

DELPHI COMMUNITY HIGH SCHOOL DELPHI, INDIANA

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Delphi Community School Corporation does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. Delphi Community School Corporation also does not discriminate in its hiring or employment practices.

INTRODUCTION

This booklet is prepared to help you in planning your high school program. It contains information which will assist you and your parents in setting a direction for course selection at Delphi Community High School.

Consider the future when making out a schedule. What are your ultimate goals, interests, and abilities?

Although certain courses are required to be taken, many others are available as electives. Choose electives that sound interesting that will challenge you, that will help you prepare for your goal, and even include some that sound like fun.

We don't expect you to plan a four year program by yourself. We'll offer all the help we can. If you have any questions, ask a counselor or a teacher anytime during your four years with us.

In this booklet you will find requirements for graduation and course descriptions.

DELPHI COMMUNITY HIGH SCHOOL

Four Year Planner

12		English 12	Pre-Calculus Or Quantitative		Government / Econ		
11		English 11	Algebra II	3rd Science	U.S. History	World Languages II	
10		English 10	Geometry	Biology or Chemistry	Geography/ History of the World	World Languages I	
9	Health/ Physical Education	English 9	Algebra I	ICP or Biology	Computer Science		
8	Careers						Intro to Ag

Core 40:

Credits required for graduation 44

Academic Honors Diploma:

Credits required for graduation: 48
Three years of a foreign language and one
year of fine arts

2020– 2021 INFORMATION

Delphi Community High School, in its attempt to offer a more enriched curriculum to each and every student, is announcing the following information for the 2020-2021 school year.

It is to a student's advantage to sample as much of the high school curriculum as he/she sees fit, as long as a wise path toward graduation and career goals are followed. High school counselors begin working with students and their parents during the eighth grade to schedule a projected high school program through graduation.

Athletes are reminded that in order to be eligible for sports competition, at least five courses per semester must be taken and passed.

Drop and Add

Students may change their schedules during open enrollment August 1 - August 14th. After that time, there will be no schedule changes until the end of the first semester. The only exceptions involve removal for disciplinary reasons (WF).

Second semester changes can be made December 7th - December 11th, 2020.

Repeat a Class

Students who have not achieved a grade of C+ or better in any class may repeat a course for a higher grade. Any sequential type course, such as French I, which is to be repeated, must be taken in the next available semester when it is offered, or before the student has begun a subsequent class, such as French II.

Credit will be awarded one time. While any grade D- or higher will remain on the transcript, only the higher grade will be used to calculate GPA and class rank. When credit has already been earned, repeated courses may count for athletic eligibility, at the discretion of the principal.

GRADUATION REQUIREMENTS

Specific Graduation Requirements

English 9, 10,11,12	8.00 credits
World History/Civilization	2.00 credits
US History	2.00 credits
Government	1.00 credit
Economics	1.00 credit
Biology I	2.00 credits
Additional Sciences	4.00 credits
Algebra I	2.00 credits
Geometry	2.00 credits
Algebra II	2.00 credits
Physical Education	2.00 credits
Health	1.00 credit
Careers	1.00 credit
Electives	14.00 credits
Total	44.00 credits
DCHS does have additional local requirements.	
Class of 2021, 2022, 2023 and 2024 - Electives	14.00 credits

Core 40 and General Diploma = 44

Honors Diploma = 48

GRADUATION REQUIREMENTS

The Indiana State Board of Education adopts course and credit requirements for earning a high school diploma. Current course and credit requirements went into effect for students who entered high school in the fall of 2012 (Class of 2016).

Students have the option of earning an **Indiana Diploma** with the following designation(s):

- General;
- Core 40;
- Core 40 with Academic Honors (AHD); or
- Core 40 with Technical Honors (THD).

To earn an Indiana Diploma, students in the graduating classes of 2019 – 2022 must:

- Meet course and credit requirements; and
- Pass the Graduation Qualifying Exam (GQE)/qualify for a GQE waiver, or complete the Graduation Pathways.

Graduation Pathways will be required starting with the class of 2023 (additional information can be found below).

DELPHI PATHWAYS:

1. Agriculture Power, Structure, and Technology Systems
2. Animal Systems
3. Landscape
4. Commercial Photography
5. Interactive Media
6. Office Management
7. Nursing (Requires access to transportation)
8. Veterinary
9. Culinary Arts
10. Hospitality Management
11. Computer Science / Programming
12. Criminal Justice
13. Education Services
14. Advanced Manufacturing

OUTSIDE OF DELPHI PATHWAYS:

1. Construction
2. Auto Tech
3. Cosmetology (Requires access to transportation)
4. Health and Human Services

Additional Delphi Graduation Requirements

- Computer Science or Graphic Design class
- Core 40; - 44 credits
- Academic Honors (AHD) or Technical Honors (THD). = 48 credits.

Class of 2020, 2021, 2022

Class of 2023 - must additionally complete pathways



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

Schools may have additional local graduation requirements that apply to all students

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

12-07-2012

CORE40 with Academic Honors *(minimum 47 credits)*

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

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

CORE40 with Technical Honors *(minimum 47 credits)*

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

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

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

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

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

Graduation Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements.
2) Learn and Demonstrate Employability Skills ¹ (Students must complete <u>at least one</u> of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: • Project-Based Learning Experience; OR • Service-Based Learning Experience; OR • Work-Based Learning Experience.²
3) Postsecondary-Ready Competencies ³ (Students must complete <u>at least one</u> of the following.)	• Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR • ACT: College-ready benchmarks; OR • SAT: College-ready benchmarks; OR • ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR • State- and Industry-recognized Credential or Certification; OR • Federally-recognized Apprenticeship; OR • Career-Technical Education Concentrator⁴: Must earn a C <u>average</u> in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study; OR • AP/IB/Dual Credit/Cambridge International courses⁵ or CLEP Exams: Must earn a C <u>average</u> or higher in at least three courses; OR • Locally created pathway that meets the framework from and earns the approval of the State Board of Education.

GRADING SYSTEM

All teachers are required to share their grading systems with their students. They should thoroughly explain their methods of grading to the students. Regardless of the grading system, only grades will be used on student report cards and permanent records. The point system that will apply to all nine weeks and semester grades is:

Weighted/MA or AP Courses

A+	16
A	15
A-	14
B+	13
B	12
B-	11
C+	10
C	09
C-	08
D+	04
D	03
D-	02
F	00

Regular/Basic

A+	13
A	12
A-	11
B+	10
B	09
B-	08
C+	07
C	06
C-	05
D+	04
D	03
D-	02
F	00

Grade Percentages

100-99.5	A+
99.4-93	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-
59-below	F

COLLEGE WEBSITES

You may view current admission requirements by visiting these websites:

BALL STATE UNIVERSITY <http://www.bsu.edu>

INDIANA UNIVERSITY <http://www.iub.edu/>

VINCENNES UNIVERSITY <http://www.vinu.edu>

IVY TECH STATE COLLEGE <http://www.laf.ivytech.edu>

INDIANA STATE UNIVERSITY <http://www.indstate.edu/>

PURDUE UNIVERSITY <http://www.purdue.edu>

UNIVERSITY OF SOUTHERN INDIANA
<http://www.usi.edu>

Indiana University/Purdue University
<http://www.iupui.edu>

Indiana University/Kokomo
<http://www.iuk.edu>

See Senior Planning Guide...Student Services Tab....www.delphi.k12.in.us

AGRICULTURE EDUCATION DEPARTMENT



INTRODUCTION TO AGRICULTURE, FOOD AND NATURAL RESOURCES

5056

0005

Introduction to Agriculture, Food and Natural Resources is a yearlong course that is a prerequisite and foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to careers and the fundamentals of agricultural science and business. Areas to be covered include: agricultural literacy, its importance and career opportunities, plant and soil science, environmental science, horticulture and landscape management, agricultural biotechnology, agricultural science and business tools and equipment, basic principles of and employability in the agricultural/horticultural industry, basic agribusiness principles and skills, developing leadership skills in agriculture, and supervised experience in agriculture/horticulture purposes and procedures. Student learning objectives are defined. Instruction includes not only agriculture education standards but many academic standards are included through the use of “hands-on” problem-solving individual and team activities.

- Recommended Grade Level: Grade 8-12
- Recommended Prerequisites: None
- A two-credit/ two-semester 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

WELDING TECHNOLOGY I

5776

0051

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

- Recommended Grade Levels: 9-12
- Recommended Prerequisites: IAFNR or by permission of the teacher.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. IVY Tech dual credit available
- Dual Credit

AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY I & II

5088

I 0021/II 0022

Agriculture Power, Structure and Technology is a two semester, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural equipment in concert with the utilization of technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience, and career opportunities in the area of agriculture power, structure, and technology.

