BROWN COUNTY HIGH SCHOOL

Course Guide
2019-2020

World Class Opportunities. Small School Relationships. Lifelong Impact.

Introduction

The course descriptions in this document are based upon Indiana State Approved course titles. In order to meet the minimum graduation requirements of an Indiana diploma. The Indiana Diploma has the designations: general, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors, courses must be consistent with these course descriptions and with the standards in each subject area.

This course description guide has been prepared to inform you of the curricular opportunities at Brown County High School. Please read the guide in its entirety to learn about our course descriptions, diploma requirements, guidance office policies and procedures, & other types of academic information designed to help students select the best courses for their future.

It is important for students to make careful selections on their initial courses & to make these decisions with the assistance of a parent or guardian when at all possible. For those students, parents, or guardians having questions, our guidance office staff will make every effort to provide answers or recommendations.

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Student Scheduling Guidelines

BCHS counselors will present information to all students early in the spring semester that will assist with course selection and program development based on individual student needs, achievement, and career goals. While this document can be a fluid, evolving plan, it may also serve as a guiding support to students as they plan for each year of high school.

Course selections should be made carefully with deliberation and thoughtfulness, using a student's four-year plan, high school graduation requirements, post-high school and career plans. In addition to course descriptions and graduation requirements, this guide's information can be used for reference and future planning.

The course selection process at Brown County High School begins with students, parents, teachers and counselors working together to allow for thoughtful, informed decision making. After the student selects courses, the program of courses to be offered in the coming year is finalized, and the teachers are assigned to the courses. Occasionally, a course will not be offered due to insufficient student enrollment and/or lack of available staffing. Please include multiple alternate choices on course selections due to these factors.

As a student centered organization, we base the master schedule on student requests and available teacher staffing. Therefore, these selections have a major impact on the master schedule and staffing needs for the following school year.

Once the master schedule is completed until the start of the school year (or semester if the course in question is a semester option), course selection and schedule change requests will be allowed when there is significant evidence that a student will not be successful or if a course no longer meets their needs. Students should submit an email to their counselor with the rationale for the change. Counseling staff will fulfill these requests as the master schedule allows. Schedule change requests that will change a diploma designation do need parent approval.

Once a semester begins, **student schedules are binding.** If you feel that a change is needed, the following rules are applied for a change to be allowed:

1. The student does not have required prerequisite
2. A scheduling error occurred (i.e. two of the same course in the same semester)
3. A student already has credit for that course
4. A class needs to be added due to failure
5. A change is needed for timely graduation

ALL CHANGES MUST 1.) Have administrative approval, 2.) Be submitted within the first week of a semester

Schedule Appeals related to teacher assignments, class periods, etc. likely will not be considered.

Creating a four year plan is a requirement will help you stay guided toward your specific goals. On the following pages of this guide you will find various diploma requirements and graduation checklists to help you determine which courses are necessary for your diploma goal.

Diploma Requirements

Core 40 Designation:

<table>
<tr><td rowspan="2">English/ Language Arts</td><td>8 credits</td><td rowspan="2">Social Studies</td><td>6 credits</td></tr>
<tr><td>Including a balance of literature, composition and speech.
_____(1) _____(2) _____(3) _____(4)

_____(5) _____(6) _____(7) _____(8)</td><td>2 credits: U.S. History _____(S1) _____(S2)
1 credit: U.S. Government _____(1 sem)
1 credit: Economics _____(1 sem)
2 credits: World History/Civilization or Geography/History of the World _____(S1)_____(S2)</td></tr>
<tr><td rowspan="2">Mathematics</td><td>6 credits (in grades 9-12)</td><td rowspan="2">Health and Wellness & Physical Education</td><td>3 credits</td></tr>
<tr><td>2 credits: Algebra I _____(S1) _____(S2)
2 credits: Geometry _____(S1) _____(S2)
2 credits: Algebra II _____(S1) _____(S2)
2 credits: Core 40 Math if Algebra I credits earned prior to 9th grade: _____(S1) _____(S2)
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</td><td>2 credits: Physical Education I & II
_____(S1) _____(S2)
1 credit: Health & Wellness
_____(1 sem)</td></tr>
<tr><td rowspan="2">Science</td><td>6 credits</td><td rowspan="2">Directed Electives</td><td>5 credits</td></tr>
<tr><td>2 credits: Biology I _____(S1) _____(S2)
2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics _____(S1) _____(S2)
2 credits: any Core 40 science _____(S1) _____(S2)</td><td>World Languages
Fine Arts
Career and Technical Education
_____(1) _____(2) _____(3) _____(4) _____(5)</td></tr>
<tr><td rowspan="2">Electives*</td><td colspan="3">6 credits * Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.</td></tr>
<tr><td colspan="3">(Prep for College & Careers is a LOCAL Requirement for class of 2021 and beyond) _____(1) _____(2) _____(3) _____(4) _____(5) ____(6)</td></tr>
<tr><td>GQE**</td><td colspan="3">Pass ELA ISTEP & Mathematics ISTEP - Class of 2020, 2021 & 2022 _____(ELA) _____(Mathematics)
Pathways - Class of 2023 and beyond
**In addition to passing required GQE for graduation cohort, all students must participate in designated science test after completing Biology</td></tr>
</table>

Academic Honors (minimum 47 credits) designation, students must:

- Complete all local requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits
  (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
  A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list.
  C. Earn two of the following:
     a. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,
     b. 2 credits in AP courses and corresponding AP exams,
     c. 2 credits in IB standard level courses and corresponding IB exams.
  D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
  E. Earn an ACT composite score of 26 or higher and complete written section
  F. Earn 4 credits in IB courses and take corresponding IB exams.

Technical Honors (minimum 47 credits) designation, students must:

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

General Designation:

- English/Language Arts 8 credits; Credits must include literature, composition and speech
- Mathematics 4 credits (in grades 9-12); 2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course General diploma students are required to earn 2 credits in a Math course or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.
- Science 4 credits; 2 credits: Biology I 2 credits: Any science course At least one credit must be from a Physical Science or Earth and Space Science course
- Social Studies 4 credits; 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course

- Physical Education 2 credits
- Health and Wellness 1 credit
- Personal Financial Responsibility Instruction 1 credit (participation); Completed through Personal Finance or Economics
- College and Career Pathway Courses 6 credits; Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities; Prep for College & Careers is a LOCAL Requirement for class of 2021 and beyond
- Flex Credit 5 credits; Flex Credits must come from one of the following: Additional elective courses in a College and Career Pathway Courses involving workplace learning such as Cooperative Education or Internship courses High school/college dual credit courses Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
- Electives 6 credits; Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years
- 40 Total Credits Required
- GQE Requirement**; Pass ELA ISTEP & Mathematics ISTEP - Class of 2020, 2021 & 2022 _____(ELA) _____(Mathematics): Pathways - Class of 2023 and beyond
  **In addition to passing required GQE for graduation cohort, all students must participate in designated science test after completing Biology

Graduation Examinations

Students must pass a Graduation Examination (commonly referred to as GQE) in order to graduate. Students must also participate in the state science assessment upon completion of Biology. Beginning with the class of 2019, 10th grade Mathematics and English/Language Arts ISTEP will serve as the graduation exam. As part of the Indiana school accountability system, exams are designed to ensure quality, consistency, and rigor of Core 40 courses across the state. Aligned with Indiana's Academic Standards, graduation exams are a standardized assessment measuring what students know and are able to do upon completion of the targeted Core 40 courses.

