health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service. This is a 36 week class. Available to Senior Students only; recommended proficient knowledge in science, math, and English language due to Medical Terminology. Students may qualify for dual credit from Ivy Tech.

Health Science Education II: Nursing (5284)
HSAH291100 Health Science Ed II: CNA 1
HSAH291200 Health Science Ed II: CNA 2
Recommended Grade Levels: 12
Required Prerequisites: Health Science Education I
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Health Science Education II: Nursing is an extended laboratory experience that follows the Indiana State Department of Health 105-hour Nurse Aide training course for certification as a nurse aide. Students have the opportunity to assume the role of nurse aide and practice technical skills previously learned in the classroom and lab setting. Students also gain information on the health care system and employment opportunities at a variety of entry levels, an overview of the health care delivery systems, health care teams, and legal and ethical considerations. It prepares students with the knowledge, skills and attitudes essential for providing basic patient care skills in extended care facilities, hospitals and home health agencies under the direction of licensed nurses. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in the field of nurse assisting, including self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program. HOSA, the health science student organization, encourages development of leadership, communication, community service and health care related skills. 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 is a 36 week class available to Senior Students Only.

HOSPITALITY & HUMAN SCIENCES

Cosmetology I (5802)
TIAC191100 Cosmetology I-1
TIAC191200 Cosmetology I-2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Interpersonal Relationships
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Cosmetology I offers an introduction to cosmetology with emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring business and personal ethics, and bacteriology and sanitation. In the second semester, greater emphasis is placed on the application and development of these skills. State of Indiana requires a total of 1500 hours of
CAREER AND TECHNICAL EDUCATION COURSES

Instruction for licensure. Counts as Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Cosmetology II (5806)

TIAC291100 Cosmetology II-1
TIAC291200 Cosmetology II-2
Recommended Grade Levels: 12
Required Prerequisites: Cosmetology I
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Cosmetology II emphasis will cover the development of advanced skills in styling, hair coloring, permanent waving, facials and manicuring. Students will also study anatomy and physiology, professionalism, and salon management in relation to cosmetology. Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Culinary Arts and Hospitality I (5440)

FCAAC91100 Culinary Arts and Hospitality 1
FCAAC91200 Culinary Arts and Hospitality 2
Recommended Grade Levels: 11 and 12
Required Prerequisites: Nutrition and Wellness, Introduction to Culinary Arts & Hospitality
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Culinary Arts prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry, including (but not limited to) food production and services; food science, dietetics, and nutrition; and baking and pastry arts. Major topics for this advanced course include basic baking theory and skills, introduction to breads, introduction to pastry arts, nutrition, nutrition accommodations and adaptations, cost control and purchasing, and current marketing and trends. Instruction and intensive laboratory experiences include commercial applications of principles of nutrition, aesthetic, and sanitary selection; purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; baking and pastry arts skills; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; and related research, development, and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. Culinary Arts builds upon skills and techniques learned in Culinary Arts and Hospitality Management, which must be successfully completed before enrolling in this advanced course. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students’ laboratory and work-based experiences. Students are monitored in these experiences by the Advanced Culinary Arts teacher. Articulation with postsecondary programs is encouraged. 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 is a 36 week class for 6 credits.

Culinary Arts and Hospitality II: Culinary Arts (5346)

FCACH91100 Culinary Arts and Hospitality II: Culinary Arts
FCACH91200 Culinary Arts and Hospitality II: Culinary Arts
Recommended Grade Levels: 12
Required Prerequisites: Culinary Arts and Hospitality I
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Culinary Arts and Hospitality Management prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hospitality courses. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; application of sanitation and safety principles to maintain safe and healthy food service and hospitality environments; use and maintenance of related tools and equipment; and application of management principles. Intensive, teacher monitored standards-based laboratory experiences with commercial applications are required and may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged. Articulation with postsecondary programs is encouraged. 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. This is a 36 week class.

INFORMATION TECHNOLOGY

Computer Science II (5236)

BEACS91100 Computer Science II: Programming 1
BEACS91200 Computer Science II: Programming 2
Recommended Grade Levels: 10, 11, and 12
Required Prerequisites: AP Computer Science Principles
Credits: 2 semester course, 2 semesters required, 1-3 credit per semester, 6 credits maximum

Computer Science II explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. CSII students will learn the skills to become a software developer. We will start with computer science principles and learn the basics of computer science. Then students will learn the Python programming language. After students learn Python, they will then decide and learn another language of their choice. Finally, students will be aligned with an internship site or a non-for-profit project. To be considered for this class please submit a resume and essay on why you are interested in computer programming to the teacher and have an interview for a position in the class. It is recommended that students have passed algebra and have taken basic computer science classes.

Computer Science III: Software Development, Capstone,
IT Cluster, Computer Science Pathway (5249)
Computer Science III: Software Development 1
Computer Science III: Software Development 2
Recommended Grade Levels: 12
Recommended Prerequisites: Computer Science II
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Computer Science III: Software Development focuses on gaining knowledge and acquiring competencies in the processes, techniques and tools used to develop production quality software. The course framework aligns with professional standards and situates software development within the context of a software project, providing focus on requirements development and management, project scheduling, project success metrics, code design, development and review principles, testing procedures, release and revision processes, and project archival. An additional topic provides exposure to career opportunities within the software development field. The final product of this capstone experience is a working software product that adheres to industry standards.

Computer Science III: Cybersecurity, Capstone, IT Cluster, Computer Science Pathway (5253)
Computer Science III: Cybersecurity 1
Computer Science III: Cybersecurity 2
Recommended Grade Levels: 12
Recommended Prerequisites: Computer Science II
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Computer Science III: Cybersecurity introduces the secure software development process including designing secure applications, writing secure code designed to withstand various 69 Indiana Department of Education High School Course Titles and Descriptions types of attacks, and security testing and auditing. It focuses on the security issues a developer faces, common security vulnerabilities and flaws, and security threats. The course explains security principles, strategies, coding techniques, and tools that can help make software fault tolerant and resistant to attacks. Students will write and analyze code that demonstrates specific security development techniques. Students will also learn about cryptography as an indispensable resource for implementing security in real-world applications. Students will learn foundations of cryptography using simple mathematical probability. Information theory, computational complexity, number theory, and algebraic approaches will be covered.

Graphic Design and Layout (5550)
TIAGD91100 Graphic Design & Layout 1
TIAGD91200 Graphic Design & Layout 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Computer Illustration and Graphics
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Graphic Design and Layout includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in various printing processes as well as activities in designing product packaging and commercial displays or exhibits. Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This is a 36 week class for 6 credits.

Information Technology Support I (5230)
BEACT91100 Computer Tech Support: CompTIA A+ 1
BEACT91200 Computer Tech Support: CompTIA A+ 2
Recommended Grade Levels: 10 and 11
Required Prerequisites: Digital Applications and Responsibility
Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

Information Technology Support (formerly computer tech support) allows students to explore how computer, tablets and smart phone work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands on activities and labs, students learn how to assemble, configure and repair desktop and laptop computers, install operating systems and software, and troubleshoot hardware, software and connection issue in both computers and other mobile devices. 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 is a 36 week class.

Interactive Media (5232)
BEAIM91100 Interactive Media 1
BEAIM91200 Interactive Media 2
Recommended Grade Levels: 11 and 12
Required Prerequisites: Digital Applications and Responsibility
Recommended Prerequisites: Introduction to Communications
Credits: 2 semester course, 2 semesters required, 3 credits per semester, 6 credits maximum

Interactive Media prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the “virtual workplace”. 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 is a 36 week class.
Networking I (5234)
BEANF91100  Networking I-1
BEANF91200  Networking I-2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Information Technology
Support I
Credits: 2 semester course, 2 semesters required, 3 credits per semester, 6 credits maximum

Networking I introduces students to concepts of local and wide area networks, wireless networking, home and small business networking, networking standards and protocols, transmission media and network architecture/topologies. Security and data integrity will be introduced and emphasized throughout this course. Students will participate in cyber security training and competition during the class. The purpose of the course is to offer students the critical information needed to successfully move into a role as an IT professional supporting networked computers. Concepts covered will include TCP/IP client administration, planning a network topology, configuring TCP/IP protocol, managing network clients, configuring routers and hubs as well as creating a wireless LAN. Students will also learn the how to configure manage and maintain Windows 10. 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 is a 36 week class.

Radio and Television I (5986)
BEAR191100  Radio & TV I-1
BEAR191200  Radio & TV I-2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Introduction to Communications
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Radio and Television I focus on communication, media and production. Emphasis is placed on career opportunities, production, programming, promotion, sales, performance, and equipment operation. Students will also study the history of communication systems as well as communication ethics and law. Students will develop oral and written communication skills, acquire software and equipment operation abilities, and integrate teamwork skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, field trips, and internships. 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 is a 36 week class.

Radio and Television II (5992)
BEAR291100  Radio & TV II-1
BEAR291200  Radio & TV II-2
Recommended Grade Levels: 12
Required Prerequisites: Radio and Television I
Credits: 2 semester course, 2 semesters required, 3 credits per semester, 6 credits maximum

Radio and Television II prepares students for admission to television production programs at institutions of higher learning. Students train on professional equipment creating a variety of video projects. Students enrolling in this program should have successfully completed Radio and Television I. During this second-year, program students integrate and build on first-year curriculum while mastering advanced concepts in production, lighting and audio. Counts as a Directed Elective or Elective for the General, Core 40, Core40 with Academic Honors and Core 40 with Technical Honors diplomas. This is a 36 week class.

MANUFACTURING

Precision Machining I (5782)
TICMT91100  Precision Machining I-1
TICMT91200  Precision Machining I-2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Introduction to Advanced Manufacturing
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Precision Machining I provides students with a basic understanding of the precision machining processes used in industrial safety, terminology, tools and machine tools, measurement and layout. Students will become familiar with the setup and operation of power saws, drill presses, lathes, milling machines, grinders and an introduction to CNC (Computer Numerically Controlled) machines. Counts as a Directed Elective or Elective for all diplomas. Qualifies as a quantitative reasoning course.

Precision Machining II (5784)
TICMT291100  Precision Machining II-1
TICMT291200  Precision Machining II-2
Recommended Grade Levels: 12
Required Prerequisites: Precision Machining I
Credits: 2 semester course, 2 semesters required, 3 credits per semester, 6 credits maximum

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

Welding Technology I (5776)
TIAW191100  Welding Technology I-1
TIAW191200  Welding Technology I-2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: None
Credits: 3 credits per semester, 2 semesters maximum, 6 credits maximum

Welding Technology I includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. This course is designed for individuals who intend to make a career as a Welder, Technician, Sales, Designer, Researcher or Engineer. Emphasis is placed on safety at all times. OSHA standards and
CAREER AND TECHNICAL EDUCATION COURSES

Guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success. 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.

Welding Technology II (5778)
TIAW291100 Welding Technology II-1
TIAW291200 Welding Technology II-2
Recommended Grade Levels: 12
Recommended Prerequisites: Welding Technology I
Credits: 3 credits per semester, 2 semesters maximum, 6 credits maximum

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

PUBLIC SAFETY

Emergency Medical Services (5210)
HSAEM91100 Emergency Medical Svc: EMT 1
HSAEM91200 Emergency Medical Svc: EMT 2
Grade Level: 12 ONLY
Required Prerequisites: Health Science Education I
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Emergency Medical Services is an Indiana Department of Homeland Security sanctioned program with certification emphasis. Careers in Emergency Medical Services include serving in the field of Public Safety as an Emergency Medical Technician or a Paramedic. Students will learn to recognize the seriousness of the patient's condition, use the appropriate emergency care techniques and equipment to stabilize the patient, and transport them to the hospital. Coursework prepares EMT candidates to treat victims of hazardous materials incidents, respond to mass casualty situations, and comprehend theories, techniques, and operational aspects of pre-hospital emergency care and public safety response. It requires laboratory practice and clinical observation in a hospital emergency room and ambulance. Participation in National Collegiate EMS Foundation serves to further professional opportunities for students. 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 is a 36 week class.

Fire Science (5820)
TIAF191100 Fire & Rescue I-1
TIAF191200 Fire & Rescue I-2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Interpersonal Relationships
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Fire and Rescue I; Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters and emergency services workers help protect the public against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, (5) Hazardous Materials Operations, (6) Technical Rescue Awareness. 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 is a 36 week class.

Criminal Justice I (5822)
TIAJ191100 Criminal Justice & Law Enforcement I-1
TIAJ191200 Criminal Justice & Law Enforcement I-2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Interpersonal Relationships
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Criminal Justice I Introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. This course provides an introduction to the purposes, functions, and history of the three primary parts of the criminal justice system as well as an introduction to the investigative process. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports. 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 provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. This is a 36 week class.