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: Welding I and/or recommendation of a teacher
- Credits: 1 per semester, maximum of 4 semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Ivy Tech Dual Credit

LANDSCAPE MANAGEMENT I

5136

0006

Landscape Management is a yearlong course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications, management and employability skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Upon completion of the program plus learning and demonstrating other skills, students have the opportunity to receive an industry approved State Certificate of Mastery in Landscape Management.

- Recommended Grade Levels: 9-12
- Recommended Prerequisite: IAFNR or by permission of the teacher
- Credits: A two-credit/two-semester 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
- Ivy Tech Dual Credit

LANDSCAPE MANAGEMENT II

5137

0007

Landscape Management II is a two semester course that extends the content and skills of Landscape Management and provides the student with in-depth exploration of the many career opportunities in the diverse field of landscape management. Students continue to build knowledge and skill in the procedures used in landscape planning and design using current industry standards and practices. Extended laboratory experiences include application of the principles and procedures involved especially in the Midwest and Great Lakes areas with landscape construction; turf management; scheduling and oversight of landscape maintenance; weed control; non-pathogenic and disease prevention, diagnosis, and treatment; communications; management skills necessary in landscaping operations; and the use and maintenance of equipment utilized by landscapers. Students should also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management.

- Recommended Grade: 12
 - Required Prerequisites: Landscape Management I
 - Recommended Prerequisites: Plant and Soil Science or Horticulture Science
- Credits: 2 semester course, 2 semesters required, 1-3 credit(s) per semester, 6 credits maximum
- Counts as an Elective or Directed Elective for all diplomas.
 - Qualifies as a quantitative reasoning course

PLANT AND SOIL SCIENCE

5170

0001

Plant and Soil Science is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, environmental factors affecting plant growth, diseases and pests of plants and their management, biotechnology, the basic components and types of soil, calculation of fertilizer application rates and procedures for application rates and procedures for application, soil tillage and conservation, irrigation and drainage, land measurement, cropping systems, precision agriculture, principles and benefits of global positioning systems, harvesting, and career opportunities in the field of plant and soil science.

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 1 credit per semester, maximum of 2 credits
- Fulfills a Life Science or Physical Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical diplomas

ADVANCED LIFE SCIENCE, PLANTS AND SOILS (L)

5074 Offered 2020-2021

0003

Advanced Life Science, Plants and Soils, is a standards-based, interdisciplinary science course that integrates the study of advanced biology, chemistry, and earth science in an agricultural context. Students enrolled in this course formulate, design, and implement agriculturally-based laboratory and field investigations as an essential course component. These extended laboratory and literature investigations focus on the chemical reactions of matter in living and nonliving materials while stressing the unifying themes of chemistry and the development of physical and mathematical models of matter and its interactions. Using the principles of scientific inquiry, students examine the internal structures, functions, genetics and processes of living plant organisms and their interaction with the environment. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to both biology and chemistry in the context of highly advanced agricultural applications of plants and soils.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Chemistry and Biology
- Credits: A two semester course, one credit per semester
- Fulfills a Core 40 Life Science 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
- Ivy Tech Dual Credit

ANIMAL SCIENCE

5008

0010

This is a two semester program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction; nutrition, careers in animal science, common diseases and parasites, social and political issues related to the industry, and management practices for the care and maintenance of animals.

- Recommended grade level: Grade 9-12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 1 per semester
- Ivy Tech Dual Credit

ADVANCED LIFE SCIENCE: ANIMALS

5070 Offered 2021-2022

0011

This is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory and fieldwork, they recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture.

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: Animal Science
- Credits: 1-3 credit(s) per semester, maximum of 4 credits
- Ivy Tech Dual Credit

VETERINARY CAREERS I

5211 Offered 2021-2022

Veterinary Careers is designed as a laboratory-based experience in the classroom, including 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 care in extended care facilities, hospitals, and home health agencies under the direction of licensed veterinarians. In addition, students will learn skills for monitoring and caring for animals before and after surgery, maintain and sterilize surgical instruments, clean and disinfect kennels and operating rooms, provide emergency first aid to animals, give medication, do routine lab tests, feed and bathe animals, and collect fluid or tissue samples. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers, 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 postsecondary program.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Health Science Education I, Medical Terms, or Animal Science
- Credits: 1 credit per semester, maximum of 6 credits

VETERINARY CAREERS II

5212

5212

Veterinary Careers is designed as a laboratory-based experience in the classroom, including 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 care in extended care facilities, hospitals, and home health agencies under the direction of licensed veterinarians. In addition, students will learn skills for monitoring and caring for animals before and after surgery, maintain and sterilize surgical instruments, clean and disinfect kennels and operating rooms, provide emergency first aid to animals, give medication, do routine lab tests, feed and bathe animals, and collect fluid or tissue samples. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers, 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 postsecondary program.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Veterinary Career I
- Credits: 2 credit per semester, maximum of 6 credits

Participation in HOSA or FFA encourages the development of leadership, communication, community service and career-related skills

AGRIBUSINESS MANAGEMENT

5002

0040

Agribusiness Management is a yearlong course that presents the concepts necessary for managing an agriculture-related business from a local and global perspective. Concepts covered in the course include: exploring careers in agribusiness, global visioning, applying E-commerce, risk management, understanding business management and structures, entrepreneurship, the planning, organizing, financing, and operation of an agribusiness, economic principles, credit, computerized record keeping, budgeting, fundamentals of cash flow, federal, state, property and sales tax, insurance, cooperatives, purchasing, the utilization of information technology in agribusiness, marketing agricultural products, developing a marketing plan, advertising and selling products and services, understanding consumers and buying trends, agricultural law applications and employability skills.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: IAFNR
- Credits: A two-credit course over two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas; Ivy Tech dual credit
- Supervised Agricultural Experience
- Ivy Tech Dual Credit

SUPERVISED AGRICULTURAL EXPERIENCE

5228 Summer

0057

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

- Recommended Grade Levels: 10-12
- Recommended Prerequisite: IAFNR
- Credits: A maximum of eight credits may be earned in this course when offered as a “non-co-op,” one hour course over eight semesters, some of which can be earned during summer sessions; curriculum content and competencies should not be duplicated when multiple credits are being earned
- Credits: A maximum of twelve credits may be earned in this course when offered as an SAE Cooperative Education course (one credit for related instruction and two credits for on the job training – over four semesters = 12 credit hours); on the job training credit hours may be increased in approved situations
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ART DEPARTMENT



INTRODUCTION TO TWO & THREE DIMENSIONAL ART (L)

4000/4002

0065/0066

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

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

ADVANCED TWO & THREE-DIMENSIONAL ART (L)

Advanced Art II

4004/4006

0070/0071

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

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

DRAWING (L) I & II

4060

I 0067/II 0069

Drawing is a course based on the Indiana Academic Standard 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 design studios while identifying art-related careers.

This drawing course will focus heavily on industrial design and the art processes related to this specific design career. Students will explore and practice drawing techniques used to render conceptual ideas and designs related to new consumer products while learning to prepare high-quality professional presentations and portfolios.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Laboratory course
- 1-semester course

PAINTING (L) I & II

4064

0068/0077

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

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

BUSINESS EDUCATION DEPARTMENT

PREPARING FOR COLLEGE AND CAREERS

5394

0362

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include 21st 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 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 technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

- Prerequisite: None
- 1 semester
- Recommended grade level: 8-12

INTRODUCTION TO BUSINESS

4518

0256

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

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

PRINCIPLES OF BUSINESS MANAGEMENT

4562

0103

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.

- Prerequisite: Recommended Introduction to Business
- 1 year
- Recommended grade level: 11-12
- Dual Credit: Ivy Tech:

INTRO TO ACCOUNTING

4524

0109

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. The course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making.

- Prerequisite: Principles of Business
- Recommended grade level: 11-12

ADMINISTRATIVE AND OFFICE MANAGEMENT

5268

0104

Administrative and Office Management prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and be successful in a work environment. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business administration, management, and finance. Individual experiences will be based upon the student's career and educational goals.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Principles of Business Management or Principles of Marketing
- Credits: 2 semester course, 2 semesters required, 1-2 credits per semester, 4 credits maximum

COMPUTER SCIENCE I (COM SCI I)

4801

0113

Computer Science I introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, use documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment.