Students must meet the State minimum standard on both the English and Math exams to be eligible to graduate. A student will have multiple opportunities to take the Graduation Exams while in high school. A waiver will only be offered to students who do not pass ONLY if they have met all of the following criteria: **Student takes exam every time it is offered to him/her; Student takes advantage of remediation opportunities; Student has a 95% attendance rate throughout high school; Student has a 'C' average in Core academic and Elective courses; Student's English and/or Math teachers verify proficiency with a written recommendation.**

Graduation Pathways (Required starting with Class of 2023)

Graduation Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements* of one of the following: • Indiana Diploma Designation: General • Indiana Diploma Designation: Core 40 • Indiana Diploma Designation: Academic Honors • Indiana Diploma Designation: Technical Honors **Note that students with an IEP are not required to meet locally required credits beyond state requirements.*
2) Learn and Demonstrate Employability Skills (Students must complete at least one)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one the following: • Project-Based Learning Experience; OR • Service-Based Learning Experience; OR • Work-Based Learning Experience.
3) Postsecondary-Ready Competencies (Students must complete at least one)	• Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR • ACT: College-ready benchmarks of English(18*) Reading (22*) Math (22*) Science (23*); OR • SAT: College-ready benchmarks of ERW (480*) Math (530*); 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 Concentrator: Must earn a C average in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study; OR • AP/Dual Credit: Must earn a C average 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. (none have been created at this time) **College-ready benchmarks set by the ACT and College Board for the current school year. These scores are fluid and subject to change.* ***If using AP/Dual Credit, either: 1 of the 3 courses must be in core content area OR all 3 must be part of a defined curricular sequence.*

Grade Reporting

GRADING SCALE %			POINT SCALE	
Letter Grade	Low	High	Weighted	Non-Weighted
A+	96.5	100	5.0	4.0
A	92.5	96.49	5.0	4.0
A-	89.5	92.49	4.7	3.7
B+	86.5	89.49	4.3	3.3
B	82.5	86.49	4.0	3.0
B-	79.5	82.49	3.7	2.7
C+	76.5	79.49	3.3	2.3
C	72.5	76.49	3.0	2.0
C-	69.5	72.49	2.7	1.7
D+	66.5	69.49	2.3	1.3
D	62.5	66.49	2.0	1.0
D-	59.5	62.49	1.7	.7
F	0	59.49	0	0

Computing GPA, Class Rank & Graduation Honors

Points are totaled from all courses in which a grade is received. The points are then divided by the number of attempted credits to determine the grade point average. The following list of courses and the use of weighted grades is exclusive to Brown County High School. Transferring in and out of the district may affect a student's GPA, class rank and eligibility for commencement honors. Class rank is based upon cumulative grade point average computed at the end of each semester. Rank is determined by grades earned in all classes. Cumulative final GPA is the basis for the commencement honors Summa Cum Laude (Highest Academic Recognition with a minimum GPA of 4.0), Magna Cum Laude (Second Highest Academic Recognition with a minimum GPA of 3.75) and Cum Laude (Third Highest Academic Recognition with a minimum GPA of 3.67). Inclusion of the student in graduation honors shall occur if the student has been enrolled for three (3) consecutive semesters and at least forty percent (40%) of the credits required for graduation have been earned at the high school. A Summa Cum Laude banquet will be held in the spring semester for graduating students who are eligible for the distinction (cumulative 4.0 GPA or above, Honors designation diploma and minimum credit requirement met).

Weighted Courses

English	Math	Science	Social Studies
English 9 Honors English 10 Honors English 11 Honors AP Language and Composition English 12 Honors (Ivy Tech ENGL 111 & 112) Adv. Composition (IU ACP W131) Genres of Literature (IU ACP L202) Adv. Speech (IU ACP P155)	Algebra I Honors Geometry Honors Algebra II Honors Pre-Calculus/Trig. Honors AP Calculus AB AP Calculus BC	AP Biology AP Chemistry AP Environmental Science AP Physics I Adv Sci CC, Biotech 100 Adv Sci CC, Biotech 102 Science Research Honors, Independent Study	AP European History AP Psychology AP World History: Modern AP US History AP Economics (Micro & Macro) AP US Government
World Language	**Fine Arts**	**CTE**	
Spanish III Honors Spanish IV Honors AP Spanish Language	AP Music Theory	AP Computer Science Principles PLTW Medical Interventions PLTW Biomedical Innovation (Ivy Tech BIOT 107) PLTW Principles of Engineering (Ivy Tech DESN104) PLTW Engineering Design & Development	

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Course Retake Policy

A student may retake a course if they 1) did not earn credit 2) did not earn a high enough grade for their diploma type or 3) did not sufficiently master the course standards. The course retake, for any of the 3 reasons, will appear on the transcript, as will the original course from the first attempt. **If the student retakes the course in the classroom,** the highest grade will remain on the transcript and the other attempt marked as an "R" for retake. Only the remaining letter grade on the transcript will factor into the cumulative GPA and earn the student a credit. **If a student retakes a course on Plato, *both attempts will remain*** on the transcript, ***both grades will remain*** on the transcript, and ***both grades will factor*** into the cumulative GPA.

Early College Options

Early College is an opportunity for students to receive college credit while in high school while taking classes not offered at Brown County High School. This opportunity is for upperclassmen that have exhausted academic offerings at BCHS. Typically, early college courses are taken via Indiana University's OPEN program, IUPUC or Ivy Tech's Early College programs, and classes are taken on those schools' campus. Courses successfully completed can be transferred back

to your BCHS transcript as a weighted, 1 credit/semester course, and final grades must be officially reported to your BHCS counselor from the academic institution required. If you are interested in the Early College opportunity, please make an appointment with your school counselor to review academic offerings and possible opportunities.