TRANSPORTATION

Automotive Collision Repair I (5514)
TIAR191100 Auto Collision Repair I-1
TIAR191200 Auto Collision Repair I-2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Introduction to Transportation
Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

Automotive Collision Repair Technology I includes classroom and laboratory experiences concerned with all phases of the repair of damaged vehicle bodies and frames, including metal
straightening; smoothing areas by filing, grinding, or sanding; concealment of imperfections; painting; and replacement of body components including trim. Students examine the characteristics of body metals including the installation of moldings, ornaments, and fasteners with emphasis on sheet metal analysis and safety. Course coverage also includes instruction in personal and environmental safety practices as related to OSHA and other agencies that affect individuals working in the ground transportation technology areas. Additional instruction is given in the course on measurement principles and automotive fasteners. Instruction should also emphasize computerized frame diagnosis, computerized color mixing, and computerized estimating of repair costs. Additional academic skills taught in this course include precision measurement and mathematical calibrations as well as scientific principles related to adhesive compounds, color mixing, abrasive materials, metallurgy, and composite materials. 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 is a 36 week class.

Automotive Collision Repair Technology II Introduces concepts in auto paint considerations with emphasis on the handling of materials and equipment in modern automotive technologies. Instruction should build on concepts learned in Automotive Collision Repair Technology I such as computerized frame diagnosis, computerized color mixing, and computerized estimating of repair costs. Additional academic skills taught in this course include precision measurement and mathematical calibrations as well as scientific principles related to adhesive compounds, color mixing, abrasive materials, metallurgy, and composite materials. 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.

Automotive Service Technology I is a one-year course covering two semesters that encompasses the sub topics of the NATEF/ ASE identified areas of Electrical Systems and Engine Principles / Manual Drivetrain. These two courses are part of an overall rotation of the four courses offered within the entire 2-year Automotive Service Technology Program. This one-year offering also meets the NATEF program for ASE Student Certification for the two primary instruction areas offered, including providing the opportunity for dual credit for students who meet post-secondary education requirements for earning college dual credits when successfully completing the dual credit requirements of this course. Mathematical skills will be reinforced through precision measuring activities and cost estimation/ calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, compound solutions and electrical concepts. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors. Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. Each program is 18 weeks in length.

Aviation Maintenance is an introductory course that familiarizes the student with Federal Aviation Regulations, weight and balance, ground operation, maintenance forms,
non-destructive testing methods, basic tools, and fasteners. The course also covers basic aircraft systems and familiarizes students with inspection, damage evaluation of systems used on aircrafts. 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 training emphasizes skills needed to transition into the Airframe & Power Plant program at Ivy Tech Community College. This is a 36 week class with an opportunity to earn 6 High School credits. The class meets at Smith Field from 12:45 to 3:30 pm.

**WORK BASED LEARNING**

**Work Based Learning Capstone (5974)**
- WBABE0B100 WBL Capstone Co-op: Graphic Design 1
- WBABE0B200 WBL Capstone Co-op: Graphic Design 2
- WBABE0B101 WBL Capstone Co-op: IT 1
- WBABE0B201 WBL Capstone Co-op: IT 2
- WBABE0B102 WBL Capstone Co-op: Auto Svc Tech 1
- WBABE0B202 WBL Capstone Co-op: Auto Svc Tech 2
- WBABE0B103 WBL Capstone Co-op: Auto Collision 1
- WBABE0B203 WBL Capstone Co-op: Auto Collision 2
- WBABE0B104 WBL Capstone Co-op: Building Trades 1
- WBABE0B204 WBL Capstone Co-op: Building Trades 2
- WBABE0B105 WBL Capstone Co-op: Welding 1
- WBABE0B205 WBL Capstone Co-op: Welding 2
- WBABE0B106 WBL Capstone Co-op: Culinary Arts 1
- WBABE0B206 WBL Capstone Co-op: Culinary Arts 2
- WBABE0B107 WBL Capstone Co-op: Medical Assisting
- WBABE0B207 WBL Capstone Co-op: Medical Assisting
- WBABE0B108 WBL Capstone Co-op: CNA
- WBABE0B208 WBL Capstone Co-op: CNA
- WBABE0B109 WBL Capstone Co-op: Dental Careers
- WBABE0B209 WBL Capstone Co-op: Dental Careers
- WBAPS0B100 WBL Capstone Co-op: Public Safety

Recommended Grade Levels: 12
Required Prerequisites: a minimum of 4 credits in a logical sequence of courses related to the student's pathway and the work site placement
Credits: 2 semester course, 3 credits per semester, 6 credits maximum

Work Based Learning Capstone is a stand-alone course that prepares students for college and career. This strategy builds students’ skills and knowledge in their chosen career path. Work Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student’s work based experiences and assist in evaluating achievement and performance.

In stand-alone WBL Capstone courses, students have the opportunity to apply the concepts, skills, and dispositions learned in their pathways in real world business and industry settings. Therefore, at six credits in a student’s pathway would be prerequisite to the student enrolling in the stand-alone WBL course. Work Based experiences need to be in an industry setting closely related to a student’s CTE pathway.

Instructors must have a clear partnership agreement and training plan for each student participating in Work Based experiences. When a course is offered for multiple hours per semester, the amount of authentic work experience needs to be increased proportionally. Counts as a Directed Elective or Elective for all diplomas.

**Interdisciplinary Cooperative Education (5902)**
- WBAIC0B100 ICE 1
- WBAIC0B200 ICE 2

Recommended Grade Levels: 12
Recommended Prerequisites: a minimum of 4 credits in a logical sequence of courses related to the student's pathway and the work site placement
Credits: 2 semester course, 2 semesters required, 3 credits per semester, 6 credits maximum

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 an **ICE placement must be paid** in accordance with federal and state student employment and cooperative education laws.
Business, Marketing, Information Technology, & Entrepreneurship

Accounting (4522)
BEHAA00100 Advanced Accounting 1
BEHAA00200 Advanced Accounting 2
Required Prerequisites: Introduction to Accounting
Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

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

Business Law and Ethics (4560)
BEHL100300 Business Law & Ethics
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: None
Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

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. Counts as a Directed Elective or Elective for all diplomas.

Business Math (4512)
BEHM100100 Business Math 1
BEHM100200 Business Math 2
Recommended Grade Levels: 10 and 11
Required Prerequisites: Algebra I
Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum

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. Counts as an Elective or Directed Elective for all diplomas. Fulfills a Mathematics requirement for the General Diploma or Certificate of Completion only. Qualifies as a quantitative reasoning course.

Computer Illustration and Graphics (4516)
BEHG100300 Comp Illustrations & Graphics
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Digital Applications and Responsibility
Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

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. Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Computer Science Principles AP (4568)
BEHA290100 AP Computer Science Principles
BEHA290200 AP Computer Science Principles
BEHC290100 Computer Science Principles: PLTW 1
BEHC290200 Computer Science Principles: PLTW 2
Recommended Grade Levels: 10
Recommended Prerequisites: Introduction to Computer Science, Algebra I
Credits: 2 semester course, 1 credit per semester

AP Computer Science Principles course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. The course is not intended to be used as a dual credit course. Counts as a Math Course for all diplomas.

Computer Science II (5236)
BEHC300100 Computer Science II-1
BEHC300200 Computer Science II-2
Recommended Grade Levels: 11 and 12
Required Prerequisites: AP Computer Science Principles
Credits: 2 semester course, 1 credit per semester
Computer Science II explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Coursework emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers, and data file access methods. An emphasis on logical program design using a modular approach, which involves task-oriented program functions. Counts as a Directed Elective or Elective for all diplomas. Qualifies as a quantitative reasoning course.

Digital Applications and Responsibility (4528)
BEHT100300 Digital Applications & Responsibility
BEHT100100 Digital Applications & Responsibility 1
BEHT100200 Digital Applications & Responsibility 2
Recommended Grade Levels: Any
Credits: 1 or 2 semesters, 1 credit per semester

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. Counts as a Directed Elective or Elective for all diplomas.

Entrepreneurship and New Ventures (5966)
BEHE100300 Entrepreneur & New Ventures
Recommended Grade Levels: 12
Recommended Prerequisites: Principles of Business Management or Principles of Marketing
Required Prerequisites: Introduction to Entrepreneurship and Digital Applications and Responsibility
Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits

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

Introduction to Accounting (4524)
BEHA100100 Introduction to Accounting 1
BEHA100200 Introduction to Accounting 2

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. Counts as a Directed Elective or Elective for the all diplomas.

Introduction to Business (4518)
BEHB100300 Intro to Business
BEHB100100 Intro to Business 1
BEHB100200 Intro to Business 2
Recommended Grade Levels: 9 and 10
Recommended Prerequisites: None
Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum

Introduction to Business introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments. Counts as a Directed Elective or Elective for all diplomas.

Introduction to Computer Science (4803)
BEHIC00100 Introduction to Computer Science 1
BEHIC00200 Introduction to Computer Science 2
BENIC00100 Introduction to Computer Science 1
BENIC00200 Introduction to Computer Science 2
Recommended Grade Levels: 9 and 10
Recommended Prerequisites: none
Credits: 2 semester course, 1 credit per semester, 2 credits maximum

Introduction to Computer Science allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics. Counts as a Directed Elective or Elective for all diplomas.

Personal Financial Responsibility (4540)
BEHP100300 Personal Financial Responsibility
BENP100300 Personal Financial Responsibility
Recommended Grade Levels: 10, 11 and 12
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit per semester, 1 credit maximum
### PERSONAL FINANCIAL RESPONSIBILITY

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, 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. Counts as a Directed Elective or Elective for all diplomas. Qualifies as a quantitative reasoning course.

**Preparation for College and Careers (5394)**

**BENPC00300 Preparing for College & Careers**

- Recommended Grade Levels: 9 (in FWCS this course is blended with English 9)
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum

Preparation 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. Qualifies as one of the FACS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c) (6). Counts as a Directed Elective or Elective for all diplomas.

**Principles of Business Management (4562)**

**BEHB00100 Principles of Business Management 1**
- Recommended Grade Levels: 11 and 12
- Recommended Prerequisites: Introduction to Business
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

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

**Principles of Marketing (5914)**

**BEHP00300 Principles of Marketing**
- Recommended Grade Levels: 11 and 12
- Required Prerequisites: Principles of Marketing
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

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

**Sports and Entertainment Marketing (5984)**

**BEHS00300 Sports & Entertainment Marketing**
- Recommended Grade Levels: 11 and 12
- Required Prerequisites: Principles of Marketing
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

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. Counts as a Directed Elective or Elective for all diplomas.

**Web Design (4574)**

**BEHW100100 Web Design 1**
- Required Prerequisites: Digital Applications and Communications
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum

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

FAMILY AND CONSUMER SCIENCES

Adult Roles and Responsibilities (5330)
FCHAR00300 Adult Roles & Responsibilities
Recommended Grade Levels: 10, 11 and 12
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit per semester, 1 credit maximum

Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and to prepare them to take the next steps in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project-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 adult roles and responsibilities. Direct, concrete mathematics and language arts 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 all career areas related to children, child development, and nurturing of children. Counts as a Directed Elective or Elective for all diplomas.

Advanced Nutrition and Wellness (5340)
FCHN200300 Advanced Nutrition & Wellness
FCHN200100 Advanced Nutrition & Wellness 1
FCHN200200 Advanced Nutrition & Wellness 2
Recommended Grade Levels: 10, 11 and 12
Recommended Prerequisites: Nutrition and Wellness
Credits: 1 credit per Semester

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 lifespan, 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. 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 Child Development (5360)
FCHC300300 Advanced Child Development
Recommended Grade Levels: 10, 11 and 12
Recommended Prerequisites: Child Development
Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum

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. Counts as a Directed Elective or Elective for all diplomas.

Child Development (5362)
FCHC100300 Child Development
FCHC100100 Child Development 1
FCHC100200 Child Development 2
Recommended Grade Levels: 10, 11 and 12
Recommended Prerequisites: None
Credits: 1 credit per semester, maximum of 2 semesters, 2 credits maximum

Child Development is an introductory course that 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. 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.