- Recommended Grade Level: 10, 11, 12
- Required Prerequisites: Introduction to Computer Science or teacher confirmation of student demonstration of mastery of the Intro to Computer Science standards
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

COMPUTER SCIENCE II 5236 (CS II PROG)

5236

0114

Computer Science II explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured modular concepts. 67 Indiana Department of Education High School Course Titles and Descriptions 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.

- Recommended Grade Level: 10,11, 12
- Required Prerequisites: Computer Science I
- Credits: 2-semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

INTERACTIVE MEDIA

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". This course will allow students to have experiences in various software programs involved in creating multimedia presentations, digital movies, digital animation, and introductory scripting. Students explore the role of contemporary marketing and design.

INTERACTIVE MEDIA 1

5232

0108

Interactive Media 1 introduces students to the physical components and operation of computers. Technology is used to build students decision-making and problem-solving skills. Students will become familiar with Microsoft Office 2010 programs including: Word, Excel, Power Point, Access, and Publisher. Google Drive/Docs will be compared to Microsoft. Digital Citizenship curriculum will also be a component of this class.

- 1 credit per semester
- Recommended grade level: 9 - 12
- Opportunity for Dual Credit-CINS Introduction to Microcomputers 101

INTERACTIVE MEDIA 2

5232

0125

Interactive Media 2 focuses on the following:

- Video/audio production (storyboarding, shooting, and filming, and producing).
- Web Design (HTML, Weebly, Google Sites, and iWeb)
- Web Tools

1 credit per semester

Prerequisite: Computer Science or Graphic Design

Recommended grade level 10-12

INTERACTIVE MEDIA 3

5232

0150

Students will work on school and community projects while polishing their video and web design skills.

- Prerequisite: Interactive Media 1 and 2
- 1 credit per semester
- Recommended grade level: 11, 12
- This course is aligned with postsecondary courses for Dual Credit: Ivy Tech VISC 200

DIGITAL APPLICATIONS AND RESPONSIBILITY

4528

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

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

VISUAL ARTS

COMMERCIAL PHOTOGRAPHY

5570

0933

Commercial Photography is an organized learning experience that includes theory, laboratory, and studio work as each relates to all phases of camera use, photographic processing, and electronic photographic editing. Instruction covers the topics of composition and color dynamics; contact printing and enlarging; developing film; lighting techniques and meters; large and medium format cameras and other current photographic equipment used for portrait, commercial, and industrial photography. Focus is placed on camera operation and composition related to traditional photographic principles and also tools and creative effects for editing and/or enhancing photographs. Instruction emphasizes the planning, development, and production of materials that visually communicate ideas and information.

- Recommended Grade Level: Grade 9 – 12
- Recommended Prerequisites: Introduction to Communications or Interactive Media
- Credits: 1 – 3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMMERCIAL PHOTOGRAPHY II

5570

0085

Commercial Photography is an organized learning experience that includes theory, laboratory, and studio work as each relates to all phases of camera use, photographic processing, and electronic photographic editing. Instruction covers the topics of composition and color dynamics; contact

printing and enlarging; developing film; lighting techniques and meters; large and medium format cameras and other current photographic equipment used for portrait, commercial, and industrial photography. Focus is placed on camera operation and composition related to traditional photographic principles and also tools and creative effects for editing and/or enhancing photographs. Instruction emphasized the planning, development, and production of materials that visually communicate ideas and information. Classes will be responsible for photographing DCES and CECC children, teachers, faculty, and activities to be covered in the annual yearbook publication.

- Recommended Grade Level: Grade 10 – 12
- Recommended Prerequisites: Introduction to Commercial Photography I, Interactive Media, Graphic Design and Layout
- Credits: 1 – 4 credit per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

GRAPHIC DESIGN AND LAYOUT

5550

0084

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 silk screening and airbrush techniques as well as activities in designing product packaging and commercial displays or exhibits. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

- Recommended Grade Level: 9 – 12
- Credits: 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

YEARBOOK/GRAPHIC DESIGN AND LAYOUT

5550

0932

This course visually communicates students and events throughout the year developing a theme, designing layouts, conducting peer and administrative interviews to capture the essence of the student body through the yearbook publication.

- Recommended Grade Level: Grade 9 – 12
- Recommended Prerequisites: Commercial Photography, and Graphics Design & Layout
- Required: Consent of instructor
- Credits: 2 – 3 credits per semester, maximum of 6 credits

INTRODUCTION TO DESIGN PROCESSES

4794

0941

Introduction to Design Processes is a course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, testing, communicating, and presenting post evaluation of products. Students use the design process to analyze research, develop ideas, and produce products solutions. This process gives a framework through which they design, manufacture tests and present their ideas. Students will demonstrate and utilize design principles and elements for visual presentation. Designing aspects will also cover aesthetics, ergonomics, the environment, safety, and production. The design process is a core-learning tool for many courses enabling the student to solve problems in a systematic, logical and creative manner. Students develop a good understanding of the way the process helps them think creatively and developing aesthetic ideas. The design process encourages the students to engage in higher level thinking to create solutions to many problems. Students will be learning to run the Ricoh machines, Fiery, using various software and print shop equipment, and also communicating with community on their needs. Students will learn how to operate folders, trimmers, drills, bindery equipment, heat press, glue equipment. This will be a hands-on class that will allow students to become industry ready.

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMPUTERS IN DESIGN AND PRODUCTION

4800

0942

Information Communications and Technology introduces students to the physical components and operation of computers/print equipment. Technology is used to build students decision-making and problem-solving skills. Students should be given the opportunity to seek an industry-recognized digital literacy certification. Students will be learning to run the Ricoh machines, Fiery, using various software and print shop equipment, and also communicating with community on their needs. Student will learn how to operate folders, trimmers, drills, bindery equipment, heat press, glue equipment. This will be a hands-on class that will allow students to become industry ready.

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

PRINCIPLES OF MARKETING

5914

0110

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

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

WORK BASED LEARNING

5974

5974

Work-based learning encompasses a diversity of **formal**, **non formal** and **informal** arrangements including apprenticeships, work placement and informal learning on the job.

Work-based learning (WBL) is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. The student engages in a WBL program and completes all requirements of the program, maintains a high degree of professionalism and acquires necessary competencies for which the WBL program was designed.

Work-based learning strategies may include but not limited to the following:

- Apprenticeship or internship or mentorship: An apprenticeship involves the student working for an employer where he or she is taught and supervised by an experienced employee of the chosen organization. The student is periodically evaluated for progress as per the skills and knowledge acquired, and maybe granted wages accordingly. At the end of the course, the student receives a high school credit. The student learns in a realistic environment and gets the opportunity to apply his or her knowledge in real-world scenarios.
- Job shadowing: Job Shadowing is a short term opportunity that introduces the student to a particular job or career by pairing the student with an employee of the workplace. By following or 'shadowing' the employee, the student gets familiar with the duties and responsibilities associated with that job.
- Business/industry field trip: Field trips offer the students an insight in the latest technical advancements and business strategies of an enterprise. Students also gain an awareness of the various career opportunities available and understand the driving forces of the community's economy.
- Entrepreneurial experience: This includes setting up of specific business, right from the planning, organizing and managing stage to the risk control and management aspects of a business.
- Cooperative education: In cooperative education, the work experience is planned in conjunction with the technical classroom instruction. This method is used by high schools that do not have access to state-of-art equipment required to transact the technical course practically.
- School-based enterprise: A school-based enterprise is a simulated or actual business run by the school. It offers students a learning experience by letting them manage the various aspects of a business
- Service learning: This strategy combines community service with career, where students provide volunteer service to public and non-profit agencies, civic and government offices etc.

ENGLISH DEPARTMENT



Workplace skills and Speech will be integrated into all levels & all grades of the English curriculum.

ENGLISH 9

1002

0203

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

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

ENGLISH 9MA (Most Able)

1002

0201

English 9MA is for students who demonstrate exceptional ability and the desire to work at an advanced level and pace. The course adheres to the English 9 description but the instructional emphasis is on enrichment that includes additional opportunities to work independently and at a greater breadth and depth. English 9MA carries an additional weight factor for a student's overall grade point average, and performance and ability expectations are commensurate with that weighting.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: Students screened by MA Criteria
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students in MA classes may continue provided they perform at a B- level

ENGLISH 10

1004

0213

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

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

ENGLISH 10MA (Most Able)

1004

0211

English 10MA is for students who demonstrate exceptional ability and the desire to work at an advanced level and pace. The course adheres to the English 10 description but the instructional emphasis is on enrichment that includes additional opportunities to work independently and at a greater breadth and depth. English 10MA carries an additional weight factor for a student's overall grade point average, and performance and ability expectations are commensurate with that weighting.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: Students enrolled in MA classes may continue provided they perform at a B- level or above, and/or have been screened by MA Criteria
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH LANGUAGE AND COMPOSITION, ADVANCED PLACEMENT (11 AP)

English Composition

1056

0231

English Language and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. 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>.