Placement Procedures

Students should follow course sequences when requesting courses for the different subject areas, and make sure they are carefully considering prerequisites for those courses. **Placement recommendations are made by BCHS based on a student's academic record and standardized test results for the following subject areas: English, Mathematics, Science, Social Studies and World Language.** If unsure about a placement, please contact school staff (administration, counselor or teacher) with your questions. Visit the Advanced Course Offerings FAQ in the Appendix for more guidance on course selection. BCHS offers both advanced and remediation courses.

Schools may designate a course as "Honors" when the course content is significantly more rigorous than the state approved course. Honors-level courses must be standards-based, have defined criteria for student admission to the course as well as clear expectations of student outcomes, and include a culminating honors project that reflects understanding of the Honors course content. The course description should reflect the 'honors' nature of the course and course titles should include an "H" or the word "Honors" in the title.

Policy on Advanced Placement & Dual Credit

Participation in an AP exam or a dual credit opportunity is not required but strongly encouraged in applicable courses.* Traditionally the State of Indiana pays for all Math, Science and English AP exams and financial assistance is available but not guaranteed for other subject areas or dual credit courses. Students are responsible for requesting fee waivers if needed. There is no GPA or testing requirement to enroll in an AP course but the academic rigor is similar to that of a freshman college level course and should be considered when enrolling. Minimum GPA for IU ACP enrollment is 2.7. No additional GPA requirements will be mandated by BCHS if this is met. Minimum PSAT/SAT/ACT scores for Ivy Tech enrollment are required. No additional testing requirements will be mandated by BCHS if this is met. It is the student's responsibility to know the drop deadlines and procedures for an AP or dual credit course if unsatisfactory progress is being made. For ACP dual credit courses, students' grades will be reduced by 1/3 of a letter grade after 4 non-administrative approved absences. Absences such as funeral, educational experience, medical (need doctor's note), college visit, field trip, civic experience are approved by administration and not counted towards the 4 days, with the total days missed not to exceed 12. See the Advanced Course Offerings FAQs in the appendix for more information about the rigor of this coursework.

**In order for the course to count towards the Core 40 with Academic or Technical Honors exam participation and/or dual credit enrollment IS REQUIRED.*

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Early Graduation

It is advised that students complete 8 semesters of high school but graduation may be achieved early if a student completes a minimum Core 40 designation by the end of their 6th semester or General designation by the end of their 7th semester. **This situation must be planned ahead of time when classes are being selected for the following school year.** A student applying to graduate at the end of their 6th semester (early graduate) MUST submit the required form before the start of their junior year with the student's counselor. The form can be found on the guidance web site and it MUST be signed by both the student and the parent/guardian. The principal will have the final determination. A student applying to graduate after their 7th semester (midterm graduate) MUST submit the required form before the start of their senior year with the student's counselor. The form can be found on the guidance web site and it MUST be signed by both the student and the parent/guardian. An early graduate, both 6th and 7th semester, may participate in end of the year school activities. Participation in the graduation ceremony requires attendance at the scheduled graduation practice.

Athletics & Scheduling

It is the responsibility of the student to be aware IHSAA and NCAA rules regarding enrollment in classes, satisfactory academic progress and overall eligibility. To find out more about IHSAA rules students may visit http://www.ihsaa.org/. An overview of the NCAA timeline for athlete eligibility is listed here.

FRESHMEN AND SOPHOMORES

• Start planning now!

• Work hard to get the best grades possible.

• Most high schools have a List of NCAA Courses. Take classes that match your high school's List of NCAA Courses. The NCAA Eligibility Center will use only approved core courses to certify your initial eligibility.
• At the beginning of your sophomore year, complete your online registration at http://www.ncaa.org/student-athletes/future/eligibility-center.
• If you fall behind, do not take short cuts. Classes you take must be four-year college preparatory and must meet NCAA requirements.

JUNIORS

• Register to take the ACT, SAT or both and use the NCAA Eligibility Center code "9999" as a score recipient. Doing this sends your official score directly to the NCAA Eligibility Center.
• Continue to take college preparatory courses. Double check to make sure the courses you have taken match your school's List of NCAA Courses.
• Ask your high Guidance office to send an official transcript to the NCAA Eligibility Center after completing your junior year. If you have attended more than one high school, the NCAA Eligibility Center will need official transcripts from all high schools attended. (The NCAA Eligibility Center does NOT accept faxed or emailed transcripts/test scores.) The NCAA Eligibility Center does accept transcripts electronically through Docufide/Parchment.
• Before registering for classes for your senior year, check with your high school counselor to determine the number of core courses that you need to complete your senior year.

SENIORS

• Take the ACT and/or SAT again, if necessary. The NCAA Eligibility Center will use the best scores from each section of the ACT or SAT to determine your best cumulative score.

• Continue to take college-preparatory courses.

• Check the courses you have taken to match your school's List of NCAA Courses.

• Review your amateurism responses and request final amateurism certification on or after April 1 (for fall enrollees) or October 1 (for spring enrollees).
• Continue to work hard to get the best grades possible. • Graduate on time (in 8 academic semesters).

• After graduation, ask your high school counselor to send your final transcript to the NCAA Eligibility Center with proof of graduation. The NCAA Eligibility Center accepts transcripts electronically through Docufide/Parchment.
• Certifications will only be performed for student-athletes placed on an NCAA Division I or II institution's request list.

**It is the responsibility of the student and parent to check with the NCAA Clearinghouse as requirements may be added or changed.