**Fashion & Textiles Careers I (5420)**

FCHF200300 Fashion & Textiles Careers I
FCHF200100 Fashion & Textiles Careers I-1
FCHF200200 Fashion & Textiles Careers I-2

**Recommended Prerequisites:** Preparing for College and Careers; Introduction to Fashion and Textiles Foundations, Entrepreneurship and Marketing courses

**Credits:** 1 credit per semester, 2 semesters

Fashion and Textiles Careers I prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students to enter the Fashion Careers II course. Major topics include: review of the dimensions of clothing, investigation of design elements and principles, evaluating manufacturing process, reviewing the processes from fiber production to items of clothing being worn, overall review of the textile and apparel industry, investigation of fashion designers, customer relations and best practices, fashion merchandising, forecasting trends, impact of social media on the fashion industry, and career exploration and experience. A project based approach with commercial/industry applications is a key component of this course of study. Student experiences may be either school-based or "on-the-job" or a combination of the two. Work based experiences in the fashion industry are strongly encouraged. A standards-based plan guides the students’ experiences. This course is a core component of four-year career plans for the career clusters of Personal & Commercial Services; Manufacturing & Processing; and Art, A/V Technology & Communications. It is recommended for students with interests in apparel, textiles, and fashion career pathways and provides the foundation for continuing study. Students are monitored in their experiences by the Fashion Careers I teacher. Articulation with post-secondary programs is encouraged. Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

**Fashion & Textiles Careers II (5421)**

**FCHF300100 Fashion & Textiles Careers II-1**

**FCHF300200 Fashion & Textiles Careers II-2**

**Recommended Prerequisites:** Preparing for College and Careers; Fashion and Textile Careers I, Entrepreneurship and Marketing courses

**Credits:** 1 credit per semester, 2 semesters

Fashion and Textiles Careers II prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students to enter into higher education programs of study related to the entire spectrum of the career clusters that encompass careers in fashion, apparel, and other textiles management, production, and services. Major topics include: fashion design, application of design elements and principles, the business of fashion designers, evaluating manufacturing processes, reviewing distribution processes in the fashion industry, garment costs and business math, reviewing the processes from fiber production to items of clothing being worn, overall review of the textile and apparel industry, fashion promotion, dynamics of fashion demand, writing fashion copy, investigation of fashion designers, customer relations and best practices, fashion merchandising, operational costs, forecasting trends, use of technology in the fashion industry, and career exploration and experience. A project-based approach with commercial/industry applications is a key component of this course of study. Student experiences may be either school-based or "on-the-job" or a combination of the two. Work based experiences in the fashion industry are strongly encouraged. A standards-based plan guides the students’ experiences. This course is a core component of four-year career plans for the career clusters of Personal & Commercial Services; Manufacturing & Processing; and Art, A/V Technology & Communications. It is recommended for students with interests in apparel, textiles, and fashion career pathways and provides the foundation for continuing study. Students are monitored in their experiences by the Fashion Careers II teacher. Articulation with post-secondary programs is encouraged. Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

**Housing and Interior Design Careers I (5352)**

**FCHH100300 Introduction to Housing & Interior Design**

**Recommended Prerequisites:** None

**Credits:** 1 credit per semester, maximum of 2 semesters, 2 credits maximum

Housing and Interior Design Careers I prepares students for occupations and higher education programs of study related to the entire spectrum of career clusters that encompass careers related to housing, interiors, and furnishings. Topics include commercial applications of principles of design to creating aesthetic and functional residential and commercial
HIGH SCHOOL COURSE OFFERINGS

Introduction to Fashion & Textiles (5380)
FCHF100300 Intro to Fashion & Textiles

Recommended Grade Levels: Any
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit per semester, 1 credit maximum

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. Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Interpersonal Relationships (5364)
FCHI100300 Interpersonal Relationships

Recommended Grade Levels: 10 and 11
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit per semester, 1 credit maximum

Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of interpersonal relationships. Direct, concrete language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public. Counts as a Directed Elective or Elective for all diplomas; local programs have the option of offering a second version of the course that is focused more on family relations. Such a course may be differentiated from the regular course offering by using a subtitle in addition to Interpersonal Relationships. A student may earn credits for both versions of the course. No waiver is required in this instance. Qualifies as one of the F&CS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses. For more information, see 511 IAC 6-7.1-4(c)(6).

Introduction to Housing and Interior Design (5350)
FCHH200300 Housing & Interior Design
FCHH200100 Housing & Interior Design 1
FCHH200200 Housing & Interior Design 2

Recommended Grade Levels: Any
Recommended Prerequisites: None
Credits: 1-2 semester course, 1 credit per semester, 2 credits maximum

Introduction to Housing and Interior Design is an introductory course essential for those students interested in academic enrichment or a career within 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 including aesthetics, criticism, history and production, are 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. Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

**Nutrition and Wellness (5342)**

FCHN100300 Nutrition and Wellness  
FCHN100100 Nutrition & Wellness 1  
FCHN100200 Nutrition & Wellness 2  
Recommended Grade Levels: 9 and 10  
Recommended Prerequisites: None  
Credits: 1 credit per semester, 1 credit maximum

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. Counts as a Directed Elective or Elective for all diplomas. Qualifies as one of the F&CS courses a student can take to meet the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must 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 music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

**Advanced Concert Band (L) (4170)**

MUHB300100 Advanced Concert Band I-1  
MUHB300200 Advanced Concert Band I-2  
MUHB300101 Advanced Concert Band II-1  
MUHB300201 Advanced Concert Band II-2  
MUHB300102 Advanced Concert Band III-1  
MUHB300202 Advanced Concert Band III-2  
Recommended Grade Levels: 10, 11 and 12  
Recommended Prerequisites: Beginning and Intermediate Concert Band  
Credits: 1 semester course, 1 credit per semester

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 performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom—Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.
Advanced Orchestra (L) (4174)
MUHO300100 Advanced Orchestra I-1
MUHO300200 Advanced Orchestra I-2
MUHO300101 Advanced Orchestra II-1
MUHO300201 Advanced Orchestra II-2
MUHO300102 Advanced Orchestra III-1
MUHO300202 Advanced Orchestra III-2
MUHO300103 Advanced Orchestra IV-1
MUHO300203 Advanced Orchestra IV-2
Recommended Grade Levels: 10, 11 and 12
Recommended Prerequisites: Beginning and Intermediate Orchestra
Credits: 1 semester course, 1 credit per semester
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. Fulfills Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

Advanced Three-Dimensional Art (L) (4006)
VAHA200300 Adv Three-Dimensional Art
Recommended Grade Levels: Any
Recommended Prerequisites: Introduction to Two-Dimensional Art, Introduction to Three-Dimensional Art
Credits: 1 semester course, 1 credit per semester
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. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

Advanced Two-Dimensional Art (L) (4004)
VAHT200202 Adv Two-Dimensional Art I
VAHT200100 Adv Two-Dimensional Art I-1
VAHT200101 Adv Two-Dimensional Art II-1
VAHT200201 Adv Two-Dimensional Art II-2
VAHT200102 Adv Two-Dimensional Art III-1
VAHT200300 Adv Two-Dimensional Art III-2
Recommended Grade Levels: Any
Recommended Prerequisites: Introduction to Two-Dimensional Art
Credits: 1 semester course, 1 credit per semester
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 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. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.
HIGH SCHOOL COURSE OFFERINGS

Applied Music (L) (4200)
MUHAM00101  Applied Music: Percussion 1
MUHAM00201  Applied Music: Percussion 2
MUHJ100100  Applied Music Jazz I-1
MUHJ100200  Applied Music Jazz I-2
MUHJ200100  Applied Music Jazz II-1
MUHJ200200  Applied Music Jazz II-2
Recommended Grade Levels: 10, 11 and 12
Credits: 1 semester course, 1 credit per semester

Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music. Fulfills Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

Beginning Chorus (L) (4182)
MUHC100100  Beginning Chorus I-1
MUHC100200  Beginning Chorus I-2
Recommended Grade Levels: 10, 11, and 12
Credits: 1 semester course, 1 credit per semester

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 music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

Beginning Concert Band (L) (4160)
MUHB100100  Beginning Concert Band I-1
MUHB100200  Beginning Concert Band I-2
Recommended Grade Levels: Any
Credits: 1 semester course, 1 credit per semester

Beginning Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature. 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. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

Beginning Orchestra (L) (4166)
MUHO100100  Beginning Orchestra I-1
MUHO100200  Beginning Orchestra I-2
Recommended Grade Levels: Any
Credits: 1 semester course, 1 credit per semester

Beginning 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. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.
HIGH SCHOOL COURSE OFFERINGS

Ceramics (L) (4040)
VAHE100300 Ceramics I
VAHE100100 Ceramics I-1
VAHE100200 Ceramics I-2
VAHE200100 Ceramics II-1
VAHE200200 Ceramics II-2
VAHE300100 Ceramics III-1
VAHE300200 Ceramics III-2
VAHE400100 Ceramics IV-1
VAHE400200 Ceramics IV-2
Recommended Grade Levels: 10, 11 and 12
Recommended Prerequisites: Introduction to Two-Dimensional Art. Introduction to Three-Dimensional Art
Credits: 1 semester course, 1 credit per semester

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, slab 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. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

Choral Chamber Ensemble (L) (4180)
MUHCE00100 Choral Chamber Ensemble 1
MUHCE00200 Choral Chamber Ensemble 2
Recommended Grade Levels: 10, 11 and 12
Credits: 1 semester course, 1 credit per semester

Choral Chamber Ensemble is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

Dance Choreography: Ballet, Modern, Jazz, or Ethnic-Folk (L) (4142)
DAHC100100 Dance Choreography I-1
DAHC100200 Dance Choreography I-2
DAHC200100 Dance Choreography II-1
DAHC200200 Dance Choreography II-2
Recommended Grade Levels: Any
Credits: 1 semester course, 1 credit per semester

Dance Choreography is based on the Indiana Academic Standards for Dance. Learning activities in choreography are sequential and systematic and allow students to express themselves. A wide variety of materials and experiences are used in order to provide students with the knowledge, skills, and appreciation of the multi-styled and multicultural dance expressions. Choreographic activities provide students opportunities to participate in roles as a soloist, a choreographer or leader, and in a subject role. Students also explore a wide variety of choreographic philosophies as well as administrative and media skills necessary for the promotion and documentation of works to be performed. Students experience and learn to use appropriate terminology to describe, analyze, interpret, and critique dance compositions by professional individuals or companies. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

Dance Performance: Ballet, Modern, Jazz, or Ethnic-Folk (L) (4146)
DAHP100100 Dance Performance I-1
DAHP100200 Dance Performance I-2
DAHP200100 Dance Performance II-1
DAHP200200 Dance Performance II-2
DAHP300100 Dance Performance III-1
DAHP300200 Dance Performance III-2
DAHP400100 Dance Performance IV-1
DAHP400200 Dance Performance IV-2
DAHP500100 Dance Performance V-1
DAHP500200 Dance Performance V-2
Recommended Grade Levels: Any
Credits: 1 semester course, 1 credit per semester

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 career opportunities in dance. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

**Drawing (L) (4060)**

VAHR100300  Drawing I
VAHR100100  Drawing I-1
VAHR100200  Drawing I-2
VAHR200100  Drawing II-1
VAHR200200  Drawing II-2
VAHR300100  Drawing III-1
VAHR300200  Drawing III-2
Recommended Grade Levels: 10, 11 and 12
Recommended Prerequisites: Introduction to Two-Dimensional Art
Credits: 1 semester course, 1 credit per semester

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. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

**Electronic Music (L) (4202)**

MUHEM00100  Electronic Music 1
MUNEM00200  Electronic Music 2
Recommended Grade Levels: Any
Credits: 1 semester course, 1 credit per semester

Electronic Music is based on the Indiana Academic Standards for High School Music Technology. Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

**Intermediate Chorus (L) (4186)**

MUHC200100  Intermediate Chorus I-1
MUHC200200  Intermediate Chorus I-2
Recommended Grade Levels: 10, 11 and 12
Recommended Prerequisites: Beginning Chorus
Credits: 1 semester course, 1 credit per semester

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 music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.
High School Course Offerings

Intermediate Concert Band (L) (4168)
MUHB200100 Intermediate Concert Band I-1
MUHB200200 Intermediate Concert Band I-2
Recommended Grade Levels: 10, 11 and 12
Recommended Prerequisites: Beginning Concert Band
Credits: 1 semester course, 1 credit per semester

Intermediate Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all diplomas.

Intermediate Orchestra (L) (4172)
MUHO200100 Intermediate Orchestra I-1
MUHO200200 Intermediate Orchestra I-2
MUHO200101 Intermediate Orchestra II-1
MUHO200201 Intermediate Orchestra II-2
Recommended Grade Levels: 10, 11 and 12
Recommended Prerequisites: Beginning Orchestra
Credits: 1 semester course, 1 credit per semester

Intermediate 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. 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 music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

Introduction to Two Dimensional Art (L) (4000)
VAHT100300 Intro To Two-Dimensional Art
Recommended Grade Levels: Any
Recommended Prerequisites: Introduction to Two-Dimensional Art
Credits: 1 semester course, 1 credit per semester

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—Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all diplomas.

Introduction to Three Dimensional Art (L) (4002)
VAHA100300 Intro To Three-Dimensional Art
Recommended Grade Levels: Any
Recommended Prerequisites: Introduction to Two-Dimensional Art
Credits: 1 semester course, 1 credit per semester

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 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, and community resources. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all diplomas.

Jazz Ensemble (L) (4164)
MUHZ100100 Jazz Ensemble 1
MUHZ100200 Jazz Ensemble 2
Recommended Grade Levels: 10, 11 and 12
Credits: 1 semester course, 1 credit per semester

Jazz Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction
includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

Jewelry (L) (4042)
VAHJ100100 Jewelry I-1
VAHJ100200 Jewelry I-2
VAHJ200100 Jewelry II-1
VAHJ200200 Jewelry II-2

Recommended Grade Levels: Any
Recommended Prerequisites: Introduction to Two-Dimensional Art, and Introduction to Three-Dimensional Art
Credits: 1 semester course, 1 credit per semester

Jewelry is a course based on the Indiana Academic Standards for Visual Art. Students in Jewelry engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

Music Theory and Composition (L) (4208)
MUHTC00300 Music Theory & Composition I
MUHTC01010 Music Theory & Composition I-1
MUHTC02000 Music Theory & Composition I-2

Recommended Grade Levels: 9, 10, 11 and 12
Credits: 1 semester course, 1 credit per semester

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. Students develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.
HIGH SCHOOL COURSE OFFERINGS

Painting (L) (4064)
VAHP100300 Painting I
VAHP100100 Painting I-1
VAHP100200 Painting I-2
VAHP200100 Painting II-1
VAHP200200 Painting II-2
VAHP300100 Painting III-1
VAHP300200 Painting III-2
Recommended Grade Levels: 10, 11 and 12
Recommended Prerequisites: Introduction to Two-Dimensional Art
Credits: 1 semester course, 1 credit per semester

Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art related careers. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all diplomas.