Advanced Placement (AP) Courses are intended to be the equivalents of comparable college level courses.

The DCHS English AP Language and Composition course carries an additional weight factor for a student's overall grade point average. Ability and performance expectations are commensurate with that weighting. Students will have the opportunity to take the corresponding College Board AP English Lang exam in the spring to earn college credit. Students who have demonstrated interest, appropriate effort, and ability in the English 10AP class are automatically enrolled in English 11AP. Others who wish to enroll should talk with their English teacher or guidance counselor about that opportunity.

- Recommended Grade Level: Grade 11
- Recommended Prerequisites: English 10 MA AP Literature and Composition or by application with teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma
- Students are expected to meet all requirements set forth in the AP Letter of Understanding which is signed by students and parents in the spring prior to a student's enrollment in an AP course

ENGLISH 11

1006

0233

English 11, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 11 and the Common Core State Standards for English/Language Arts, 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.

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

ENGLISH 111 - ENGLISH COMPOSITION (Dual Credit)

1124

0241

English Composition is designed to develop students' abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion, and argumentation. A research paper is required. Numerous in-class writing activities are required in addition to extended essays written outside of class.

English Composition, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grades 12. This course title covers any English language and composition advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school. 8 Indiana Department of Education High School Course Titles and Descriptions

- Recommended Grade Level: 12
- Required Prerequisites: Demonstrated competency through appropriate assessment or earning a grade of "C" or better in English 11 AP
- Credits: 1-semester course, 1 credit per semester. May be offered for successive semesters
- Fulfills an English/Language Arts requirement for all diplomas
- Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination; and/or taught by higher education faculty.
- Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school.

ENGLISH 112 - EXPOSITION AND PERSUASION (Dual credit)

1124

0243

Exposition and Persuasion build on the writing skills taught in English Composition 111 and emphasizes research-based analytic and argumentative writing.

Exposition and Persuasion, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grades 12. This course title covers any English language and composition advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school. 8 Indiana Department of Education High School Course Titles and Descriptions

- Recommended Grade Level: 12
- Required Prerequisites: A grade of “C” or better in English 111 English Composition
- Credits: 1-semester course, 1 credit per semester. May be offered for successive semesters
- Fulfills an English/Language Arts requirement for all diplomas
- Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination; and/or taught by higher education faculty.
- Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school.

ENGLISH 12

1008

0243

English 12, an integrated English course based on Indiana’s Academic Standards for English/Language Arts for Grade 12 and the Common Core State Standards for English/Language Arts, 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.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: English 9M, English 10, and English 11 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH 12 ADVANCED

1098/1052

0222

English 12MA is for students who demonstrate exceptional ability and the desire to work at an advanced level and pace. The course adheres to the English 12 description but the instructional emphasis is on enrichment that includes additional opportunities to work independently and at a greater breadth and depth. Performance and ability expectations are set high.

- Recommended Grade Level: Grade 12
- Students are recommended for enrollment in English 12 MA based on performance and success in English 11 and at the recommendation of the English department personnel
- Recommended Prerequisites: Students enrolled in MA classes may continue provided they perform at a B- level or above, and/or have been screened by MA Criteria
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

STUDENT MEDIA

1086

0925

Student Publications, a course based on the High School Journalism Standards and the Student Publications Standards is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students plan, publish, market, and distribute the school newspaper. Applications must be submitted to the advisor by the end of the first semester in order to be considered for the following year's staff. Students work on high school publications or media staff so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisites: Approved application to advisor
- Credits: 1-7
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: This is the designated school newspaper course

SPEECH

1076

0220

Speech, a course based on *Indiana's Academic Standards for English/Language Arts* and emphasizing the *High School Speech and Communication Standards*, is the study and application of 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 multimedia presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED SPEECH AND COMMUNICATION

1078

0219

Advanced Speech and Communication, a course based on *Indiana's Academic Standards for English/Language Arts* and emphasizing the *High School Speech and Communication Standards*, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multimedia presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery. **ADVANCED SPEECH AND COMMUNICATION PROJECT:** Students complete a project, such as multimedia presentations that are reflective, reports or historical investigations, responses to literature, or persuasive arguments, which demonstrates knowledge, application, and speaking progress in the Advanced Speech and Communication course content. Students who score 550 on the Critical Reading portion of the SAT and successfully complete both the Speech and Advanced Speech and Communication courses may receive college credit from Purdue University.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: Speech with a grade of B- or better, or teacher approval
- Credits: 1 credit

FAMILY AND CONSUMER SCIENCES DEPARTMENT



INTRODUCTION TO CULINARY ARTS AND HOSPITALITY

5438

0386

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

- Grade Level: 9, 10
- Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 semesters, 2 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CULINARY ARTS AND HOSPITALITY I

5440

0387

Advanced Culinary Arts and Hospitality I 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.. Student laboratory experiences 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. A standards-based plan guides the students' laboratory and work-based experiences. Students are monitored in these experiences by the *Advanced Culinary Arts* teacher.

- Grade Level: Grade 10, 11, 12
- Prerequisites: Introduction to Culinary Arts and Hospitality
- Credits: 2 credits per semester, 2 semesters maximum, maximum of 4 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CULINARY ARTS AND HOSPITALITY MANAGEMENT II

5346

0388

Culinary Arts and Hospitality Management II 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 a 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.

- Recommended Grade Level: 10, 11, 12
- Required Prerequisites: Culinary Arts and Hospitality I
- Credits: 2 credits per semester, 2 semesters maximum, 4 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CHILD DEVELOPMENT

5362 Offered 2021-2022

0391

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.

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

ADVANCED CHILD DEVELOPMENT

5360

0392

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.

- Grade Level: 9, 10, 11, 12
- Prerequisites: Child Development
- Credits: 1 Credit per Semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with
- Academic Honors and Core 40 with Technical Honors diplomas

WORLD LANGUAGES DEPARTMENT



SPANISH I

2120 Spanish

0473 Spanish

Spanish I courses provide instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, the course provides students with opportunities to respond to and give oral directions and commands and to make routine requests in the classroom and in public places; understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events; ask and answer simple questions and participate in brief guided conversations related to their needs and interests; read isolated words and phrases in a situational context, such as menus, signs, and schedules; comprehend brief written directions and information; read short narrative texts on simple topics; and write familiar words and phrases in appropriate contexts and respond in writing to various stimuli.

Additionally, students learn about nonverbal communication, such as gestures and body language; about awareness of current events in the cultures; the major holidays and geographical features of the countries being studied; greeting and leave taking behaviors in a variety of social situations; the appropriate way to respond to introductions and use courtesy behaviors; and appropriate etiquette in a variety of social settings.

- A Core 40 and AHD course
- Grades 9-12
- 2 credits/yr

SPANISH II or FRENCH II

2011 Spanish

0477 Spanish / 0461 French

Second year world language courses enable students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Students are able to ask questions regarding routine activities; participate in conversations on a variety of topics; relate a simple narrative about a personal experience or event; interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life; understand main ideas and facts from simple texts on familiar topics; read aloud with appropriate intonation and pronunciation; and write briefly in response to given situations, for example postcards, personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style.

Additionally, students become familiar with major geographical features, historical events, and political structures of the country being studied; familiar with different aspects of the culture, including the visual arts, architecture, literature and music, using the foreign language where appropriate; able to extend and respond to hospitality as a host or a guest; and aware of time expectations, such as arriving for appointments and social engagements.

- A Core 40 and AHD course
- Grades 10-12
- 2 credits/yr
- Prerequisite: First year world language with a grade of C *or* higher or Teacher Approval

SPANISH III Or FRENCH III

2124 Spanish

0483 Spanish / 0463 French

Third year world language courses provide instruction enabling students to understand and appreciate other cultures by comparing social behaviors and values of people using the languages being learned. Students are willing to initiate and participate in discussions concerning these cultures. In addition, students are able to respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases; read for comprehension from a variety of authentic materials, such as advertisements in newspapers and magazines and cartoons and personal correspondence; read short literary selections of poetry, plays, and short stories; complete authentic forms and documents and take notes that require familiar vocabulary and structures; write paraphrases, summaries, and brief compositions; describe different aspects of the culture, using the foreign language where appropriate, including major historical events, political structures, value systems, visual arts, architecture, literature, and music; and seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries.