BCHS Course Offerings

Career & Technical Education

CTE: BUSINESS, MARKETING, INFORMATION TECHNOLOGY, ENTREPRENEURSHIP

CTE: ENGINEERING / TECHNOLOGY

CTE: HEALTH SCIENCE

CTE: TRADE & INDUSTRY

CTE: WORK BASED LEARNING

Course #	Course Title	Grade	Credits	Prerequisite
5608	Advanced Manufacturing I* (Eagle Man.)	11-12	2	Intro. To Adv. Manufacturing (recommended only)
5606	Advanced Manufacturing II* (Eagle Man.)	12	2	Adv. Manufacturing I
4568	AP Computer Science Principles	11-12	2	Algebra I
5219	Biomedical Innovation (PLTW), BIOT 107	12	2	PLTW PBS, HBS and MI
4560	Business Law & Ethics	10-12	2	None
4516	Computer Illustration and Graphics* (Eagle Man.)	9-12	2	Digital Apps & Responsibility(recommended only)
4810	Computer Integrated Manuf. (PLTW)*	10-12	2	PLTW-IED or POE
4801	Computer Science I*	9-12	2	Intro to Computer Sci or Teacher Rec
4801H	Computer Science I Honors*	10-12	2	Computer Sci I or Teacher Rec
5236	Computer Science II: Programming*	11-12	2	Computer Science I
5252	Computer Science II: Special Topics*	11-12	2	Computer Science I
5261	Cybersecurity (PLTW)*	10-12	2	Computer Science I
4528	Digital Applications and Responsibility	9-12	2	None
4828	Engineering Design & Dev. (PLTW)*	12	2	PLTW-IED or POE & CIM
5966	Entrepreneurship And New Ventures Capstone	12	2	Digital Apps & Responsibility
5550	Graphic Design and Layout* (Eagle Man.)	11-12	2	Computer Illustration and Graphics
5216	Human Body Systems (PLTW)*	10-12	2	Principles of Biomedical Sciences
5230	Information Technology Support*	10-11	2-4	Digital Apps & Responsibility
5902	Interdisciplinary Cooperative Education (ICE)*	12	6	Preparing for College & Careers & 4 CTE credits
4524	Intro to Accounting*	9-12	2	None

4792	Intro to Construction*	9-12	2	None
4812	Intro to Engineering Design (PLTW)*, DESN101/113	9-12	2	No specific requirement; strong math skills
4784	Intro to Manufacturing*	9-12	2	None
5217	Medical Interventions (PLTW)*	11-12	2	Biomedical Sciences & Human Body Systems
4540	Personal Financial Responsibility	9-12	1	None
5394	**Prep for College and Careers****	9	1	None
5218	Principles of Biomedical Sciences (PLTW)*	9-12	2	Biology I (may be concurrent)
4562	Principles of Business Management	11-12	2	None
4814	Principles of Engineering (PLTW)*, DESN104	10-12	2	PLTW-IED
4574	Web Design	10-12	2	Digital Apps & Resp. or Info Comm./Tech

***FULL YEAR COURSE CANNOT BE DROPPED AT SEMESTER**
****REQUIRED ELECTIVE BEGINNING WITH THE CLASS OF 2021**

ADVANCED MANUFACTURING I / **Eagle Manufacturing**
5608 (ADV MFTG I)
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 learning 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 an authentic industry experience.
• Recommended Grade Level: 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 / **Eagle Manufacturing**
5606 (ADV MFTG II)
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 learning 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 an authentic industry experience.
• Recommended Grade Level: 12
• Recommended 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 diplomas
• Qualifies as a quantitative reasoning course

AP COMPUTER SCIENCE PRINCIPLES
4568 (SC P AP)
The AP Computer Science Principle course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. The course is not intended to be used as a dual credit course.
• Recommended Grade Level: 11, 12
• Recommended Prerequisite: Algebra I
• Credits: 2 semester course, 1 credit per semester
• Counts as a Math Course for all diplomas
• Counts as a Science Course for all diplomas
***Starting in the fall (Aug. 1st) of 2019 AP EXAM REGISTRATION AND PAYMENT WILL TAKE PLACE IN OCTOBER.**

BIOMEDICAL INNOVATION PLTW
5219 (BIO INN)
PLTW Biomedical Innovation is a capstone course designed to give students the opportunity to design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.
• Recommended grade level: 12
• Recommended Prerequisites: PLTW Principles of the Biomedical Sciences, PLTW Human Body Systems and PLTW Medical Interventions
• Credits: 1 credit per semester, 2 semesters maximum, maximum of two 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 **PLEASE NOTE: THIS IS THE ONLY COURSE IN THE PLTW BIOMEDICAL SERIES THAT DOES NOT COUNT AS A SCIENCE CREDIT**
As part of enrollment in this course, students will be given the opportunity to earn 3 college credits of BIOT 107 through Ivy Tech Bloomington. Dual credit enrollment will happen through the class and is subject to approval by Ivy Tech Bloomington based on prerequisites, typically standardized test scores. A MANDATORY prerequisite is that a student has to have completed all 3 of the "recommended IDOE prerequisites." Upon successful completion of the dual credit enrollment and the course, students may request their transcript through the Office of the Registrar at Ivy Tech Bloomington for verification of the college credits earned.

BUSINESS LAW AND ETHICS
4560 (BUS LAW ETH)
Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods, case review, and situational analyses.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: None
• Credits: 2 semester course, 1 credit per semester, 2 credits maximum
• Counts as a Directed Elective or Elective for all diplomas

COMPUTER ILLUSTRATION AND GRAPHICS / **Eagle Manufacturing I**
4516 (COMP ILL GRPH)
Computer Illustration and Graphics introduces students to the computer's use in visual communication. The focus of the course is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. This course also covers advertising theory and preparation of copy, lettering, posters, vector illustrations, graphics and logos, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design products that impart information and ideas. Advanced instruction might include experiences in silk screening and airbrush techniques as well as activities in designing product packaging and commercial displays or exhibits.
• Recommended Grade Level: 11-12
• Recommended Prerequisites: Digital Applications and Responsibility
• 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

COMPUTER INTEGRATED MANUFACTURING PLTW
4810 PLTW (CIM)
Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes. NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.
• Recommended Grade Level: 11, 12
• Required Prerequisites: Introduction to Engineering Design and Principles of Engineering
• 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 I / COMPUTER SCIENCE I HONORS
4801/4801H (COM SCI I)
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, user 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 diploma
• Qualifies as a quantitative reasoning course
• Counts as a Science Course for all diplomas

COMPUTER SCIENCE II (PROGRAMMING)
5236 (CS II PROG)
Programming explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Course work 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: 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
- Counts as a Science Course for all diplomas

PLTW CYBERSECURITY
5261 PLTW (CYBER)
PLTW Cybersecurity is a full-year course. The design of the course exposes high school students to the ever growing and far reaching field of cybersecurity. Students accomplish this through problem based learning, where students role-play as cybersecurity experts and train as cybersecurity experts do. PLTW Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, “outside-the-box” thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security. The course contains the following units of study: Personal Security, System Security, Network Security, and Applied Cybersecurity.
Recommended Grade Level: 10, 11, 12
• Required Prerequisites: Computer Science I
• Recommended Prerequisites: Computer Science II
• 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
• Counts as a Science Course for all diplomas

COMPUTER SCIENCE II: SPECIAL TOPICS
5252 (CS II SP TOP)
Computer Science II: Special Topics is an extended experience designed to address the advancement and specialization of computer science careers allowing schools to provide a specialized course for a specific computer science workforce need in the school;s region. It prepares students with the knowledge, skills and

attitudes essential for working in the field of computer science. Course standards and curriculum must be tailored to the specific computer science specialization. This course must prepare students for advancement in this career field and should provide students with opportunities for certification or dual credit.
• Recommended Grade Level: 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