Photography (L) (4062)
VAHH100300 Photography I
VAHH100100 Photography I-1
VAHH100200 Photography I-2
VAHH200100 Photography II-1
VAHH200200 Photography II-2
VAHH300100 Photography III-1
VAHH300200 Photography III-2
Recommended Grade Levels: 10, 11 and 12
Recommended Prerequisites: Introduction to Two-Dimensional Art
Credits: 1 semester course, 1 credit per semester

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. 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. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Sculpture (L) (4044)
VAHS100300 Sculpture I
VAHS200100 Sculpture II-1
VAHS200200 Sculpture II-2
Recommended Grade Levels: 10, 11 and 12
Recommended Prerequisites: Introduction to Two-Dimensional Art
Credits: 1 semester course, 1 credit per semester

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. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all diplomas.

Piano and Electronic Keyboard (L) (4204)
MUHPK00300 Piano & Electronic Keyboard
Recommended Grade Levels: Any
Credits: 1 semester course, 1 credit per semester

Piano and Electronic Keyboard is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles and make interpretive decisions. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all diplomas.
Technical Theatre (L) (4244)
THHE100300 Technical Theatre I
THHE100100 Technical Theatre I-1
THHE100200 Technical Theatre I-2
Recommended Grade Levels: Any
Credits: 1 semester course, 1 credit per semester

Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

Theatre Arts (L) (4242)
THHT100300 Theatre Arts 1
THHT100301 Theatre Arts 2
Recommended Grade Levels: Any
Credits: 1 semester course, 1 credit per semester

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. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

Theatre Production (L) (4248)
THHP100100 Theatre Production 1
THHP100200 Theatre Production 2
Recommended Grade Levels: Any
Credits: 1 semester course, 1 credit per semester

Theatre Production is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Production take on responsibilities associated with rehearsing and presenting a fully mounted theatre production. They read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound and costumes; rehearse and perform roles in a production; and direct or serve as assistant director for a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate a theatre arts career then develop a plan for potential employment or further education through audition, interview, or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

Vocal Jazz (L) (4184)
MUHVJ00100 Vocal Jazz 1
MUHVJ00200 Vocal Jazz 2
Recommended Grade Levels: 10, 11 and 12
Credits: 1 semester course, 1 credit per semester

Vocal Jazz is based on the Indiana Academic Standards for High School Choral Music. Students in this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of vocal jazz. Instruction includes the study of the history and formative and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. 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. Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma. Counts as a Directed Elective or Elective for all 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.

HEALTH AND WELLNESS

Current Health Issues (3508)
HEHC100300 Current Health Issue: Sport Med
Recommended Grade Levels: 9, 10, 11 and 12
Recommended Prerequisites: Health & Wellness course
Credits: 1 credit, 1 semester course

Current Health Issues, an elective course that can be aligned to Indiana's Academic Standards for Health & Wellness, focuses on specific health issues and/or emerging trends in health and wellness, but not limited to: personal health and wellness; non-communicable and communicable diseases; nutrition; mental and emotional health; tobacco-prevention; alcohol and other drug-prevention; human development and family health; health care and/or medical treatments; and national and/or international health issues. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy.
Health and Wellness Education (3506)
HENH100300  Health & Wellness
HEHH100300  Health & Wellness Education
HEHH107300  Health & Wellness: Credit Recovery
HEHH140300  Health & Wellness: SE
Recommended Grade Levels: 10
Recommended Prerequisites:  8th grade health education
Credits: 1 semester course, 1 credit per semester, 1 credit maximum

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. This course fulfills the Health & Wellness requirement for all diploma types.

LANGUAGE ARTS

Creative Writing (1092)
LAHC100300  Creative Writing
LANC100301  Creative Writing
Recommended Prerequisites:  English 9, English 10, or teacher recommendation
Credits:  A one-credit course over one semester

Creative Writing, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical (effective) writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing.

Critical Thinking and Argumentation (1074)
LANCA00300  Critical Thinking & Argumentation
Recommended Grade Levels: 11 and 12
Recommended Prerequisites:  4 credits in English Language Arts
Credits: 1 credit

Critical Thinking and Argumentation, a course based on Indiana’s Academic Standards for English/Language Arts, is the study of deductive and inductive logic, including logical fallacies and should challenge students to think critically, analytically, and philosophically. Students learn to formulate thoughtful inquiry questions, connect ideas or concepts, challenge ideas and concepts, and rephrase ideas when appropriate. Active class participation is essential, including persistence questioning, rational discussion, and reasoned argumentation. Students make comments that reflect the development of logic (a line of reasoning), represent a clear point of view, and involve evidence of support (data, examples, anecdotes, documents, information from a variety of sources). Students use the same standard English conventions for oral speech that they use in their writing. Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Developmental Reading (1120)
LAHR100100  Dev Reading I: (Lexile 500-800) 1
LAHR100200  Dev Reading I: (Lexile 500-800) 2
LAHR140100  Dev Reading I: (SE Lexile 500-800) 1
LAHR140200  Dev Reading I: (SE Lexile 500-800) 2
LAHR200100  Dev Reading II: (Lexile 801-1100) 1
LAHR200200  Dev Reading II: (Lexile 801-1100) 2
Recommended Grade Levels:  Any
Recommended Prerequisites:  None
Credits: 1 semester course, 1 credit per semester, 8 credits maximum

Developmental Reading is a supplemental course that provides students with individualized instruction designed to support success in completing language arts course work aligned with Indiana's Academic Standards for English/Language Arts in Grades 9-12 and the Common Core State Standards for English/Language Arts, focusing on the Reading Standards (Standards 1, 2, and 3). All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards. Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course allows for successive semesters of instruction for students who need additional support in vocabulary development and reading comprehension.
HIGH SCHOOL COURSE OFFERINGS

English 9 (1002)
LAHE100100 English 9: Academic 1
LAHE100200 English 9: Academic 2
LAHE107100 English 9:1 Credit Recovery
LAHE107200 English 9:2 Credit Recovery
LAHE140100 English 9-1
LAHE140200 English 9-2
LAHE160100 English 9: Honors 1
LAHE160200 English 9: Honors 2
LANE100100 English 9-1
LANE100200 English 9-2
LANE160100 English 9: Honors 1
LANE160200 English 9: Honors 2
Recommended Grade Levels: 9
Recommended Prerequisites: None
Credits: 2 semester course 1 credit per semester

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

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

FWCS: In English 9, students will research career pathways and post-secondary options as they read, interpret, and analyze texts both literary and non-fiction. Students write in response to texts read as they solve authentic problems and consider historically and culturally significant issues and ideas to support college and career readiness. Honors distinction is granted upon course completion for students meeting designated criteria.

Recommended Grade Levels: 10
Recommended Prerequisites: English 9 or teacher recommendation
Credits: 2 semester course, 1 credit per semester

English 11 (1006)
LAHE300100 English 11: Academic 1
LAHE300200 English 11: Academic 2
LAHE307100 English 11: Credit Recovery 1
LAHE307200 English 11: Credit Recovery 2
LAHE340100 English 11: SE 1
LAHE340200 English 11: SE 2
LAHE360100 English 11: Honors 1
LAHE360200 English 11: Honors 2
LANE300100 English 11-1
LANE300200 English 11-2
Recommended Grade Levels: 11
Recommended Prerequisites: English 9 and English 10 or teacher recommendation
Credits: 2 semester course, 1 credit per semester

English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and 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 fictional narratives, short stories, responses to literature, 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. Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. Fulfills an English/Language Arts requirement for all diplomas.
English 12 (1008)
LAHE400100 English 12 Academic 1
LAHE400200 English 12 Academic 2
LAHE407100 English 12 Credit Recovery 1
LAHE407200 English 12 Credit Recovery 2
LAHE440100 English 12 SE 1
LAHE440200 English 12 SE 2
LAHE460100 English 12 Honors 1
LAHE460200 English 12 Honors 2
LANE400100 English 12-1
LANE400200 English 12-2
Recommended Grade Levels: 12
Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
Credits: 2 semester course, 1 credit per semester

English 12, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11-12 is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, 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. Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Ethnic Literature (1032)
LAHL100302 Ethnic Literature
LAHL100305 Ethnic Literature: Hispanic
LANL100302 Ethnic Literature
Recommended Prerequisites: English 9, English 10, or teacher recommendation
Credits: 1 credit, 1 semester

Ethnic Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of literature focusing on specific multicultural issues produced by writers representing various ethnic cultures. Students examine works exploring ethnic experiences and ideas as well as the contributions of authors to multicultural themes. Students analyze the expressions of cultural identities within ethnic literature and how problems or issues of interest to a given group relate or interconnect with national issues and history. 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.

Film Literature (1034)
LAHFL03300 Film Literature
LANFL00300 Film Literature
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: English 9, English 10, or teacher recommendation
Credits: 1 semester course, 1 credit per semester

Film Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role-playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. Fulfills an English/Language Arts requirement for all diplomas NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently or after the course.

Genres of Literature (1036)
LAHL100307 Genres Of Literature
Recommended Prerequisites: English 9, English 10, or teacher recommendation
Credits: A one-credit course over one semester.

Genres of Literature, a course based on the Indiana 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. Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

Journalism (1080)
LAHJ100300 Journalism 1
LAHJ100100 Journalism 1-1
LAHJ100200 Journalism 1-2
LANJ100100 Journalism 1
LANJ100200 Journalism 2
Recommended Grade Levels: Any
Recommended Prerequisites: None
Credits: 1 or 2 semester course, 1 credit per semester
Journalism, a course based on the Indiana Academic Standards for English/Language Arts and the Indiana High School Journalism Standards, 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 Credits: 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. Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma. English/Language Arts credit (1080): If Journalism course work addresses the Indiana Academic Standards for English/Language Arts, the credits accrued can be counted as part of the eight (8) required English/Language Arts credits for all diplomas. Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level.

Language Art Lab (1010)
LAHEL00100 Lang. Arts Lab 1
LAHEL00200 Lang. Arts Lab 2
LAHL140100 LA Lab: SE Lexile (200-700) 1
LAHL140200 LA Lab: SE Lexile (200-700) 2
LAHL210100 LA 10: Tier 1 Core Sup Language Lab
LAHL210200 LA 10: Tier 1 Core Sup Language Lab
LAHL210300 LA 10: Tier 1 Core Sup Language Lab
LAND100300 Debate
LANM100101 Mass Media 1
LANM100201 Mass Media 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: None
Credits: 2 or 4 semester course, 1 credit per semester

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. This course allows for successive semesters of instruction for students who need additional support in any or all aspects of the writing standards. Counts as an Elective for all diplomas.

Library Media (1082)
LAHM100300 Library Media
Recommended Grade Levels: Any
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit per semester

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. This is a one-credit, one semester course. Counts as an English/Language Arts 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.

Mass Media (1084)
LAHM100301 Mass Media
LAHM100101 Mass Media 1
LAHM100201 Mass Media 2
Recommended Grade Levels: Any
Recommended Prerequisites: None
Credits: 1 or 2 semester course, 1 credit per semester

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 Credits: 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. English/Language Arts credit (1084): If Mass Media course work addresses the Indiana Academic Standards for English/Language Arts, credits accrued can be counted as part of the eight (8) required English/Language Arts credits all diplomas. Counts as an Elective for all diplomas. Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level.

Novels (1042)
LANN100300 Novels
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: English 9, English 10, or teacher recommendation
Credits: 1 semester course, 1 credit per semester

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. Fulfills an English/Language Arts requirement for all diplomas NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
HIGH SCHOOL COURSE OFFERINGS

Short Stories (1046)
LAHSS00300 Short Stories
LANSS00300 Short Stories
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: English 9, English 10, or teacher recommendation
Credits: 1 semester course, 1 credit per semester

Short Stories, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the short story, such as being tightly focused narrative fiction. Historical periods, themes, or authors may organize the course. Students examine short stories with modernist and contemporary themes by a variety of authors from the perspective of audience, purpose, and historical development. Students analyze what distinguishes the short story genre from other literary genres, such as the novels, epics, romances, biographies, etc. Fulfills an English/Language Arts requirement for all diplomas NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.

Speech (1076)
LAHS100300 Speech
Recommended Grade Levels: Any
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit per semester

Speech, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multi-media presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing. Fulfills an English/Language Arts requirement for all diplomas 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.

Student Publications (Student Media) (1086)
LAHP100100 Student Publications: Newspaper I-1
LAHP100200 Student Publications: Newspaper I-2
LAHP200100 Student Publications: Newspaper II-1
LAHP200200 Student Publications: Newspaper II-2
LAHP300100 Student Publications: Newspaper III-1
LAHP300200 Student Publications: Newspaper III-2
LAHP400100 Student Publications: Newspaper IV-1
LAHP400200 Student Publications: Newspaper IV-2
LAHY100100 Student Publications: Yearbook I-1
LAHY100200 Student Publications: Yearbook I-2
LAHY200100 Student Publications: Yearbook II-1
LAHY200200 Student Publications: Yearbook II-2
LAHY300100 Student Publications: Yearbook III-1
LAHY300200 Student Publications: Yearbook III-2

Recommended Grade Levels: Any
Recommended Prerequisites: Journalism, Mass Media, or teacher recommendation
Credits: 1 semester course, 1 credit per semester, 8 credits maximum.