- A Core 40 and AHD course
- Grades 11-12
- 2 credits/yr
- Prerequisite: Second year world language with a grade of C+ or higher and Teacher Approval

MATHEMATICS DEPARTMENT

The Mathematical Process Standards 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 problems.

ALGEBRA I

2520

0501 or 502 with Enrichment

Algebra I formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise Algebra I: real numbers and expressions; functions; linear equations, inequalities, and functions; systems of equations and inequalities; quadratic and exponential equations and functions; and data analysis and statistics. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

The minimum number of study hours per week for this course should total four hours.

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

ALGEBRA I ENRICHMENT - must be enrolled in Algebra 1B (0502)

2516

0540

Algebra Enrichment is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra I Lab: 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.

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- **Algebra I Enrichment is designed as a support course for Algebra I. As such, a student taking Algebra I Lab must also be enrolled in Algebra I during the same academic year**

GEOMETRY

2532

0521

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.

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

GEOMETRY (MA)

2532

0523

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the Geometry course: Congruence and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedral. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school.

- Prerequisite: Algebra I (MA) 80% or teacher recommendation;
- Credits: A two credit course, one credit per semester
- Fulfills the Geometry requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

****Students in Geometry (MA) need to maintain a grade of an 80% or higher to stay in the semester. Any student that is not maintaining the proper grade will be notified at midterm with a letter. Students who do not have an 80% or higher at the end of the semester may be removed from the course and placed in regular Geometry. If it is during the 2nd semester, students will be placed in regular Algebra II the following year.*

GEOMETRY & ALGEBRA II

2532/2522

0521/0505

Students may have the opportunity to take both Geometry and Algebra II in the same year upon completion of Algebra 1.

- Prerequisite: Algebra I 85% or teacher recommendation
- Credits (each course): A two credit course, one credit per semester
- Fulfills the Geometry and Algebra II requirements for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

Students who take advantage of this need to maintain a grade of 80% or higher in both classes. Any student that is not maintaining the proper grade will be notified at midterm with a letter. Students who do not have an 80% or higher at the end of the grading period may be removed from the Algebra II course at the completion of the current nine weeks. It is understood that the student would then be placed in Algebra II the following year.

ALGEBRA II

2522

0505

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 also extends student knowledge of systems of equations with 2 unknowns to also include 3 equations with 3 unknowns. The Mathematical Practice Standards 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.

- Prerequisite: Algebra I
- Credits: A two credit course, one credit per semester
- Fulfills the Algebra II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

ALGEBRA II (MA)

2522

0503

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. The Mathematical Practice Standards 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.

- Prerequisite: Geometry (MA) 80% or teacher recommendation
- Credits: A two credit course, one credit per semester
- Fulfills the Algebra II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

Students in Algebra II (MA) need to maintain a grade of 80% or higher to stay in the course. Any student that is not maintaining the proper grade will be notified at midterm with a letter. Students who do not have an 80% or higher at the end of the semester may be removed from the course and placed in regular Algebra II. If it is during the 2nd semester period, students will be placed in regular Pre-Calculus/Trigonometry the following year.

PRE-CALCULUS/TRIGONOMETRY

2564

0548

Pre-Calculus/Trigonometry is a two-credit course that combines the material from Trigonometry and Pre-Calculus into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and it is designed to provide students with strong foundations for calculus and other higher-level math courses.

- Prerequisite: Algebra II and Geometry, C- or above
- Credits: A two credit course, one credit per semester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PRE-CALCULUS/TRIGONOMETRY (MA)

2564

0547

Pre-Calculus/Trigonometry is a two-credit course that combines the material from Trigonometry and Pre-Calculus into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and it is designed to provide students with strong foundations for calculus and other higher-level math courses.

- Prerequisite: Algebra II (MA) and Geometry, 80% or teacher recommendation
- Credits: A two credit course, one credit per semester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students need to maintain a grade of 80% or higher to stay in the course

CALCULUS AB, ADVANCED PLACEMENT

2572

0526

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

<http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf>.

Advanced Placement (AP) Courses are intended to be equivalent to the comparable college level course.

- Prerequisite: Pre-calculus/Trigonometry (MA) 90% or teacher recommendation
- Credits: A two credit course, one credit per semester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Students will have the opportunity to take the Advanced Placement Exam at the end of the year. This is a voluntary exam, but is **STRONGLY RECOMMENDED** for students looking for higher education inside or outside of Indiana.

STATISTICS, ADVANCED PLACEMENT

2570

0550

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

<http://apcentral.collegeboard.com/apc/public/repository/ap-statistics-course-description.pdf>

- Prerequisite: Algebra II or teacher recommendation
- Credits: A two credit course, one credit per semester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students will have the opportunity to take the Advanced Placement Exam at the end of the year. This is a voluntary exam, but is **STRONGLY RECOMMENDED** for students looking for higher education outside of Indiana.

PRIME MATH

2595

0539

The Prime Math: Math Ready course will include and reinforce the Algebra 1, Geometry, Algebra 2 and Statistics skills necessary to be ready for an entry-level college math course. This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use a certain formula or method to solve a problem. This equips them with higher-order thinking skills in order to apply math skills, functions and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements for college entry. The content of this course is designed to enhance students' math skills so that they are ready for college-level math assignments. It is not designed to prepare students for college-level math assignments. It is not designed to prepare students for college level math in STEM majors.

- Recommended Grade Level: 12
- Recommended Prerequisites: Grade 11 students who have not passed the Grade 10 Math ISTEP+ (or old Algebra 1 ECA) **and** have scored below a 45 on the PSAT test OR students who score below proficient on a diagnostic test should be placed in the Literacy Ready course
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas

MUSIC DEPARTMENT



INTERMEDIATE CHORUS (L) VOCA DELPHINIUMS GIRLS CHORUS

4186

0561

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

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

ADVANCED CHORUS (L) ENTERTAINERS

4188

0998

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

Lab Fee required for this course.

Audition by instructor only

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Beginning and Intermediate Chorus
- Laboratory course
- Credits: 1 semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CHORAL CHAMBER ENSEMBLE (L)

BOYS AND GIRLS - MIXED CHORUS

4180

0562

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 musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.**

Lab fee required for this course.

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

ADVANCED CONCERT BAND (L)

4170

0567

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. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to, tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students are given opportunities to develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have opportunities to experience live performances by professionals during and outside of the school day. **Students will be given the opportunity to perform. Time outside the school day may be scheduled for rehearsals and performances. Public performances may serve as a culmination of daily rehearsals and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Evaluation of music and music performances will be included.**

In addition, students perform, with expression and technical accuracy, a large and varied repertoire of concert band literature that is developmentally appropriate. Evaluation of music and music performances is included.

- Recommended Grade Level: 9-12
- 2 credits/yr
- (*Lab Fee*)
- Prerequisite: Previous Instrumental Training *and/or* Instructor Approval

Audition by instructor only

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Beginning and Intermediate Band
- Laboratory course
- Credits: 1 semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

AP MUSIC THEORY

4210

AP Music Theory 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 Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: none
- Laboratory course
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills Fine Arts requirement for Core 40 with Academic Honors Diploma

PHYSICAL EDUCATION DEPARTMENT



HEALTH & WELLNESS EDUCATION

3506

0300

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

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

ELECTIVE PHYSICAL EDUCATION (L)

3560

Sports 0328 / Weights 0327

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

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

PHYSICAL EDUCATION I (L)

3542

1st Semester 0341

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. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9, 10, 11, 12
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills part of the Physical Education requirement for all diploma types
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender
- Adapted physical education must be offered, as needed, in the least restrictive environment and must be based upon an individual assessment
- As a designated laboratory course, 25% of course time must be spent in activity

PHYSICAL EDUCATION II (L)

3544

2nd Semester 0342

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

- Recommended Grade Level: 9 – 12
- Required Prerequisites: Physical Education I
- Credits: 1 credit
- Fulfills part of the Physical Education requirement for all diploma types
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender
- Adapted physical education must be offered, as needed, in the least restrictive environment and must be based upon an individual assessment
- As a designated laboratory course, 25% of course time must be spent in activity

LIFEGUARDING

0345

The primary purpose of the Lifeguarding class is to provide lifeguard candidates and lifeguards with the skills and knowledge necessary to keep patrons of aquatic facilities safe in and around the water.