DIGITAL APPLICATIONS AND RESPONSIBILITY
4528 (DIG APPS RESP)
Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.
• Recommended Grade Level: 9, 10, 11, 12
• Recommended Prerequisites: None
• Credits: 2 semester course, 1 credit per semester, 2 credits maximum
• Counts as a Directed Elective or Elective for all diplomas

ENGINEERING DESIGN AND DEVELOPMENT PLTW
4828 PLTW (EDD)
Engineering Design and Development is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team/ and or individuals communicates their solution to a panel of stakeholders at the conclusion of the course. As the capstone course in the Engineering Pathway, EDD engages students in critical thinking, problem-solving, time management, and teamwork skills. NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.
• Recommended Grade Level: 12
• Required Prerequisites: Introduction to Engineering Design, Principles of Engineering Design, and one pre-engineering specialty course
• 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

ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE
5966 (ENT VENT CAP)
Entrepreneurship and New Ventures Capstone introduces entrepreneurship, and develop skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini-case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting, and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software.
• Recommended Grade Level: 12
• Recommended Prerequisites: Principles of Business Management or Principles of Marketing

• Required Prerequisites: Introduction to Entrepreneurship and Digital Applications and Responsibility
• Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
• Counts as a Directed Elective or Elective for all diplomas

GRAPHIC DESIGN AND LAYOUT / **Eagle Manufacturing II**
5550 (GRAPH DES LT)
Graphic Design and Layout includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in various printing processes as well as activities in designing product packaging and commercial displays or exhibits.
• Recommended Grade Level: 11-12
• Recommended Prerequisites: Computer Illustration and Graphics
• 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 BODY SYSTEMS PLTW
5216 (HUMAN SYST)
Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. PLTW Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions. NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.
• Recommended Grade Level: 10
• Recommended Prerequisites: Principles of the Biomedical Sciences
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Core 40 Science requirement for all diplomas

INFORMATION TECHNOLOGY SUPPORT I
5230 (IN TECH SUPP)
Information Technology Support (formerly computer tech support) allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems.
• Recommended Grade Level: 10, 11
• Required Prerequisites: Digital Applications and Responsibility
• 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

INTERDISCIPLINARY COOPERATIVE EDUCATION
5902 (ICE)
Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. The following two components must be included as part of the Interdisciplinary Cooperative Education course
Related Instruction, that is classroom based, shall be organized and planned around the activities associated with the student's individual job and career objectives in a career cluster area/pathway; and shall be taught during the same semesters as the student is receiving on-the-job training. For a student to become occupationally competent and therefore employable, the related instruction should cover in varying proportions: (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.
On-the-Job Training is the actual work experience in an occupation in any one of the Indiana College and Career Pathways that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with pre-determined training plans and agreements and who assist in evaluating the student's job performance. Students in an ICE placement must be paid in accordance with federal and state student employment and cooperative education laws.
• Recommended Grade Level: 12
• Required Prerequisite: Preparing for College and Careers and a minimum of 4 credits in a logical sequence of courses related to the student's pathway and the work site placement
• Credits: 2 semester course, 2 semesters required, 3 credits per semester, 6 credits maximum
• Counts as a Directed Elective or Elective for all diplomas
• Requires concurrent enrollment in online course each semester

INTRODUCTION TO ACCOUNTING
4524 (INTO ACC)
Introduction to Accounting introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making.
• Recommended Grade Level: 10, 11
• Recommended Prerequisites: None
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a Directed Elective or Elective for the all diplomas

INTRODUCTION TO CONSTRUCTION
4792 (INT CONST)
Introduction to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into

projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.
• Recommended Grade Level: 10
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a Directed Elective or Elective for all diplomas

INTRODUCTION TO ENGINEERING DESIGN PLTW
4812 PLTW (IED)
Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students advance from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented.
NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.
• Recommended Grade Level: 9
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a Directed Elective or Elective for all diplomas
As part of enrollment in this course, students will be given the opportunity to earn 3 college credits of DESN101 and 3 college credits of DESN113 through Ivy Tech Bloomington. Dual credit enrollment will happen through the class and is subject to approval by Ivy Tech Bloomington based on prerequisites, typically standardized test scores. Upon successful completion of the dual credit enrollment and the course, students may request their transcript through the Office of the Registrar at Ivy Tech Bloomington for verification of the college credits earned.

INTRODUCTION TO MANUFACTURING
4784 (INT MAN)
Introduction to Manufacturing is a course that specializes in how people use modern manufacturing systems with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a background toward developing engineering & technological literacy. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Students will apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products Students will investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling.
• Recommended Grade Level: 10
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a Directed Elective or Elective for all diplomas

MEDICAL INTERVENTIONS PLTW
5217 (MED INTERV)
Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. PLTW Medical Interventions is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stents, cochlear implants, and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. Using 3-D imaging software, students will design and build a model of a therapeutic protein. NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.
• Recommended Grade Level: 11
• Required Prerequisites: Principles of the Biomedical Sciences; Human Body Systems
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Core 40 Science requirement for all diploma types

PERSONAL FINANCIAL RESPONSIBILITY
4540 (PRS FIN RSP)
Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.
• Recommended Grade Level: 10, 11, 12
• Recommended Prerequisites: None
• Credits: 1 semester course, 1 credit per semester, 1 credit maximum
• Counts as a Directed Elective or Elective for all diplomas
• Qualifies as a quantitative reasoning course

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

• Recommended Grade Level: 9
• Recommended Prerequisites: None
• Credits: 1 semester course, 1 credit per semester, 1 credit maximum
• Qualifies as one of the FACS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c) (6).
• Counts as a Directed Elective or Elective for all diplomas

PRINCIPLES OF BIOMEDICAL SCIENCES PLTW
5218 (PRIN BIOMED)
In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. PLTW Principles of the Biomedical Sciences provides an introduction to this field through "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.
• Recommended Grade Level: 9
• Required Prerequisites: Biology I or concurrent enrollment in Biology I is required
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Core 40 Science requirement for all diplomas

PRINCIPLES OF BUSINESS MANAGEMENT
4562 (BUS MGMT)
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.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: Introduction to Business
• Credits: 2 semester course, 1 credit per semester, 2 credits maximum
• Counts as a Directed Elective or Elective for all diplomas

PRINCIPLES OF ENGINEERING PLTW
4814 PLTW (POE)

Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems. NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.