Student Publications, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school 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. 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels. Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

MATHEMATICS

Algebra I (2520)
MAHA100100 Algebra I Academic 1
MAHA100200 Algebra I Academic 2
MAHA107100 Algebra I Credit Recovery 1
MAHA107200 Algebra I Credit Recovery 2
MAHA140100 Algebra I SE 1
MAHA140200 Algebra I SE 2
MAHA160100 Algebra I Honors 1
MAHA160200 Algebra I Honors 2
MANA100100 Algebra I-1
MANA100200 Algebra I-2
Recommended Grade Levels: Any
Recommended Prerequisites: None
Credits: 2 semester course, 1 credit per semester

Algebra I formalizes and extends the mathematics that student learned in the middle grades. Algebra 1 is made up of 6 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Counts as a Mathematics course for all diplomas. Fulfills the Algebra I/Integrated Mathematics 1 requirement for all diplomas. Students pursuing Core 40,
High School Course Offerings

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)
MAHML00104  Math Lab: Algebra I-1
MAHML00204  Math Lab: Algebra I-2
Recommended Grade Levels: Any
Recommended Prerequisites: None
Credits: 2 semester course, 1 credit per semester

Algebra I Workshop is a mathematics support course for Algebra I. Algebra I Workshop is taken while students are concurrently enrolled in Algebra I. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra I Workshop 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. 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 Workshop is designed as a support course for Algebra I. As such, a student taking Algebra I Workshop must also be enrolled in Algebra I during the same academic year.

Algebra II (2522)
MAHA200100  Algebra II Academic 1
MAHA200200  Algebra II Academic 2
MAHA207100  Algebra II Credit Recovery 1
MAHA207200  Algebra II Credit Recovery 2
MAHA240100  Algebra II SE 1
MAHA240200  Algebra II SE 2
MAHA260100  Algebra II Honors 1
MAHA260200  Algebra II Honors 2
MANA200100  Algebra I-1
MANA200200  Algebra II-2
Recommended Grade Levels: Any
Recommended Prerequisites: Algebra I
Credits: 2 semester course, 1 credit per semester

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

Analytical Algebra II (2524)
MAHA300100  Analytical Algebra II-1
MAHA300200  Analytical Algebra II-2
Recommended Grade Levels: Any
Recommended Prerequisites: Algebra I
Credits: 2 semester course, 1 credit per semester

Analytical Algebra II is a new course that builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, radical, logarithmic, and other functions. Data analysis, statistics, and probability content should be included throughout the course, as students collect and use univariate and bivariate data to create and interpret mathematical models. Additionally, Analytical Algebra II should focus on the application of mathematics in various disciplines including business, finance, science, career and technical education, and social sciences, using technology to model real-world problems with various functions, using and translating between multiple representations. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is not recommended for students interested in pursuing a STEM degree at a four year institution; this course does not prepare students for Precalculus/Trigonometry. Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas; if students use this course to fulfill this credit, the parent and student must sign a consent form notifying the parent and the student that enrollment in Analytical Algebra II may affect the student’s ability to attend a particular post-secondary educational institution or enroll in a particular course at a particular post-secondary educational institution because Analytical Algebra II may not align with academic requirements established by the post-secondary educational institution.

Finite Mathematics (2530)
MANFM00300  Finite Mathematics
MAHFM00100  Finite Mathematics 1
MAHFM00200  Finite Mathematics 2
Recommended Grade Levels: Any
Recommended Prerequisites: Algebra II or Integrated Mathematics III or Analytical Algebra II
Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite
Math is made up of five strands: Sets; Matrices; Networks; Optimization; and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Due to the level of rigor, it is recommended that Finite Mathematics be offered as a 2 semester, 2 credit course. Counts as a Mathematics course for all diplomas.

Geometry (2532)
MAHG100100  Geometry: Academic 1
MAHG100200  Geometry: Academic 2
MAHG107100  Geometry: Credit Recovery 1
MAHG107200  Geometry: Credit Recovery 2
MAHG140100  Geometry 1
MAHG140200  Geometry 2
MAHG160100  Geometry: Honors 1
MAHG160200  Geometry: Honors 2
MANG100100  Geometry 1
MANG100200  Geometry 2
Recommended Grade Levels: Any
Recommended Prerequisites: Algebra I
Credits: 2 semester course, 1 credit per semester

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. Geometry is made up of seven strands: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Counts as a Mathematics course for all diplomas. Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Math 10 (2531)
MAH1000301  Math 10
Recommended Grade Levels: 9 and 10
Recommended Prerequisites: Students who have attempted a complete year of Algebra I
Credits: 2 semester course, 1 credit per semester

Math 10 is a two-semester course designed to reinforce and elevate the Algebra I and 8th grade geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra I and essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra I or Integrated Math I teacher based on diagnostic results of performance in Algebra I and/or mathematics competency assessments. The standards for this course are aligned to the state standards that students need to master for success with the state's graduation qualifying exam in mathematics and the next level math courses. Emphasis is on a variety of instructional methods designed to meet each student's needs and delivered through competency-based units. Pre- and post-assessment data should be analyzed on a continuous basis to drive instructional design and delivery. Counts as a Mathematics course for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Mathematics Lab (2560)
MAHML00302  Math Lab: Precalculus
MANML00100  Math Lab 1
MANML00200  Math Lab 2
Recommended Grade Levels: Any
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit per semester, 8 credits maximum

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana’s Academic Standards for Mathematics. Mathematics Lab is to be taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. Mathematics Lab should not be offered in conjunction with Algebra I or Integrated Mathematics I; instead, schools should offer Algebra Enrichment or Integrated Mathematics Enrichment to provide students with rigorous support for these courses. Counts as an elective for all diplomas. Clarifying information can be appended to the end of the course title to denote the content covered in each course. Example: Mathematics Lab used to support students in Algebra II can be recorded on the transcript as Mathematics Lab – Algebra II.

Pre-Calculus (2564)
MAHPCC0300  Pre-Calculus
MAHPCC07300  Pre-Calculus: Credit Recovery
MAHPCC91300  Adv Math: Pre-Calculus SBP
MANPC0300  Pre-Calculus
Recommended Grade Levels: Any
Recommended Prerequisites: Algebra II and Geometry or Integrated Mathematics III
Credits: 1 semester course, 1 credit per semester

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...
Probability and Statistics (2546)
MAHPS00300 Probability & Statistics
MANPS00300 Probability & Statistics
Recommended Prerequisites: Algebra II or Integrated Mathematics III or Analytical Algebra II
Credits: 1 semester course, 1 credit per semester

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 technology and computer programs is encouraged. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Counts as a Mathematics course for all diplomas.

Quantitative Reasoning (2550)
MAHQR00100 Quantitative Reasoning 1
MAHQR00200 Quantitative Reasoning 2
MANQR00100 Quantitative Reasoning 1
MANQR00200 Quantitative Reasoning 2
Recommended Prerequisites: Algebra II or Integrated Mathematics III or Analytical Algebra II
Credits: 1 to 2 semester course, 1 credit per semester

Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Due to the level of rigor, it is recommended that this course be offered as a 2 semester, 2 credit course. Counts as a Mathematics Course for all diplomas.

Trigonometry (2566)
MAHTR00300 Trigonometry
MANTR00300 Trigonometry
Recommended Prerequisites: Algebra II and Geometry or Integrated Mathematics III
Credits: 1 semester course, 1 credit per semester

Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The 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. Student should not receive credit for both Trigonometry and Pre-Calculus/Trigonometry since they cover the same course content during one semester. Counts as a Mathematics course for all diplomas.
Basic Skills Development (0500)
MDHA130100 BSD Algebra I-1
MDHA130200 BSD Algebra I-2
MDHA230100 BSD Algebra II-1
MDHA230200 BSD Algebra II-2
MDHBS30100 BSD Resource 1
MDHBS30200 BSD Resource 2
MDHBS30101 BSD 1
MDHBS30201 BSD 2
MDHE130100 BSD English 9-1
MDHE130200 BSD English 9-2
MDHE230100 BSD Eng 10 comb With W History 1
MDHE230200 BSD Eng 10 comb With W History 2
MDHE330100 BSD Eng 11 Taken With US History 1
MDHE330200 BSD Eng 11 Taken With US History 2
MDHE430100 BSD English 12-1
MDHE430200 BSD English 12-2
MDHG130100 BSD Geometry 1
MDHG130200 BSD Geometry 2
MDHML30100 BSD Problem Solv Math Lab I-1
MDHML30200 BSD Problem Solv Math Lab I-2
MDHPS30100 BSD Pro Social Skills I
MDHPS30200 BSD Pro Social Skills 2
MDHPS30101 BSD Pro Social Skills SE 1
MDHPS30201 BSD Pro Social Skills SE 2
MDHPS30300 BSD Pro Social Skills
MDNBS30300 BSD I
MDNBS30100 BSD I-1
MDNBS30200 BSD I-2
Recommended Grade Levels: Any
Recommended Prerequisites: None
Credits: 1 credit per semester up to 8 semesters, 8 credits maximum

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. Counts as an Elective for all diplomas.

Cadet Teaching Experience (0502)
MDHC100100 Cadet Teach Exp: Preteach Exp I-1
MDHC100200 Cadet Teach Exp: Preteach Exp I-2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: None
Credits: 1 credit per semester, up to 4 semesters, 4 credits maximum

This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in situations. Counts as an Elective for all diplomas.

Career Information and Exploration (0522)
MDHCI00300 CIE: Program of study
MDHCI00301 CIE: Program of study
MDHEP00100 Education Professions I-1
MDHEP00200 Education Professions II-2
MDNCI00300 Career Info & Exploration
Recommended Grade Levels: 9 and 10
Recommended Prerequisites: Preparing for College and Careers
Credits: 1 semester course, 1 credit per semester

Career Information and Exploration provides students with opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students. The nature of this course allows for successive semesters of instruction provided progressively advanced proficiencies and content standards are utilized.

College-Entrance Preparation (0532)
MDHSA30300 College Entrance Prep SAT
MDHSA30100 College Entrance Prep SAT 1
MDHSA30200 College Entrance Prep SAT 2
Recommended Grade Levels: Semester 2 grade 10; Semester 1 grade 11
Recommended Prerequisites: Algebra II (or concurrent enrollment in Algebra II)
Credits: 1 semester course, .5 to 1 credit per semester, 4 credits maximum
College-Entrance Preparation utilizes individual student score reports from the PSAT, PLAN, and/or ACCUPLACER to prepare students for the SAT, ACT, ACCUPLACER and/or Compass college readiness assessments. Based on student score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science sections of college admission and placement exams. As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment. Teachers are encouraged to use a curriculum with longitudinal, successful results. Course may also include college selection and application units, to better prepare students for overall college-readiness. Being “college ready” means being prepared for any post-secondary education or training experience, including readiness for study at two-year and four-year institutions leading to a post-secondary credential (i.e., a certificate, license, Associate’s or Bachelor’s degree). Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework. The nature of this course allows for successive semesters of instruction provided progressively advanced proficiencies and content standards are utilized. Counts as an Elective credit for all diplomas.

Community Service (0524)
MDHC00100 Community Service 1
MDHC00200 Community Service 2
MDNC00100 Community Service 1
MDNC00200 Community Service 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: None
Credits: 1 to 2 semester course, 1 credit per semester, up to 2 semesters, 2 credits maximum

Community Service is a course created by public law IC 20-30-14, allowing juniors and seniors the opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that “relates to a course in which the student is enrolled or intends to enroll.” For each student who wishes to earn credit for community service or volunteer service under this law, the student, a teacher of the student, or a community or volunteer service organization must submit an application to the high school principal. Counts as a Directed Elective or Elective for all diplomas. Students must submit an application for this course by November 1st.

Humanities (0514)
MDHH200300 Humanities
MDHH200100 Humanities 1
MDHH200200 Humanities 2
Recommended Grade Levels: None
Recommended Prerequisites: None
Credits: 1 credit per semester up to 2 credits

A course in humanities provides for the study of content drawn from history, philosophy, literature, languages, and the arts. This course also includes an in-depth study of specific disciplines in these and related subject areas that could include: (1) linguistics; (2) archeology; (3) jurisprudence; (4) the history, theory, and criticism of the arts; (5) the history and philosophy of science; (6) ethics; (7) comparative religions; and (8) other aspects of the social sciences which relate to understanding life and the world. The emphasis of the course work is on developing an understanding of the content of the course and how to actually apply it to the human environment. Particular attention is given to the relevance of these applications in regard to the current conditions of life. This course may qualify for AHD credit if it meets the standards for specific language arts, social studies, or fine arts courses and is taught by teachers licensed in the specific subject areas. Counts as a Directed Elective or Elective for all diplomas.