- Recommended Grade Level: 9-12
- Prerequisite: Must be 15 before the start of class; must be a strong swimmer

SCIENCE DEPARTMENT



BIOLOGY I (L)

3024

0701

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

- Grade 10
- 2 credits/year
- Approval of instructor for Grade 9 students

BIOLOGY I MA

3024

0704

Biology I MA is an in-depth course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from the following: observation of natural phenomena, experimentation by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures. This course is intended for students with enough maturity and independence to maintain an advanced level of effort though the course year. Students need to demonstrate higher order thinking skills to be successful in this course, such as the ability to make associations, to draw conclusions from data, to analyze and interpret, and to make predictions based on previously learned materials.

- Grade 9 with instructor invitation only
- 2 credits per year
- Students in MA classes may continue provided they perform at a B- level

BIOLOGY, ADVANCED PLACEMENT (L)

3020

0703

Biology, Advanced Placement is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

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

- Biology I C+
- Chemistry I
- Recommended prerequisite – Anatomy and Physiology
- 2 credits/year
- Grades 11-12

CHEMISTRY I (L)

3064

0721

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.

- *Prerequisite: Biology I (C or higher), Algebra I (C or higher)*
- *2 credits/year*
- *Grades 10-12*

CHEMISTRY II (L)

3066

0724

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.

- Prerequisite: Chemistry I (B or higher) and/or approval of instructor
- 2 credits/year
- Grades 11-12
- Dual Credit

EARTH AND SPACE SCIENCE I (L)

3044

0709

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.

- 2 credits/year
- Grades 11-12

INTEGRATED CHEMISTRY-PHYSICS (L)

3108

0723

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that

scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- 2 credits/year
- Grades 9-12

ANATOMY & PHYSIOLOGY

5276

0702

Anatomy & Physiology is a course in which students explore scientific knowledge that 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. In the science classroom, student work includes: the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems. At the conclusion of this course, students should be able to understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields.

This course includes ample laboratory experiences that illustrate the application of the standards to the appropriate cells, tissues, organs, and organ systems. Students should be able to use basic laboratory equipment such as microscopes, balances, and pipettes.

- Prerequisite: First-Year course of same discipline (Biology)
- Prerequisite: Chemistry C+
- Credits: A two-semester course, one credit per semester
- 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
- Grades: 11-12

SOCIAL STUDIES DEPARTMENT



ECONOMICS

1514

0745

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 the study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, and 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.

- Recommended Grade level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- 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

INDIANA STUDIES

1518

0743

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

- Credits: 1-semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma
- Must be offered at least once per school year

PSYCHOLOGY

1532

0741

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas. As an **Introduction**, we will examine the beginnings of psychology through its founding fathers, the methods used by psychologists, and the ethical considerations that must be followed. **Personality** will look at the approaches and assessment tools used to explain one's personality. **Development** looks at all the changes through one's life; physical, cognitive, emotional, social and moral development. **Parts of the Brain** focuses on how the nervous system functions and the specialized jobs of the different sections of the brain. **Consciousness & Perception** explains how our brain helps regulate different body rhythms and mental states, as well as how we perceive information. **Cognition** will explore how we think, measure intelligence, and remember things. **Behavior in Social and Cultural Context** covers topics such as obedience, attitudes, persuasion, conformity, groupthink, stereotypes and prejudice.

Abnormal Psychology explores psychological disorders and the various treatments used for them.

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

SOCIOLOGY

1534

0742

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 will describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry, students will examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students will also analyze the role of individuals in the community and social problems in today's world.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1-semester, 1 credit
- 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

0750

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

- Recommended Grade level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1-semester, 1 credit
- Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

UNITED STATES HISTORY

1542

0771

United States History builds upon concepts developed in previous studies of U.S. History. 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. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U. S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for change in the nation over time.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2-semester course, 1 credit each semester
- Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

GOVERNMENT AND POLITICS (AP)

1560

0751

The AP course in United States Government and Politics will give an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with institutions, groups, beliefs, and ideas that constitute U.S. government and politics. The students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. The main topics are: Foundations of American Democracy; Interactions Among Branches of Government; Civil Rights and Civil Liberties; American Political Ideologies and Beliefs; and Political Participation. Students will be strongly encouraged to take the AP test in May.

- Recommended Grade Level: 12
- Credit: 2-semesters, 2 credits

UNITED STATES HISTORY, ADVANCED PLACEMENT

1562

0765

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

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: A 2-semester course, 1 credit per semester
- Fulfills the US History requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma
- Course Homework Expectations: Students should expect outside reading and assignments totaling an hour a night; students will be asked to learn and know 800-1200 historical terms for the AP test; students will write 8-12 papers of various lengths to prepare for the AP test; this is a college-level course with college-level expectations; some summer work may be assigned prior to the start of school

WORLD HISTORY AND CIVILIZATION

1548

0779

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

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

ETHNIC STUDIES

1516

0744

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 an analysis of the political impact of ethnic diversity in the United States.

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

INDIANA STUDIES

1518

0743

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 a 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.

- Credits: 1-semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma
- Must be offered at least once per school year

SPECIAL SERVICES

FUNCTIONAL MATH Class of 2020, 2021

0626

Functional Math is designed for students who are earning a certificate of attendance. It teaches and reinforces basic math skills for daily independent living. The course includes instruction in: cooking skills, shopping, counting change, checkbook skills, and basic math calculations. Students gain independent living experiences within the classroom and are also able to apply those skills outside of the classroom on monthly community trips.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Must meet certificate of attendance requirements within the special services program

FUNCTIONAL ENGLISH Class of 2020, 2021

0624

Functional English is designed for students who are earning a certificate of attendance. This course teaches reading fluency, reading comprehension, vocabulary, and writing skills needed for daily living. Instruction for this course includes: reading a newspaper or digital text, filling out job applications, writing resumes, interviewing skills, and reading/following a simple recipe.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Must meet certificate of attendance requirements within the special services program

Course Descriptions - Special Education

2019-2020

[Certificate of Completion Classes]

APPLIED ENGLISH 9

1002A

0627

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

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

APPLIED ENGLISH 10

1004A

0628

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

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

APPLIED ENGLISH 11

1006A

0629

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

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

APPLIED ENGLISH 12

1008A

0630

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

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

APPLIED MATHEMATICS LAB

2560A

0625

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

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

APPLIED BIOLOGY I

3024A (recommended local course code)

0640

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

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

APPLIED EARTH SPACE SCIENCE I

3044A

0641

Class Offered: 2020-2021

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

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

APPLIED GEOGRAPHY AND HISTORY OF THE WORLD

1570A (recommended local course code)

0650

Applied Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to apply their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety sources, organizing information by creating graphic representations, analyzing information to understand, determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. Students use the knowledge, tools, and skills obtained from this course in order to understand, analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

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

APPLIED UNITED STATES HISTORY

1542A

0651

Class Offered 2020-2021

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

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

APPLIED HEALTH & WELLNESS

3506A (recommended local course code)

0620

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

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

BASIC SKILLS DEVELOPMENT

0500 (BAS SKLS)

0619

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 credit per semester up to 8 semesters, 8 credits maximum
- Counts as an Elective for all diplomas

CAREER EXPLORATION INTERNSHIP

0530

0675 – 1 period

0676 – 2 periods

0677 – 3 periods

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

- Prerequisite: None
- Classes: Monday, Tuesday, Thursday, Friday only
- Recommended Grade Level: 9-10
- A 2 credit course over 1 semester.
- This course may be taken for an additional semester to allow students to explore a second career area
- 150 hours of workplace and classroom activities are required for the two credits. Of the 150 hours, 18 to 36 hours must be spent in related classroom instruction

CAREER INFORMATION AND EXPLORATION

0522

0678 – 1 period

0679 – 2 periods

080 - 3 periods

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 planning. Opportunities are provided for students to observe and participate in various job situations through field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students.

- Recommended Grade Level: 11 or 12
- Classes: Monday, Tuesday, Thursday, Friday only
- Recommended Prerequisites: None
- Credits: One or two semesters, one credit per semester
- Counts as an elective for all diplomas

CAREER AND TECHNICAL EDUCATION



AUTO SERVICES I & II

Block Schedule Twin Lakes

0813 – I

0815 – II

Auto Service is a two-year course that prepares the student for entry-level employment in the service trade of the automotive industry. Areas of instruction include: lubrication systems, cooling systems, minor and major repairs, fundamental theory, major diagnostic service, adjustments and replacement of component parts, and accessories of the auto. Each student will be required to purchase a basic set of hand tools and toolbox.