• Recommended Grade Level: 10, 11
• Required Prerequisites: Introduction to Engineering Design
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a Directed Elective or Elective for all diplomas
• Counts as a Science Course for all diplomas
• Qualifies as a quantitative reasoning course

As part of enrollment in this course, students will be given the opportunity to earn 3 college credits of DESN104 through Ivy Tech Bloomington. Dual credit enrollment will happen through the class and is subject to approval by Ivy Tech Bloomington based on prerequisites, typically standardized test scores. Upon successful completion of the dual credit enrollment and the course, students may request their transcript through the Office of the Registrar at Ivy Tech Bloomington for verification of the college credits earned.

WEB DESIGN
4574 (WEB DESIGN)

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

•Recommended Grade Level: 11, 12
•Recommended Prerequisites: Introduction to Communications
•Required Prerequisites: Digital Applications and Responsibility
•Credits: 2 semester course, 1 credit per semester, 2 credits maximum
•Counts as a Directed Elective or Elective for all diplomas

English / Language Arts

Course #	Course Title	Grade	Credits	Pre./Co Requisite
1002/1002I/1002H	English 9/9I/9H	9	2	Placement Only
1004/1004I/1004H	English 10/10I/10H	10	2	Placement Only
1006/1006I	English 11/11I	11	2	Placement Only
1056	AP Eng. Lang./Comp.*	11-12	2	Placement Only
1008I	English 12I	12	2	Placement Only
1008H	English 12 Honors (Ivy Tech 111&112)*	12	2	Placement Only
1014	CCR Bridge: Literacy Ready	12	2	Placement Only
1078	Adv. Speech and Comm. (IU ACP P155)	11-12	1	English 9, 10 or Placement
1098	Adv. Composition (IU ACP W131)*	12	1	Placement Only
1036	Genres of Literature (IU ACP L202)*	12	1	Placement Only
English Electives- (Count as English credits but may only be taken concurrently with grade level English placement course)				
1022	Biblical Literature	10-12	1	English 9, 10
1092	Creative Writing	11-12	1	English 9, 10
1060	Etymology	10-12	1	English 9, 10
1034	Film Literature	11-12	1	English 9, 10
1042	Novels (Popular Classic Novels)	10-12	1	English 9, 10
1048	Themes in Literature (Suspense in Lit)	10-12	1	English 9, 10
English Electives- (Do Not Count as English Graduation Requirements, Only Elective credit)				
1084	Mass Media	10-12	2	2 Eng/Lang. Arts cred.
1086	Student Media	11-12	1-4	Mass Media

For all courses designated as “H” for honors: Schools may designate a course as “Honors” when the course content is significantly more rigorous than the state approved course. Honors-level courses must be standards-based, have defined criteria for student admission to the course as well as clear expectations of student outcomes, and include a culminating honors project that reflects understanding of the Honors course content. The course description should reflect the ‘honors’ nature of the course and course titles should include an “H” or the word “Honors” in the title.

ENGLISH 9 - ALL LEVELS
1002 (ENG 9)
English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write, responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.
• Recommended Grade Level: 9
• Recommended Prerequisites: none
• Credits: 2 semester course , 1 credit per semester
• Fulfills an English/Language Arts requirement for all diplomas

ENGLISH 10 - ALL LEVELS
1004 (ENG 10)
English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9- 10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. . Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.
• Recommended Grade Level: 10
• Recommended Prerequisites: English 9 or teacher recommendation
• Credits: 2 semester course, 1 credit per semester
• Fulfills an English/Language Arts requirement for all diplomas

ENGLISH 11 - ALL LEVELS
1006 (ENG 11)
English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.
• Recommended Grade Level: 11

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

AP ENGLISH LANGUAGE AND COMPOSITION
1056 (LNG/COMP AP)
AP English Language and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. There is no prescribed sequence of study. 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
**As part of this class, students are encouraged to take a cumulative AP exam in May offered at Brown County High School. Depending on the outcome of the exam, students may earn college credit for this course. Students must check requirements at the college they plan to attend to know what score they need to be eligible for credit. In the past, the cost of this exam has been covered by the state of Indiana. However, please note full cost of the exam is about $94. The test is created by the College Board and has very strict dates and policies. More information can be found on the College Board AP Central AP Exams web page at: http://apcentral.collegeboard.com/apc/public/exam/index.html*
• Recommended Grade Level: 11, 12 (College Board does not designate when this course should be offered).
• Recommended Prerequisites: English 9 and English 10 or teacher recommendation. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
• Credits: 2 semester course, 1 credit per semester
• Fulfills an English/Language Arts requirement for grades 11 or 12 for all diplomas
****Starting in the fall (Aug. 1st) of 2019 AP EXAM REGISTRATION AND PAYMENT WILL TAKE PLACE IN OCTOBER.**

ENGLISH 12 - ALL LEVELS
1008 (ENG 12)
English 12, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11- 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of

pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

*As part of enrollment in ENGLISH 12 HONORS **ONLY**, students will be given the opportunity to earn 3 college credits each of both ENGL111, English Composition, and ENGL112, Exposition and Persuasion, through Ivy Tech Bloomington. Dual credit enrollment will happen through the class and is subject to approval by Ivy Tech Bloomington based on prerequisites, typically standardized test scores. Upon successful completion of the dual credit enrollment and the course, students may request their transcript through the Office of the Registrar at Ivy Tech Bloomington for verification of the college credits earned.*

• Recommended Grade Level: 12
• Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
• Credits: 2 semester course, 1 credit per semester
• Fulfills an English/Language Arts requirement for all diplomas

CCR BRIDGE: LITERACY READY
1014

CCR Bridge: Literacy Ready is an innovative, dynamic course built to help students master the literacy skills needed for three core subject areas —English, social science and science. CCR Bridge: Literacy Ready consists of six units: two in history, two in English and two in science. Content of each of the disciplines is at the forefront of the curriculum, while disciplinary literacy skills are emphasized through reading and writing assignments based on the content. The focus is on truly understanding how to read and interpret texts in the discipline on a college level. Students in this course want to be college bound, but have not met the requirements necessary to fulfill that goal. Schools are expected to embed *Indiana Academic Standards for English/Language Arts* into the curriculum.