Junior Reserve Officer Training Corps (0516)
MDHJR000100 JROTC I-1
MDHJR00200 JROTC I-2
MDHJR00100 JROTC II-1
MDHJR00201 JROTC II-2
MDHJR00102 JROTC III-1
MDHJR00202 JROTC III-2
MDHJR00103 JROTC IV-1
MDHJR00203 JROTC IV-2
Recommended Grade Levels: None
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit per semester, up to 8 semesters, 8 credits maximum

This course is designed to develop: (1) citizenship and patriotism, (2) self-discipline, (3) physical fitness, (4) reliance and leadership, and (5) the skills used in decision making, communications, and problem solving. The course content and experiences enable the students to understand the role of the military in support of national objectives and to become familiar with basic military knowledge, gender equity issues, benefits, and requirements. Topics to be included in the course are: (1) military history, (2) ROTC in the military, (3) substance abuse, (4) map reading, (5) marksmanship and firearm safety, (6) military drill, (7) field activities, (8) reserve components, and (9) first aid and hygiene. Opportunities are provided to explore the qualities and traits of courage, self-sacrifice, and integrity. Junior Reserve Officer Training Corps programs must be approved by and meet the requirements of the appropriate military organization. Counts as an Elective for all diplomas.

Peer Tutoring (0520)
MDHPT00300 Peer Tutoring
MDHPT00100 Peer Tutoring 1
MDHPT00200 Peer Tutoring 2
Recommended Grade Levels: 10, 11 and 12
Recommended Prerequisites: None
Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum

Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping 247 Indiana Department of Education High School Course Titles and
Descriptions relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies. Counts as an Elective for all diplomas.

**PHYSICAL EDUCATION**

**Elective Physical Education (L) (3560)**
- **PEH100300** Individual & Team Sports 1
- **PEHL100300** Lifetime Sports 1
- **PEHL200300** Lifetime Sports 2
- **PEHS100300** Intro Step Aerobics 1
- **PEHS200300** Intro Step Aerobics 2
- **PEHT100300** Strength Training 1
- **PEHT200300** Strength Training 2
- **PEHT300300** Strength Training 3
- **PEHT400300** Strength Training 4
- **PEHT500300** Strength Training 5
- **PEHT600300** Strength Training 6
- **PEHB700300** Body Building 7
- **PEHB800300** Body Building 8

Recommended Grade Levels: 10, 11 and 12
Recommended Prerequisites: Physical Education I and II
Credits: 1 credit per semester, maximum of 8 credits

Elective Physical Education, a course based on selected standards from Indiana’s Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11. Fulfills part of the PE requirement for all diplomas. Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender. Adapted physical education must be offered, as needed, in the least-restricted environment and must be based upon an individual assessment. As a designated laboratory course, 25% of course time must be spent in activity.

**Physical Education I (L) (3542)**
- **PEHP100300** Physical Education I

Recommended Grade Levels: Any
Recommended Prerequisites: Grade 8 Physical Education
Credits: 1 semester course, 1 credit per semester, 1 credit maximum

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. Fulfills part of the PE requirement for all diplomas. Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender. Adapted physical education must be offered, as needed, in the...
least-restricted environment and must be based upon an individual assessment. As a designated laboratory course, 25% of course time must be spent in activity.

SCIENCE

Advanced Science, Special Topics (L) (3092)
SCHA100100  Adv Sci Sp Topics: Astronomy 1
SCHA100200  Adv Sci Sp Topics: Astronomy 2
SCNS100100  Adv Sci Sp Topics: 1
SCNS100200  Adv Sci Sp Topics: 2
SCHZ300300  Adv Science Topics: Zoology
SCHF300300  Adv Science Topics: Forensics
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit per semester, may be offered for successive semesters

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. Counts as a science course for all diplomas.

Anatomy and Physiology (5276)
SCHAP00100  Anatomy & Physiology 1
SCHAP00200  Anatomy & Physiology 2
SCNAP00100  Anatomy & Physiology 1
SCNAP00200  Anatomy & Physiology 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Biology
Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits

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. Counts as a Directed Elective or Elective for all diplomas. Fulfills a science course requirement for all diplomas.

Biology I (L) (3024)
SCHB100100  Biology I-1
SCHB100200  Biology I-2
SCHB107100  Biology I Credit Recovery 1
SCHB107200  Biology I Credit Recovery 2
SCHB140100  Biology I-1
SCHB140200  Biology I-2
SCHB160100  Biology I Honors 1
SCHB160200  Biology I Honors 2
SCNB100100  Biology I-1
SCNB100200  Biology I-2
Recommended Grade Levels: 9
Recommended Prerequisites: None
Credits: A two credit course, 1 credit per semester

Biology I is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits, 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. Fulfills the Biology requirement for all diplomas.

Biology II (L) (3026)
SCHB200100  Biology II-1
SCHB200200  Biology II-2
SCHB260100  Biology II Honors 1
SCHB260200  Biology II Honors 2
Recommended Grade Levels: 10 and 11
Recommended Prerequisites: Biology I
Credits: 2 semester course, 1 credit per semester

Biology II is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth’s living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences. Counts as an Elective for all diplomas. Fulfills a science course requirement for all diplomas.
HIGH SCHOOL COURSE OFFERINGS

Chemistry I (L) (3064)  
SCHC100100 Chemistry I-1  
SCHC100200 Chemistry I-2  
SCHC107100 Chemistry I Credit Recovery 1  
SCHC107200 Chemistry I Credit Recovery 2  
SCHC160100 Chemistry I Honors 1  
SCHC160200 Chemistry I Honors 2  
SCNC100100 Chemistry I-1  
SCNC100200 Chemistry I-2  
Recommended Grade Levels: 10, 11 and 12  
Recommended Prerequisites: Algebra II (can be taken concurrently)  
Credits: 2 semester course, 1 credit per semester

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. Counts as an Elective for all diplomas. Fulfills a science (physical) course requirement for all diplomas. Qualifies as a quantitative reasoning course.

Chemistry II (L) (3066)  
SCHC200100 Chemistry II-1  
SCHC200200 Chemistry II-2  
SCHC260100 Chemistry II Honors 1  
SCHC260200 Chemistry II Honors 2  
Recommended Grade Levels: 11 and 12  
Recommended Prerequisites: Chemistry I and Algebra II  
Credits: A two semester course, 1 credit per semester

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry. Counts as an elective for all diplomas.

Earth and Space Science I (L) (3044)  
SCHS100100 Earth/Space Science: Academic 1  
SCHS100200 Earth/Space Science: Academic 2  
SCHS107100 Earth/Space Science: Credit Recovery 1  
SCHS107200 Earth/Space Science: Credit Recovery 2  
SCHS140100 Earth/Space Science: SE 1  
SCHS140200 Earth/Space Science: SE 2  
SCHS160100 Honors Earth/Space Science: Academic 1  
SCHS160200 Honors Earth/Space Science: Academic 2  
Recommended Grade Levels: 10, 11 and 12  
Credits: 2 semester course, 1 credit per semester

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. Counts as an Elective for all diplomas. Fulfills a science course requirement for all diplomas.

Environmental Science (L) (3010)  
SCHHE100100 Environmental Science: 1  
SCHHE100200 Environmental Science: 2  
SCHHE107100 Environmental Science: Credit Recovery 1  
SCHHE107200 Environmental Science: Credit Recovery 2  
SCHHE140100 Environmental Science 1  
SCHHE140200 Environmental Science 2  
Recommended Grade Levels: 11 and 12  
Recommended Prerequisites: Two credits in science coursework  
Credits: 2 semester course, 1 credit per semester

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. Counts as an Elective for all diplomas. Fulfills a science (life) course requirement for all diplomas.

Integrated Chemistry-Physics (L) (3108)  
SCHH100100 Integrated Chem-Physics 1  
SCHH100200 Integrated Chem-Physics 2  
SCHH140100 Integrated Chem-Physics: SE 1  
SCHH140200 Integrated Chem-Physics: SE 2  
SCNI100100 Integrated Chem-Physics 1  
SCNI100200 Integrated Chem-Physics 2  
Recommended Grade Levels: 9 and 10  
Recommended Prerequisites: Algebra I (may be taken concurrently with this course)  
Credits: 2 credit course, 1 credit per semester

Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity; uniform acceleration; Newton’s Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting...
institutions guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Counts as an elective for all diplomas. Fulfills a science (physical) course requirement for all diplomas.

Physics I (L) (3084)
SCHP100100  Physics I-1
SCHP100200  Physics I-2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Algebra II
Credits: 2 credit course, 1 credit per semester

Physics I is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. 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. Counts as an elective for all diplomas. Fulfills a science (physical) course requirement for all diplomas. Qualifies as a quantitative reasoning course.

PLTW Biomedical Innovation (5219)
SCHBI91100  Biomedical Innovations: PLTW 1
SCHBI91200  Biomedical Innovations: PLTW 2
Recommended Grade Levels: Grade 12
Recommended Prerequisites: Principles of the Biomedical Sciences, Human Body Systems and Medical Interventions.
Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

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. Student work involves the study of human 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.

PLTW Human Body Systems (5216)
SCHHB91100  Human Body Systems: PLTW 1
SCHHB91200  Human Body Systems: PLTW 2
SCHNB91100  Human Body Systems: PLTW 1
SCHNB91200  Human Body Systems: PLTW 2
Recommended Grade Levels: 10
Recommended Prerequisites: Principles of the Biomedical Sciences
Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

PLTW Medical Interventions: PLTW 2
Recommended Grade Levels: 11
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

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. Counts as a Directed Elective or Elective for all diplomas. Fulfills a Core 40 Science requirement for all diploma types.

PLTW Principles of Biomedical Sciences (5218)
SCHPB91100  Principles Biomedical Science: PLTW 1
SCHPB91200  Principles Biomedical Science: PLTW 2
SCNPB91100  Principles Biomedical Science: PLTW 1
SCNPB91200  Principles Biomedical Science: PLTW 2
Recommended Grade Levels: 9
Required Prerequisites: Biology I or concurrent enrollment in Biology I
Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

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

SOCIAL STUDIES

Citizenship and Civics (1508)

SSHC100300 Citizenship and Civics
SSNC100300 Citizenship and Civics
Recommended Grade Levels: None
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit per semester

Citizenship and Civics is an overview of citizenship roles and responsibilities designed to help students become independent thinkers and conscientious citizens. This course deals with political trends and behavior which citizens consider to be relevant to the most pressing issues of the day. The course provides students experiences that will develop attitudes of citizenship within a democratic society. Topics include: (1) the policymaking process, (2) public participation in policymaking, (3) citizenship rights and responsibilities in a changing society, and (4) the relationship between modern society and government. Study of the local government should be a component of this course. Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Current Problems, Issues, and Events (1512)

SSHS100300 Current Issues: Global Society
SSNC100100 Current Issues & Events 1
SSNC100200 Current Issues & Events 2
Recommended Grade Levels: None
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit per semester

Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studies from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included. Course may be repeated for credit if the content of the course changes. Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Economics (1514)

SSHEC00300 Economics: Academic
SSHEC07300 Economics: Credit Recovery
SSHEC60300 Economics: Honors
SSHFE91300 Advanced SS: Fund of Econ SBP
SSNE100300 Economics
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade. 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. The functions of government in a market economy and market structures will be examined. Students will understand economic performance, money, stabilization policies, and trade of the United States. The behavior of people, societies and institutions and economic thinking is integral to this 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 for the General diploma only.

Ethnic Studies (1516)

SSHE100300 Ethnic Studies
Recommended Grade Levels: None
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit

Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States. Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
HIGH SCHOOL COURSE OFFERINGS

Geography and History of the World (1570)
SSHG100100 Geo & History of the World 1
SSHG100200 Geo & History of the World 2
SSHG107100 Geo & History of the World: Credit
Recovery 1
SSHG107200 Geo & History of the World: Credit
Recovery 2
SSNG100100 Geo & History of the World 1
SSNG100200 Geo & History of the World 2
SSNG160100 Geo & History World: Honors 1
SSNG160200 Geo & History World: Honors 2
Recommended Grade Levels: None
Recommended Prerequisites: None
Credits: 2 semester course, 1 credit per semester

Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century. Fulfills the Geography History of the World/World History and Civilization graduation requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Indiana Studies (1518)
SSH103300 Indiana Studies
Recommended Grade Levels: None
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit per semester

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

Psychology (1532)
SSHP100300 Psychology
SSHP100100 Psychology 1
SSHP100200 Psychology 2
SSNP100300 Psychology
Recommended Grade Levels: None
Recommended Prerequisites: None
Credits: 1 to 2 semester course, 1 credit per semester

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas: History and Scientific Method, Biological Basis for Behavior, Development, Cognition, Personality and Assessment, Abnormal Psychology, Socio-Cultural Dimensions of Behavior, and Psychological Thinking. History and Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the brain and nervous system function, including sensation, perception, motivation and emotion. Development analyzes the changes through one’s life including the physical, cognitive, emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment explains 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.