This class will meet for three hours per day; students will receive 3 credits per semester.

- Grades 11-12
- 3 credits per semester
- Full-year course
- Prerequisite: Application-Indian Trails Career Center
C&TE application and instructor approval

CONSTRUCTION TRADES I & II

Twin Lakes

0827 – I

0828 – II

The program is designed to train students in the construction trade using a residential building approach. Emphasis is placed on instruction and practice in blueprint reading, concrete work, carpentry, and allied building skills. Other activities include: plumbing, heating installation, roofing, building plot layout, interior and exterior finish, and building codes.

- Grades 11-12
- 3 credits per semester
- Full-year course
- Prerequisite: C&TE application and teacher approval

COSMETOLOGY I and II

Christina and Company

0841

This program provides the student with the basic skills and related knowledge necessary to pass the State Board of Beauty Culture examination and enter employment as a beautician. Activities included are shampooing, scalp treatment, facial massage, hair dressing, styling, coloring, and sanitation. To meet the special requirements set by the State Board of Beauty Culture, students must meet a minimum of 20 hours per week (1500 hours). This program is a "contracted" program and students must travel daily to either Logansport or Lafayette. Your local school corporation will pay a portion of your tuition to attend these cosmetology schools. For additional information concerning this program, please see your guidance counselor or vocational director.

- Grade 12
- 6 credits/yr
- Prerequisite: Application/Contract with an approved beauty school

ADVANCED MANUFACTURING ADV MFTG I

5608

5608

Advanced Manufacturing I is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Domains include safety and impact, electricity, manufacturing essentials, fluid power principles, mechanical principles, lean manufacturing, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply to learn on the latest industry technologies. Students take this course with the goal of being a skilled machine operator, repair technician or working in management at any company that produces goods and services using advanced manufacturing techniques. Work-based learning experiences and industry partnerships are highly encouraged for authentic industry experience.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Advanced Manufacturing
- Credits: 2-semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

ADVANCED MANUFACTURING II

ADV MFTG II

5606

5606

Advanced Manufacturing II builds on classroom and lab experiences students experienced in Advanced Manufacturing I. Domains include safety and impact, drafting principles, manufacturing programming, CAD/CAM and CNC technologies, automation and robotics, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply to learn on the latest industry technologies. Students continue this course with the goal of being a skilled machine operator, repair technician, or management at any company that produces goods and services using advanced manufacturing techniques. Work-based learning experiences and industry partnerships are highly encouraged for authentic industry experience.

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

EDUCATION PROFESSIONS I

5408

Education Professions I provides the foundation for employment in education and related careers and prepares students for study in higher education. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. A standards-based plan guides the students' field experiences. 110 Indiana Department of Education High School Course Titles and Descriptions Students are monitored in their field experiences by the Education Professionals I teacher. Articulation with post-secondary programs is encouraged.

- Recommended Grade: 11,12
- Required Prerequisites: none
- Recommended Prerequisites: Nutrition and Wellness, Child Development, Advance Child Development, and Interpersonal Relationships
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

EDUCATION PROFESSIONS 2

5404

Education Professions II (ED PROF II) Education Professions II prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professions II teacher. Articulation with post-secondary programs is encouraged.

- Recommended Grade: 12
- Required Prerequisites: Education Professions I
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

INTRODUCTION TO HEALTH CARE SYSTEMS

5272

0842

Introduction to Health Care Systems introduces students to various aspects of the healthcare industry. Students have the opportunity to explore a number of health related disciplines, learn associated entry level skills, and compare the educational requirements, credentialing and job opportunities of each with their personal abilities and interests as a means to making informed career choices. Varied instructional strategies and technologies are used to introduce medical terminology, anatomy and physiology, content of the Indiana Health Science Education Curriculum and health concepts found in the health and safety courses; with emphasis on a healthy lifestyle, wellness, health maintenance, and disease prevention. The students are also introduced to the health specific career and technical student youth organization, HOSA. Successful completion of this course provides students with CPR/First Aid Certification.

- Recommended Grade Level: 9-12
- Recommended Prerequisite: Biology, Mathematics
- Credits: A two-semester course, one credit per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

MEDICAL TERMINOLOGY

5274

0844

This course is highly recommended for any student choosing a career in the Healthcare Industry. This course provides students with a basic foundation of medical terms. Medical terminology is the “other foreign language.” Students learn prefixes, suffixes and roots to over 2 thousand words. Students use the same text as Ivy Tech, Purdue, St. Elizabeth’s School of Nursing and other post-secondary programs. Recommended for any student planning to take Health Careers.

- Delphi Community High School
- Recommended Grade Level: 10, 11, 12
- 1 credit per semester
- Full year course
- Prerequisite: none
- Dual credit with Ivy Tech Community College
- Ivy Tech: HLHS 101, 3 credits
- Student must pass Accuplacer Placement to receive dual credit

HEALTH SCIENCE EDUCATION I

Students must provide own transportation to clinical sites

5282

0843

Health Science Careers Content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, and public health, 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.

Dual Credit: This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

- Recommended Grade Level: Grade 11 - 12
- Recommended Prerequisites: None
- Credits: 4, 2 credits per semester
- A Career Academic Sequence, Career Technical program, or Flex Credit course
- One of the courses specified in the sequence of courses in the Health Science Career Cluster, Health Informatics and Therapeutic and Diagnostic Career Pathway Plans
- Dual Credit: Ivy Tech: HLHS 100, Introduction to Health Careers

HEALTH SCIENCE EDUCATION II

Students must provide own transportation to clinical sites

5248

0845

Health Science Education II – is an extended laboratory experience at the student’s choice of clinical site designed to provide students the opportunity to assume the role of a health care provider and practice technical skills previously learned in the classroom, including 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 care 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 health science careers, 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 the development of leadership, communication, community service and health care related skills.

Dual Credit: This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

- Recommended Grade Level: 12
- Recommended Prerequisite: Health Science Education I, Medical Terminology
- Credits: 2 credits per semester, 2 semesters maximum, maximum of 4 credits
- Counts as Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students must provide their own transportation to clinical sites
- Students must be legally eligible for employment in the U.S. and have a valid state-issued Identification Card /Driver’s License and social security number
- Students will complete Healthcare Provider CPR, and first aid, students may also become certified as a Certified Nursing Assistant if they pass the state exam and practicums
- Dual Credit:
Ivy Tech:

HLHS 107 – CNA Prep – certification, HC support, & 1 credit toward nursing degree; additional courses may be available, depending on specific pathway being studied

HUMAN AND SOCIAL SERVICES

5336 - Twin Lakes Block

Human and Social Services I is an introductory/exploratory course for students interested in careers in human and community services and other helping professions. Areas of exploration include family and social services, youth development, and adult and elder care, and other for-profit and non-profit services. This project-based course will help students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in human and social services at the local, state, national, or global/world level. Research and development, interdisciplinary projects, and/or collaboration with post-secondary faculty, community agencies or organizations, or student organizations are appropriate approaches. Students will be introduced to human and social services professions through presentations from a variety of guest speakers, job shadowing, field trips and introductory and exploratory field experiences. Case studies, role play, and application of professional codes of ethics will be utilized reflecting the challenges of working in diverse communities. Service learning experiences are highly recommended. Achievement of applicable FACS, academic, and employability competencies will be documented through a student portfolio.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Nutrition and Wellness, Interpersonal Relationships, Child Development or Human Development and Wellness
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

HUMAN AND SOCIAL SERVICES II

5462 - Offered 2021 - 2022 school year

Human and Social Services II is a core component of the Family and Human Services pathway. The course prepares students for occupations and higher education programs related to assisting individuals and families in meeting their potential. Through Work-based experiences, students apply the knowledge and skills developed in the Human Services Foundations course. Concentration areas include family and social services, youth development, and adult and elder care. Ethical, legal, and safety issues, as well as helping processes and collaborative ways of working with others, will be addressed. Learning experiences will 132 Indiana Department of Education High School Course Titles and Descriptions involve analysis of the influence of culture and socioeconomic factors on individual choices and opportunities, service delivery models, and theoretical perspectives. Intensive laboratory/field experiences in one or more human social service agencies are a required component of this course. Student laboratory/field experiences may be either school-based, if available, or “on the job” in community-based agencies, or a combination of the two. A standards-based plan guides the students’ laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Human and Social Services II teacher. Achievement of applicable standards will be documented through a student portfolio. Articulation with post-secondary programs is encouraged.