• Recommended Grade Level: 12
• Recommended Prerequisite: Must be students who want to attend college, but who have not passed the Grade 10 English ISTEP+ (or old English ECA) and have scored below a 45 on the PSAT/ OR students who score below proficient on a diagnostic test.
• Credits: 2 semester course , 1 credit per semester
• Fulfills an English/Language Arts requirement for all diplomas

ADVANCED COMPOSITION, IU ACP W131 READING, WRITING & INQUIRY
1098 (ADV COMP)

Advanced Composition, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports in addition to other appropriate writing tasks. Course can be offered in conjunction with a composition course, or schools may embed *Indiana Academic Standards for English/Language Arts* writing standards within curriculum. ADVANCED COMPOSITION PROJECT: Students write job applications, resumes, and other informational documents that may include the development of flyers, posters, brochures, program agendas, or reports incorporating visual information in the form of pictures, graphs, or tables.

As part of enrollment in this course, students will be given the opportunity to earn 3 college credits through Indiana University Bloomington. Dual credit enrollment will happen through the class and is subject to approval by Indiana University based on prerequisites, typically a minimum GPA of

2.7. An additional fee for the dual credit will be assessed by the Indiana University Bursar's Office and may be waived subject to the student's financial situation. Upon successful completion of the dual credit enrollment and the course, students may request their transcript through the Office of the Registrar at Indiana University Bloomington for verification of the college credits earned.

• Recommended Grade Level: 11, 12
• Recommended Prerequisites: English 9, English 10, Composition, or teacher recommendation
• Credits: 1 semester course, 1 credit per semester
• Fulfills an English/Language Arts requirement for all diplomas

NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.

ADVANCED SPEECH AND COMMUNICATION, IU ACP P155 PUBLIC SPEAKING
1078 (ADV SPEECH)

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

As part of enrollment in this course, students will be given the opportunity to earn 3 college credits through Indiana University Bloomington. Dual credit enrollment will happen through the class and is subject to approval by Indiana University based on prerequisites, typically a minimum GPA of 2.7. An additional fee for the dual credit will be assessed by the Indiana University Bursar's Office and may be waived subject to the student's financial situation. Upon successful completion of the dual credit enrollment and the course, students may request their transcript through the Office of the Registrar at Indiana University Bloomington for verification of the college credits earned.

•Recommended Grade Level: 11, 12
•Recommended Prerequisites: teacher recommendation
•Credits: 1 semester course, 1 credit per semester
•Fulfills an/English Language Arts requirement for all diplomas

NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.

GENRES OF LITERATURE, IU ACP L202 LITERARY INTERPRETATION
1036 (GENRES LIT)

Genres of Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of various literary genres, such as poetry, dramas, novels, short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Students analyze how each genre shapes literary understanding or experiences differently,

how different genres enable or constrain the expression of ideas, how certain genres have had stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary times. Course can be offered in conjunction with a composition course, or schools may embed *Indiana Academic Standards for English/Language Arts* writing standards within curriculum.
As part of enrollment in this course, students will be given the opportunity to earn 3 college credits through Indiana University Bloomington. Dual credit enrollment will happen through the class and is subject to approval by Indiana University based on prerequisites, typically a minimum GPA of 2.7. An additional fee for the dual credit will be assessed by the Indiana University Bursar's Office and may be waived subject to the student's financial situation. Upon successful completion of the dual credit enrollment and the course, students may request their transcript through the Office of the Registrar at Indiana University Bloomington for verification of the college credits earned.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: English 9, English 10, or teacher recommendation
• Credits: 1 semester course, 1 credit per semester
• Fulfills an English/Language Arts requirement for all diplomas
NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.

ETYMOLOGY
1060 (ETYMOLOGY)
Etymology, a language studies course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (Latin, Greek, Germanic, and Romance Languages). Students analyze meanings of English words by examining roots, prefixes, and suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation. ETYMOLOGY PROJECT: Students complete a project, such as doing a case study on specific words or creating an historical timeline of the development of specific words, which demonstrates knowledge, application, and progress in Etymology course content.
• Recommended Grade Level: 11, 12 (BCHS allows 10)
• Recommended Prerequisites: 4 credit in English Language Arts
• Credits: 1 semester course, 1 credit per semester
• Fulfills an English/Language Arts requirement for all diplomas
NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.

BIBLICAL LITERATURE
1022 (BIBLE LIT)
Biblical Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the Bible, viewed from a literary standpoint, as a source of a wide variety of literary patterns, themes, and conventions. Students examine the different books in relation to the various historical time frames of the books and in relation to related literature as it pertains to Biblical themes. Students read, discuss, and write about Biblical references (allusions) in both classical and modern literature, formation of a canonical Bible, inclusion of apocryphal and heretical

writings, oral versus literate transmission of sacred history and doctrine, and questions and problems of interpretation. Course can be offered in conjunction with a composition course, or schools may embed *Indiana Academic Standards for English/Language Arts* writing standards within curriculum.
• Recommended Grade Level: 11, 12 (BCHS allows 10)
• Recommended Prerequisites: English 9, English 10, or teacher recommendation
• Credits: 1 semester course, 1 credit per semester
• Fulfills an English/Language Arts requirement for all diplomas
NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.

FILM LITERATURE
1034 (FILM LIT)
Film Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. FILM LITERATURE PROJECT: Students complete a project, such as doing an historical timeline and bibliography on the development of film or the creation of a short-subject film, which demonstrates knowledge, application, and progress in the Film Literature course content. Course can be offered in conjunction with a composition course, or schools may embed *Indiana Academic Standards for English/Language Arts* writing standards within curriculum.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: English 9, English 10, or teacher recommendation
• Credits: 1 semester course, 1 credit per semester
• Fulfills an English/Language Arts requirement for all diplomas
NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.

NOVELS, CLASSICS
1042 (NOVELS)
Novels, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors from the past and present or sets of novels from a specific era or across several eras. Course can be offered in conjunction with a composition course, or schools may embed *Indiana Academic Standards for English/Language Arts* writing standards within curriculum.
• Recommended Grade Level: 11, 12 (BCHS allows 10)
• Recommended Prerequisites: English 9, English 10, or teacher recommendation
• Credits: 1 semester course, 1 credit per semester

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

THEMES IN LITERATURE, SUSPENSE
1048 (THEMES LIT)
Themes in Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of universal themes, such as the journey of the hero, the trials of youth, the search for identity, and other themes appropriate to the level and interests of students. The course may be limited to a few important related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of the cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition. Course can be offered in conjunction with a composition course, or schools may embed *Indiana Academic Standards for English/Language Arts* writing standards within curriculum.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: English 9, English 10, or teacher recommendation
• Credits: 1 semester course, 1 credit per semester
• Fulfills an English/Language Arts requirement for all diplomas
NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.