Sociology (1534)
SSHS10300 Sociology
SSNS110300 Sociology
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit per semester

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 272 Indiana Department of Education High School Course Titles and Descriptions 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 (1538)**

SSHT100301 Topic/History: Holocaust
SSHT100101 Topic/History: Holocaust 1
SSHT100102 Topic/History: US & WW II-1
SSHT100202 Topic/History: US & WW II-2
SSHT100306 Topic/History: World Studies
SSNT100302 Topic/History: Holocaust (New Tech)
SSNT100303 Topic/History: US & WWII (New Tech)
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: United States History or History and World Civilizations
Credits: 1 semester course, 1 credit per semester

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. This course may be repeated if the material in the course is different from one semester to the next. Topics in History can address different topics in World History or U.S. History. Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

**TOPICS IN SOCIAL SCIENCE (1550)**

SSHT100308 TSS: Criminology
SSHTW00300 TSS: We The People
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit per semester

Topics in Social Science provides students with an opportunity for in-depth study of a specific topic, theme, or concept in one of the social science disciplines such as anthropology, archaeology, economics, geography, political science, psychology, or sociology. It is also possible to focus the course on more than one discipline. A subtitle should be included to give a clear idea of the course content. For example, a course focusing on a specific in political science might be entitled, "Topics in Social Science: Comparative Government." Courses taught under this title should emphasize scientific methods of inquiry and help students develop effective research and thinking skills. Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

**UNITED STATES GOVERNMENT (1540)**

SSHUG00300 US Government
SSHUG60300 US Government: Honors
SSNG100300 US Government
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit per semester

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

**UNITED STATES HISTORY (1542)**

SSHH100100 US History 1
SSHH100200 US History 2
SSHH107100 US History Credit Recovery 1
SSHH107200 US History Credit Recovery 2
SSHH140100 US History 1
SSHH140200 US History 2
SSHH160100 US History Honors 1
SSHH160200 US History Honors 2
SSNH100100 US History 1
SSNH100200 US History 2
Recommended Grade Levels: None
Recommended Prerequisites: None
Credits: 2 semester course, 1 credit per semester

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.

**URBAN AFFAIRS (1544)**

SSHU100300 Urban Affairs
Recommended Grade Levels: None
Recommended Prerequisites: None
Credits: 1 semester course, 1 credit per semester

Urban Affairs, examines the history, organization, processes, and distinctive aspects of urban affairs. The rise of modern
World History and Civilization (1548)
SSHW100100 World History & Civics: Academic 1
SSHW100200 World History & Civics: Academic 2
SSHW107100 World History & Civics: Credit Recovery 1
SSHW107200 World History & Civics: Credit Recovery 2
SSHW140100 World History & Civics: SE 1
SSHW140200 World History & Civics: SE 2
SSHW160100 World History & Civics: Honors 1
SSHW160200 World History & Civics: Honors 2
Recommended Grade Levels: None
Recommended Prerequisites: None
Credits: 2 semester course, 1 credit per semester

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 skills and process 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. Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Environmental Sustainability PLTW (4818)
TEHES91100 Environmental Sustainability: PLTW 1
TEHES91200 Environmental Sustainability: PLTW 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Introduction to Engineering Design, Principles of Engineering, and Biology
Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Environmental Sustainability is a specialization course that builds upon prior knowledge learned in previous engineering and science courses. Students investigate and design solutions in response to current challenges such as providing the world with clean and abundant drinking water, an adequate food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to design, build, and test potential solutions. This course engages critical thinking and problem-solving skills as students apply and extend their knowledge through designing experiments, managing projects, conducting research, and creating presentations to communicate solutions. Counts as a Directed Elective or Elective for all diplomas.

Civil Engineering and Architecture PLTW (4820)
TEHCE91100 Civil Engineering & Architecture: PLTW 1
TEHCE91200 Civil Engineering & Architecture: PLTW 2
TENCE91100 Civil Eng & Architecture: PLTW 1
TENCE91200 Civil Eng & Architecture: PLTW 2
Recommended Grade Levels: 11 and 12
Recommended Prerequisites: Introduction to Engineering Design and Principles of Engineering
Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

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

Introduction to Engineering Design PLTW (4812)
TEHIE90100 Intro/Engineering Design: PLTW 1
TEHIE90200 Intro/Engineering Design: PLTW 2
TENIE91100 Intro Engineering Design: PLTW 1
TENIE91200 Intro Engineering Design: PLTW 2
Recommended Grade Levels: 9
Recommended Prerequisites: none
Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students begin with completing structured activities and move to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented. Counts as a Directed Elective or Elective for all diplomas.
Principles of Engineering PLTW (4814)
TEHPE91100 Principles of Engineering: PLTW 1
TEHPE91200 Principles of Engineering: PLTW 2
TENPE91100 Principles Of Engineering: PLTW 1
TENPE91200 Principles Of Engineering: PLTW 2
Recommended Grade Levels: 10 and 11
Required Prerequisites: Introduction to Engineering Design
Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

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. Counts as a Directed Elective or Elective for all diplomas. Qualifies as a quantitative reasoning course.

WORK BASED PROGRAMS

Work Based Learning Capstone (5974)
TEHM40B100 Advanced Manufacturing: CONEXUS Intern
TEHM40B200 Advanced Manufacturing: CONEXUS Intern
WBHBE00100 Bus Coord Exp Related Instruction 1
WBHBE00200 Bus Coord Exp: Related Instruction 2
WBHBE01B100 Bus Coord Exp: On-The-Job Training 1
WBHBE01B200 Bus Coord Exp: On-The-Job Training 2
WBHII100100 Prof. Career Internship I-1
WBHII100200 Prof. Career Internship I-2
WBHII200100 Prof Career Internship II-1
WBHII200200 Prof Career Internship II-2
WBHII100101 PCI I: Jobs/America's Grads 1
WBHII100201 PCI I: Jobs/America's Grads 2
WBHII200101 PCI II: Jobs/America's Grads 1
WBHII200201 PCI II: Jobs/America's Grads 2
Recommended Grade Levels: 12
Required Prerequisites: a minimum of 4 credits of introductory and advanced career and technical education courses related to a student’s pathway and to the work site placement
Credits: 2 semester course, 1-3 credits per semester, 6 credits maximum

Work Based Learning Capstone is a stand-alone course that prepares students for college and career. This strategy builds students’ skills and knowledge in their chosen career path. Work Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student’s work based experiences and assist in evaluating achievement and performance. In stand-alone WBL Capstone courses, students have the opportunity to apply the concepts, skills, and dispositions learned in their pathways in real world business and industry settings. Therefore, at six credits in a student’s pathway would be prerequisite to the student enrolling in the stand-alone WBL course. Work Based experiences need to be in an industry setting closely related to a student’s CTE pathway. Instructors must have a clear partnership agreement and training plan for each student participating in Work Based experiences. When a course is offered for multiple hours per semester, the amount of authentic work experience needs to be increased proportionally.

WORLD LANGUAGES

French I (2020)
WLHF100100 French I-1
WLHF100200 French I-2
Recommended Grade Levels: Any
Recommended Prerequisites: None
Credits: 2 semester course, 1 credit per semester

French I 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.

Students will examine the practices, products and perspectives of French-speaking cultures, recognize basic routine practices of the target cultures, and recognize and use situation-appropriate non-verbal communication. 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)
WLHF200100 French II-1
WLHF200200 French II-2
Recommended Grade Levels: Any
Required Prerequisites: French I
Credits: 2 semester course, 1 credit per semester

French II 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
read aloud to practice appropriate pronunciation and intonation and present prepared material on a variety of topics. Students will describe the practices, products, and perspectives of French-speaking cultures; report on basic family and social practices of the target culture; and describe contributions from the target culture. 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)
WLHF300100 French III-1
WLHF300200 French III-2
Recommended Grade Levels: Any
Required Prerequisites: French I and II
Credits: 2 semester course, 1 credit per semester

French III 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 than in previous courses. 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 read aloud to practice appropriate pronunciation and intonation and present student-created material on a variety of topics. Students will continue to develop understanding of French-speaking cultures 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. 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)
WLHF400100 French IV-1
WLHF400200 French IV-2
Recommended Grade Levels: 10, 11 and 12
Required Prerequisites: French I, II and III
Credits: 2 semester course, 1 credit per semester

French IV provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Students will continue to develop understanding of French-speaking cultures 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. 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. Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma. Counts as a Directed Elective or Elective for all other diplomas.

French V (2028)
WLHF500100 French V-1
WLHF500200 French V-2
Recommended Grade Levels: 10, 11 and 12
Required Prerequisites: French I, II, III and IV
Credits: 2 semester course, 1 credit per semester

French V 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 French-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 French-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 impacted other communities. 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)
WLHG100100 German I-1
WLHG100200 German I-2
Recommended Grade Levels: Any
Recommended Prerequisites: None
Credits: 2 semester course, 1 credit per semester

German I 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. Students will examine the practices, products, and perspectives of German-speaking cultures, recognize basic routine practices of the target cultures, and recognize and use situation-appropriate non-verbal communication. 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)
WLHG200100 German I-1
WLHG200200 German II-2
Recommended Grade Levels: Any
Required Prerequisites: German I
Credits: 2 semester course, 1 credit per semester

German II 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 read aloud to practice appropriate pronunciation and intonation and present prepared material on a variety of topics. Students will describe the practices, products and perspectives of German-speaking cultures; report on basic family and social practices of the target culture; and describe contributions from the target culture. 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)
WLHG300100 German III-1
WLHG300200 German III-2
Recommended Grade Levels: Any
Required Prerequisites: German I and II
Credits: 2 semester course, 1 credit per semester

German III 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 than in previous courses. 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 read aloud to practice appropriate pronunciation and intonation and present student-created material on a variety of topics. Students will continue to develop understanding of German-speaking cultures 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. 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. Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma. Counts as a Directed Elective or Elective for all other diplomas.

Spanish I (2120)
WLNS100100 Spanish I-1
WLNS100200 Spanish I-2
WLHS100100 Spanish I-1
WLHS100200 Spanish I-2
Recommended Grade Levels: Any
Recommended Prerequisites: None
Credits: 2 semester course, 1 credit per semester

Spanish I 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. Students will examine the practices, products and perspectives of Spanish-speaking cultures, recognize basic routine practices of Spanish-speaking cultures, recognize basic routine practices of Spanish-speaking cultures, and recognize and use situational-appropriate non-verbal communication. 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)
WLHG400100 German IV-1
WLHG400200 German IV-2
Recommended Grade Levels: 10, 11 and 12
Required Prerequisites: German I, II and III
Credits: 2 semester course, 1 credit per semester

German IV provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Students will continue to develop understanding of French–speaking cultures 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. 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. Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma. Counts as a Directed Elective or Elective for any diploma.

Spanish II (2122)
WLHS200100 Spanish II-1
WLHS200200 Spanish II-2
WLNS200100 Spanish II-1
WLNS200200 Spanish II-2
Recommended Grade Levels: Any
Required Prerequisites: Spanish I
Credits: 2 semester course, 1 credit per semester

Spanish II 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 read aloud to practice appropriate pronunciation and intonation and present prepared material on a variety of topics. Students will describe the practices, products and perspectives of Spanish-speaking cultures; report on basic family and social practices of the target culture; and describe contributions from the target culture. 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)
WLHS300100 Spanish III-1
WHS300200 Spanish III-2
WLNS300100 Spanish III-1
WLNS300200 Spanish III-2
Recommended Grade Levels: Any
Required Prerequisites: Spanish I and II
Credits: 2 semester course, 1 credit per semester

Spanish III 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 than in previous courses. 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 read aloud to practice appropriate pronunciation and intonation and present student-created material on a variety of topics. Students will continue to develop understanding of Spanish-speaking cultures 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. Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma. Counts as a Directed Elective or Elective for any diploma.

Spanish IV (2126)
WLHS400100 Spanish IV-1
WLHS400200 Spanish IV-2
Recommended Grade Levels: Any
Required Prerequisites: Spanish I, II and III
Credits: 2 semester course, 1 credit per semester

Spanish IV provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Students will continue to develop understanding of French–speaking cultures 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. 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. Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma. Counts as a Directed Elective or Elective for all other diplomas.

Spanish V (2128)
WLHS500100 Spanish V:1
WLHS500200 Spanish V:2
Required Prerequisites: Spanish I, II, III & IV
Credits: A two-credit course over two semesters

Spanish V 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 French–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 impacted other communities. Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma.
ATHLETICS

Athletic Participation

To be eligible scholastically, a student must have received passing grades at the end of his or her last grade period in the following manner: Passing five high school credited courses each grading period. College course grades will count at the completion of the course.
ATHLETICS

Test Scores

- Division I uses a sliding scale to match test scores and core grade point averages. The sliding scale for those requirements is shown on the NCAA Eligibility Center’s website (www.eligibilitycenter.org).
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

- Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org). Use the list as a guide.
- Only courses that appear on your school’s List of NCAA Courses will be used in the calculation of the core grade-point average. Use the list as a guide.
- Division I core grade-point-average requirements are listed on the sliding scale on the NCAA Eligibility Center’s website (www.eligibilitycenter.org).
- The Division II core grade-point-average requirement is a minimum of 2.000.
- Remember, the NCAA grade-point average is calculated using NCAA core courses only.
PHYSICAL EDUCATION CREDIT

The Indiana State Board of Education has provided flexibility to adapt the high school physical education requirements for students who demonstrate proficiency through other means.