- Recommended Grade: 12
- Required Prerequisites: Human and Social Services I
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

Criminal Investigations/CRIMINAL JUSTICE II

5824

0825
PM

This course will include an introduction to Criminology, Criminal Investigation and an introduction to Forensic Science. The student will gain an understanding of a detective/investigators role in the police world. The class has time where the students will design crimes and then work the crimes as close to realistic as we can. The student works with many of the same tools as the detectives working the streets use.

- Recommended Grade Level: 11-12
- Credits: 3 High School Credits per Semester.
- Dual Credit courses through Vincennes University.
- 6 Dual Credit courses.
- Counts as directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors.

This course will be Monday – Friday. This is a dual credit course through Vincennes University and upon successful completion the student will receive 6 college credits.

PATROL OPERATIONS/CRIMINAL JUSTICE I

5822

0824
AM

This course will offer the student an understanding of the patrol operations of a police department. The student will have hands on learning with simulated police gear. The student will learn communications skills as well as how to detect deceptive behavior. We will work on handcuffing skills, baton usage, handgun operations, and patrol tactics. The student will also have the opportunity to practice Defensive Tactics as well as Room Searches. This class is designed around scenario based training so the students are actively involved.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: None
- Credits: 3 High School Credits per Semester
- Counts as a directed Elective or Elective for General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

This course will meet every day. Upon successful completion of these courses the student will receive 6 credit hours through Vincennes University.

DUAL CREDIT

College credit may be earned by taking a dual credit high school course. Delphi Community High School and either Ivy Tech State College or Vincennes University have dual credit agreements for certain high school courses that follow the college curriculum. If a student earns a grade of C or higher in the course, the credit will count for college as well as high school. Many of these credits may be transferred to colleges/universities in addition to Ivy Tech. The following courses may be considered Dual Credit:

Criminal Justice I	LAWE 100, 106 (V)
Criminal Justice II	LAWE 150, 160 (V)
Principles of Business	BUS 101 (IVT)
English Composition	ENGL 111 (IVT)
English Exposition & Persuasion	ENGL 112 (IVT)
Medical Terminology	HLHS 101 (IVT)
Health Careers 1	HLHS 100 (IVT)
Health Careers 2	HLHS 107 (IVT)
Natural Resources Management	AGRI 115 (IVT)
Horticulture Science	AGRI 116 (IVT)
Landscaping Sciences	AGRI 164 (IVT)
Spanish III	SPAN 101 - 102 (IVT)
French III	FREN 101 - 102 (IVT)
French IV	FREN 201 - 203 (IVT)
Chem II	CHEM 101 (IVT)
Animal Sciences	AGRI 102 (IVT)
Welding I	WELD 108, 107 (IVT)
Ag Power & Structure	AGRI 106 (IVT)
Agriculture Business	AGRI 102 (IVT)

DUAL CREDIT
Frequently Asked Questions (FAQ's)

1. What is dual credit?
 - Dual Credit is when a high school student has the ability to remain in their normal high school classroom and earn credits toward both high school graduation and college credit through Ivy Tech Community College, Purdue or Vincennes. Typically three college credits are earned per high school course.
2. How do students actually earn dual credit?
 - Students must be enrolled in a dual credit course through their high school (please see your guidance counselor for information regarding which courses are offered at your school). After enrollment, students must successfully complete the required dual credit course(s) and meet all prerequisites through Accuplacer, CT, and/or SAT scores.
3. Do dual credits transfer to institutions other than Ivy Tech?
 - Yes, dual credit may transfer. However, transfer of credit is not guaranteed. It is up to the institution receiving the credit as to whether or not credit will be accepted and how that credit will be applied (i.e. to fulfill an elective requirement, general education requirement or major requirement). Students wishing to transfer credit must have obtained a final grade of “C” or better in the Dual Credit Course.
4. How long does a dual credit student have to complete Accuplacer testing to meet prerequisite requirements?
 - Students must meet prerequisite requirements BEFORE registering in the course for which they are to receive dual credit. Additionally, some students are required to take two or more two semester courses in order to obtain credit for the course.
5. What if a student did not enroll in dual credit during registration time, and after the course is completed, decides that they now want to earn credit for the dual credit course?
 - Unfortunately, dual credit can not be obtained after-the-fact. Therefore, if a student did not enroll in dual credit during Registration time they cannot receive dual credit for the course.
6. Who is responsible for the following?
 - Dual Credit Grade Sheets?

Dual Credit Grade Sheets are mailed from Ivy Tech Community College to the dual credit contact person/counselor at each high school. It is up to each high school how grade sheets are actually completed. Each counselor may individually complete the forms, pass the forms to the high school Registrar, or have each individual Dual Credit Teacher complete the grade forms. No matter what procedure each high school chooses, Ivy Tech has a deadline for when these Dual Credit Grade Sheets need to be returned. Anyone completing the forms at the high school is required to meet this deadline. If Ivy Tech's deadline is not met, it is possible that students may not be eligible to receive dual credit.

- MOU's?

Memorandum of Understanding for Dual Credit (MOU) is mailed by Ivy Tech Community College to the dual credit contact person/counselor at each high school or the co-operative director. It is the responsibility of this person to obtain the appropriate signatures are required on the MOU and to mail two original signed copies to the Dual Credit Advisor at Ivy Tech by the stated deadline. If MOU's are not returned by the required deadline it may postpone or prevent some or all of the dual credit courses at your high school from receiving credit.

- Status Reports?

Status Reports are paperwork that is completed by an Ivy Tech School Chair and a high school teacher regarding dual credit curriculum, the amount of dual credits to be earned, pre-requisites, and teacher credentialing information. This is typically performed from November through March of each year. An individual meeting date and time, during these months, is established by the high school teacher and the Ivy

Tech School Chair. Any questions, comments or concerns about dual credit courses are also discussed during this time.

7. Students are often allowed to repeat high school courses, is it possible for the student to "repeat" dual credit courses?
 - If a student is currently repeating a high school course for which they have previously earned dual credit, it is possible for them to "repeat" the credit. This is only done by: 1. By specific request of the student to the Dual Credit Advisor at Ivy Tech. Simply completing an Enrollment Form is not enough. 2. The student must have earned a grade of "B" or lower as the original grade in the class. The student will only be able to earn "duplicate" Dual Enrollment credit if the new grade they receive is higher than the original grade in the course. If a higher new grade is obtained, it will replace the lesser previous grade.
8. Who is responsible for reporting grades from dual credit students that belong to a different high school, but take the dual credit course at your high school?
 - If a student from an outside high school takes a dual credit course at your high school, you are responsible for reporting these student's grades as the "home school for dual credit." If these student's grades are not reported along with the grades from your high school's original students, it may be possible that "visiting" students will lose dual credits.
9. How do I calculate a student's final grade if the course is more than one semester in length or if the student must take more than one course in order to earn dual credit?
 - How a final grade is calculated is set by the policies at your high school. Ivy Tech does not establish grading policies within high school dual credit courses.

HIGH ABILITY POLICY: Inclusion Criteria **(9th , 10th , 11th , 12th grades)**

- An attempt will be made to keep enrollment for grades 10, 11, and 12 near the 20 student mark.
- Any student who has a semester grade below 80% will enter a probationary period. With lack of improvement at the end of the following semester, the student will be rescheduled into a regular English class.
- Immature behavior or poor attitude that results in disruption for the other students in the class may also be grounds for removal from the HA program.
- Students who are removed from a HA class may petition to re-enter the program for subsequent grades.
- Teachers of HA classes will ensure that their students are aware of the retention criteria.
- Teachers will initiate a student's removal from the course by, first counseling the student and, second, informing the guidance department of the need for the schedule change.
- Failure to complete summer reading and writing requirements will be grounds for rescheduling a student into a regular English class at the beginning of the following year.

Delphi Community High School

301 Armory Road
Delphi, IN 46923
765-564-3481 Guidance Ext. 2003
FAX 765-564-3260

Student Services Department Information

Student Services Director Dana A. Kirkwood, MSW, LSW

Student Services Counselor. Angela A. Bieghler

Student Services Administrative Assistant. . . Margaret B. Mose

**Students will select classes during the months of January and February.
Credit checks and 4 year plan review will be held from January through
March.**

**Parents who wish to attend these reviews should contact Student Services
Administrative Assistant to schedule an appointment.**

Email: mosem@delphi.k12.in.us

Phone: 765-564-3481, Ext. 2003

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