Program Requirements

- One (1) PE credit will be given for a complete season of:
  - Any FWCS sponsored IHSAA sanctioned sport
  - Marching Band
  - Winter Guard
  - Competitive Show Choir
  - Dance Team

All of these activities are within the framework of lifetime physical activities and fitness.

- You can earn one (1) credit in PE II for any of the above activities.
- Retroactive credits will NOT be awarded. It is your responsibility to get the form completed and turned in after completing the activity.
- A complete season is defined as: first practice to final event. The student must remain on the active roster the entire season or duration of the activity.
- Disciplinary suspensions from the team or activity may result in forfeiture of credit as determined by the coach, director or sponsor.
- At the conclusion of the season or activity, the coach, director or sponsor will validate completion on the PE Waiver Form.
- The form must be completed and turned into the guidance office within two weeks of the end of the season or activity.
- A grade of ‘A’ will be granted to all students who meet the requirements for the alternative credit.
- The PE II credits must be earned by the end of the sophomore year.

Things you must do:

- The PE Waiver Form must be completed by you and the coach, director or sponsor at the completion of the season or activity.
- You must turn the PE Waiver Form into the guidance office within two (2) weeks of the completion of the season or activity.
- Make sure PE II credits are completed before the end of the sophomore year.
This form must be signed by the coach, sponsor or director and by the student at the end of the season and returned to guidance office no later the two (2) weeks after the season has ended.

Name _______________________________ Grade ________ ID#________________

This student has earned one (1) PE credit in (check one) ☐ PE II by participating in one of the following approved extra-curricular activities:

**Fall Semester**
- Cross Country
- Cheerleading (fall)
- Football
- Golf (girls)
- Marching Band
- ROTC
- Soccer
- Tennis (boys)
- Volleyball

**Winter/Spring Semester**
- Baseball
- Basketball
- Cheerleading (winter)
- Competitive Show Choir
- Dance team
- Golf (boys)
- Softball
- Swimming and Diving
- Tennis (girls)
- Track and Field
- Wrestling
- Winter Drum Line
- Winter Guard

This PE credit was earned during the following school year: _________________________

**The PE Waiver credit MUST be earned by the end of the sophomore year.**

This student met the requirement to earn his/her alternative PE II credit by:
1. Completing and actively participating in the entire season for the sport or activity checked above, and
2. By not having any disciplinary suspensions from the sport or activity checked above.

_________________________  ________         __________________________  ________
Coach/Sponsor Signature      Date               Student Signature               Date

For Guidance Use Only:

Date Competed Form Received: ____________   By: ____________________________

Credit Earned: Yes ☐       No ☐

Date Placed on Transcript: ________________  By: ______________________________

Registrar: _______________________________  Date: ___________________
**REQUESTS FOR COLLEGE CREDIT MUST BE RECEIVED BY CURRICULUM NO LATER THAN THE UNIVERSITY’S LAST DAY FOR FULL REFUND.**

**Below For FWCS Staff Only**

<table>
<thead>
<tr>
<th>√</th>
<th>Please complete each step below</th>
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<tbody>
<tr>
<td></td>
<td>Student, parent/guardian, and guidance counselor coordinator must sign the request form.</td>
</tr>
<tr>
<td></td>
<td>Course requested is NOT offered on student's school site</td>
</tr>
<tr>
<td></td>
<td>If the course <em>does not</em> have an active course number, a scanned copy or print copy of form sent to the Curriculum Coordinator to get a course number – form will be returned with a recommendation for approval (a course number will be included if approved for credit). Students can be enrolled in courses with active course numbers and no further action is taken.</td>
</tr>
<tr>
<td></td>
<td>The signed agreement is returned to the high school guidance and placed on file.</td>
</tr>
</tbody>
</table>

If the course is NOT approved for credit to be transferred back to the high school for credit, the student may take the course if he/she has completed or will complete all requirements of the Core 40 diploma. The course will NOT count on the HS transcript. The course may NOT disrupt the regular school day of that student.

<table>
<thead>
<tr>
<th>Guidance Coordinator Signature</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Principal Signature</td>
<td>Date</td>
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<tr>
<td>Level Office Signature</td>
<td>Date</td>
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<tr>
<th>Approved Course Name &amp; Number</th>
<th>Not Approved</th>
<th>Curriculum Coordinator Initials</th>
</tr>
</thead>
</table>

05/2018
Career and Technical Education Registration Form

School Year ____________________ STN (Student’s State Testing Number) ____________________ (Required for enrollment)

--- --- --- --- --- INFORMATION BELOW IS TO BE COMPLETED BY PARENTS AND STUDENTS --- --- --- --- ---

Name ____________________________________________ Last ___________ First ___________ M.I. ___________
Address _________________________________________ City ___________________ State________ Zip Code_______
Gender: (circle one) Male Female Date of Birth _____ / _____ / ______
Mother / Guardian(s) Name __________________________________________ Cell Phone ( ) ________________
Can student be released to this Individual: (initial) Yes_______ No_______
Father / Guardian(s) Name __________________________________________ Cell Phone ( ) ________________
Can student be released to this Individual: (initial) Yes_______ No_______
Emergency Contact Name __________________________________________ Cell Phone ( ) ________________
Can student be released to this Individual: (initial) Yes_______ No_______

PLEASE CHECK THE SCHOOL YOU CURRENTLY ATTEND

0101 North Side 0219 Northrop 0102 Snider 0105 South Side 0177 Wayne
081 Heritage 0047 Homestead 0049 Leo 0297 New Haven 0285 Woodlan
0091 Carroll 0092 Bishop Dwenger 0093 Bishop Luers 0095 Concordia 0096 Blackhawk Christian
0097 Other __________________________________________

PLEASE CHECK THE DISTRICT/SCHOOL CORPORATION IN WHICH THE STUDENT CURRENTLY RESIDE

FWCS EACS NACS SACS WCCS Other-Name________________________________________

INFORMATION BELOW MUST BE COMPLETED BY HOME HIGH SCHOOL COUNSELOR

Grade Level When Entering Program of Choice: ____10 ____11 ____12
Current Credits Accumulated ______ Current GPA ______
Previous Year Attendance Rate ______ Overall Attendance Rate ______
Previous Year Tardies ______ Unexcused Absences Previous Year ______

Counselor should provide all data for at least one assessment below. Choose the assessment data that best represents this student’s ability to be successful in their program of choice. Fill in all blanks applicable for the assessment chosen. You may provide data for more than one assessment if you choose, but one is required.

PSAT Math____ (% tile) PSAT (EBRW)____ (% tile) Scaled Score ______
ISTEP Math____ (271) ISTEP English____ (244) SAT____ ACT____ SRI____
Accuplacer ______

Counselor Signature ____________________________________________ (Required)
<table>
<thead>
<tr>
<th>Prefer</th>
<th>Program Name</th>
<th>AM</th>
<th>PM</th>
<th>Prefer</th>
<th>Program Name</th>
<th>AM</th>
<th>PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>501 – Culinary Arts**</td>
<td>AM</td>
<td>PM</td>
<td>510 – Manufacturing**</td>
<td>AM</td>
<td>PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culinary Arts 1</td>
<td>AM</td>
<td>PM</td>
<td>Accu-Placer Test Required for Precision Machining</td>
<td>AM</td>
<td>PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culinary Arts 2 (Teacher recommendation)</td>
<td>AM</td>
<td>PM</td>
<td>Precision Machining 1 @ Ivy Tech North Campus</td>
<td>AM</td>
<td>PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-Op (Resume &amp; Teacher Recommendation)</td>
<td>AM</td>
<td>PM</td>
<td>Precision Machining 2 @ Ivy Tech North Campus</td>
<td>AM</td>
<td>PM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 502 – Health Science** | AM | PM | 510 – Manufacturing** | AM | PM |
| All courses require Criminal History Check | AM | PM | Welding Technology 1 | AM | PM |
| Introduction to Health Careers/Anatomy & Physiology | AM | PM | Welding Technology 2 | AM | PM |
| Dental Careers 1 | AM | PM | Co-Op (Resume & Teacher Recommendation) | AM | PM |
| CNA (seniors only) | AM | PM | | |
| Introduction to Medical Assisting | AM | PM | | |
| Medical Assisting (seniors only) | AM | PM | | |
| 503 – Careers in Early Childhood Education** | AM | PM | 512 – Information Technology Academy** | AM | PM |
| All courses require Criminal History Check | AM | PM | IT Support (Comptia A+) | AM | PM |
| Early Childhood Education 1 | AM | PM | Interactive Media (web design) | AM | PM |
| Early Childhood Education 2 | AM | PM | TV Production 1 | AM | PM |
| (Recommendation Required) | AM | PM | TV Production 2 – Yr 2 (Teacher Recommendation) | AM | PM |

| 504 – Cosmetology** | AM | PM | 513 – Public Safety** | AM | PM |
| Tues/Thur Evening Required | AM | PM | Fire Science (17 years old by March for certifications) | AM | PM |
| Cosmetology 1 (20 days during Jr summer) | AM | PM | Law Enforcement/Criminal Justice 1 | AM | PM |
| Cosmetology 2 (seniors only) | AM | PM | EMT – Basic Emergency Medical Services (seniors only) | AM | PM |
| Co-Op (Resume & Teacher Recommendation) | AM | PM | Course requires Criminal History Check | AM | PM |

| 505 – Automotive Technology & Collision** | AM | PM | 515 – Aviation @ Smith Field** | AM | PM |
| Auto Service Tech 1 – Electronics | AM | PM | Accu-Placer Test Required for Aviation | AM | PM |
| Auto Service Tech 1 – Brakes/Suspension | AM | PM | Aviation Maintenance (1 year Program) | AM | PM |
| Auto Service Tech 2 – Engine Principles | AM | PM | | |
| Auto Service Tech 2 – Engine Performance | AM | PM | | |
| Auto Collision Tech | AM | PM | | |
| Co-Op (Resume & Teacher Recommendation) | AM | PM | | |

| 506 – Construction Trades** | AM | PM | 516 – ICE | AM | PM |
| Construction Technology 1 – Homebuilding | AM | PM | | |
| Construction Technology 2 – Homebuilding | AM | PM | | |
| Construction Technology 1 – Carpentry/Masonry | AM | PM | | |
| Construction Technology 2 – Carpentry/Masonry | AM | PM | | |
| Construction Technology 1 – Electrical | AM | PM | Interdisciplinary Co-Op Education | AM | PM |
| Construction Technology 2 – Electrical | AM | PM | Must complete ICE application | AM | PM |
| Construction Technology 1 – HVAC/Plumbing | AM | PM | | |
| Construction Technology 2 – HVAC/Plumbing | AM | PM | | |
| Co-Op (Resume & Teacher Recommendation) | AM | PM | | |

** Denotes Dual Credit Courses

NOTE: Select 3 options. In the Preference column use 1, 2 and 3 to designate their priority

<table>
<thead>
<tr>
<th>Approved</th>
<th>Not Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale for Program Denial -</td>
<td></td>
</tr>
</tbody>
</table>

Have you taken and completed a Career Academy course before? YES NO

IF yes, What Course?_______________________________

Are you now requesting the 2nd year of the course? YES NO

The Career Academy at Anthis has a policy of providing equal opportunity. All courses are open to all students regardless of race, color, sex, handicap and national origin, including limited English proficiency.
**REQUEST FOR PASS/FAIL GRADING OPTION**

By completing this form, students are requesting to take a class as pass/fail. Requests for pass/fail grading option must be received on or before the end of the first two weeks of the semester. The Principal and Chief of School Leadership and/or Level Director will review requests on a case-by-case basis. Courses that apply to the Core 40 diploma or higher and courses that apply to parts 2 and 3 of the new graduation pathway options will not be allowed a pass/fail option. Classes taken as pass/fail will not be calculated into the student’s grade point average. Please see attached listing of classes.

<table>
<thead>
<tr>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td></td>
</tr>
<tr>
<td>High School Name</td>
<td></td>
</tr>
<tr>
<td>Course Requested to be taken Pass/Fail</td>
<td></td>
</tr>
<tr>
<td>Teacher Name</td>
<td></td>
</tr>
</tbody>
</table>

I(We) confirm that the course requested for pass/fail does not affect the student’s application for the Core 40 diploma or higher.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Guidance Coordinator Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Principal or Designee’s Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Chief of School Leadership Signature or Level Director</td>
<td>Date</td>
</tr>
</tbody>
</table>

*This form is to remain on file in the guidance department office and a copy of this form is to be placed in the student’s permanent file.*
REQUEST FOR HIGH SCHOOL CREDIT FOR A MIDDLE SCHOOL COURSE

Date of Request: ___________  Student Name: _________________________________________________

Middle School Courses for which high school credit is requested:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Semester and School Year: ___________________________________________________________________

Middle School where courses were taken: ________________________________________________________

__________________________________   ________________________
Student Signature      Date:

__________________________________   ________________________
Parent/Guardian Signature     Date:

Return this form to your high school guidance department for processing. Thank you.

For office use only

Date Received: ________________       Received by: __________________

Current high school:  _____________________    Verification of coursework: _____________________

Date of placement on high school transcript: _____________ Registrar’s initials: ________________

Original form should be placed in student’s file. Copy to parent/guardian.