CREATIVE WRITING
1092 (CREAT WRIT)
Creative Writing, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: English 9, English 10, or teacher recommendation
• Credits: 1 semester course, 1 credit per semester
• Fulfills an English/Language Arts requirement for all diplomas

MASS MEDIA
1084 (MASS MEDIA)
Mass Media, a course based on the High School Journalism Standards and the Mass Media and Media Literacy Standards, is the study of the importance of mass media as pervasive in modern life at the local, national, and global levels. It includes a study of the impact of constant and immediate news, entertainment, and persuasive messages on everyday life. Students use course content to become knowledgeable consumers of mass media in preparation for their roles as informed citizens in a democratic society. For the second credit: Students continue to critically analyze

mass media products and messages as they influence societal rules. By the end of the semester, students complete a multimedia project comparing different aspects of a topic of interest or concern. The project demonstrates knowledge, application, and progress in Mass Media course content.
• Recommended Grade Level: 9, 10, 11, 12
• Recommended Prerequisite: none or teacher recommendation
• Credits: 1 or 2 semester course, 1 credit per semester. Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level.
• Counts as an Elective for all diplomas
• English/Language Arts credit (1084): If Mass Media course work addresses the Indiana Academic Standards for English/Language Arts, and the student also takes a two-credit English Advanced Placement course plus corresponding AP exams OR a two-credit English dual credit course, up to two (2) credits accrued can be counted as part of the eight (8) required English/Language Arts credits all diplomas

STUDENT Media
1086 (STDNT Media)
Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers and yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.
• Recommended Grade Level: 9, 10, 11, 12
• Recommended Prerequisites: Journalism, Mass Media, or teacher recommendation
• Credits: 1 semester course, 1 credit per semester, 8 credits maximum. The nature of this course allows for successive semesters of instruction at advanced levels. May be offered over three or four years by subtitling the course Beginning, Intermediate, or Advanced.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.
NOTE: This is the designated school Media course, including newspaper and yearbook.

Fine Arts

Course #	Course Title	Grade	Credits	Prerequisite
Choir:				
4182	Beginning Chorus (Men's Only)	9-12	1-8	None
4182	Beginning Chorus (Treble-Women's Only)	9-12	1-8	None
4186	Intermediate Chorus (Concert- Women's)	10-12	1-6	Audition Only
4188	Advanced Chorus (Varsity)	10-12	1-6	Audition Only
Band:				
4168	Intermediate Concert Band	9-12	1-8	Placement Audition
4164	Jazz Ensemble (Advanced)	9-12	1-6	Placement Audition
4170	Adv. Concert Band (Wind Ensemble)	10-12	1-6	Audition Only
Music:				
4210	AP Music Theory	10-12	2	None
4206	Music History and Appreciation	9-12	1-2	None
	History of American Popular Music: 1900-Now			
Theatre:				
4242	Theatre Arts	9-12	2	None
4240	Advanced Theatre Arts	10-12	2	Theatre Arts
4250	Advanced Acting	11-12	2	Adv. Theater Arts
4254	Theatre Arts, Sp. Topics (7th Sem. Acting)	12	1	Adv. Acting
0518	Musical Theatre (8th Sem. of Acting)	12	1	Theatre Arts, Sp. Topics
4244	Technical Theatre	9-12	2	None
4252	Advanced Technical Theatre	10-12	2	Technical Theatre
4248	Theatre Production	11-12	2	Adv. Tech Theatre
4254	Theatre Arts, Sp. Topics, Lighting & Sound	10-12	1-6	Technical Theatre
Arts:				
4000	Intro to 2D Art	9-12	1	None
4040	Ceramics	9-12	see description	2D Art
4060	Drawing	9-12	see description	2D Art
4064	Painting	9-12	see description	2D Art
4062	Photography	10-12	see description	2D Art
4044	Sculpture	9-12	see description	2D Art
4086	Visual Communications	9-12	see description	2D Art

BEGINNING CHORUS (L), TREBLE (WOMEN'S) OR MEN'S
4182 (BEG CHOR)
Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.
• Recommended Grade Level: 9, 10, 11, 12
• Recommended Prerequisites: none
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory course
4182-Beginning Chorus is paired with one of two co-curricular activities, Treble Choir or Men's Choir. Participation in this course/group is not auditioned - any student interested in singing may sign up for this course. Participation in Treble Choir or Men's Choir is a year-long commitment; Students must enroll for both semesters of this course. Other requirements include several dress rehearsals and performances outside of the school day. Additional fees for concert attire, travel, and other expenses may also apply. For complete information on the additional requirements and current year's fees, please see the current BCHS Choirs Singer/Family contract - available by contacting Ms. Billings at kbillings@browncountyschools.com.

INTERMEDIATE CHORUS (L), CONCERT
4186 (INT CHOR)
Intermediate Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.
• Recommended Grade Level: 10, 11, 12
• Recommended Prerequisites: Beginning Chorus
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas

• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory Course
4186-Intermediate Chorus is paired with a co-curricular activity, Serenade Women's Show Choir. Participation in this course/group is determined by audition (vocal and dance) each year. Auditions are held in February-March annually. Participation in Serenade Women's Show Choir is a year-long commitment; Students must enroll for both semesters of this course. Other requirements include two extra-curricular practices each week as well as performance and competitions throughout the year. Additional fees for costumes, travel, and other expenses may also apply. For complete information on the additional requirements and current year's fees, please see the current BCHS Choirs Singer/Family contract - available by contacting Ms. Billings at kbillings@browncountyschools.com.

ADVANCED CHORUS (L), VARSITY
4188 (ADV CHOR)
Advanced Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.
• Recommended Grade Level: 10, 11, 12
• Recommended Prerequisites: Beginning and Intermediate Chorus; Audition required
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory course
4188-Advanced Chorus is paired with a co-curricular activity, Rhapsody Mixed Show Choir. Participation in this course/group is determined by audition (vocal and dance) each year. Auditions are held in February-March annually. Participation in Rhapsody Mixed Show Choir is a year-long commitment; Students must enroll for both semesters of this course. Other requirements include two extra-curricular practices each week as well as performance and competitions throughout the year. Additional fees for costumes, travel, and other expenses may also apply. For complete information on the additional requirements and current year's fees, please see the current BCHS Choirs Singer/Family contract - available by contacting Ms. Billings at kbillings@browncountyschools.com.

INTERMEDIATE CONCERT BAND (L), WOODWINDS & BRASS / PERCUSSION
4168 (INT BAND)
Intermediate Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music,

studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

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

4168-Intermediate Concert Band is paired with a co-curricular activity, Concert Band/Pep Band. Participation in this course/group is not auditioned - any student wishing to participate in band may enroll, however a placement audition is required to determine which instrument(s) the student will be studying. Participation in Intermediate Concert Band is a year-long commitment; Students must enroll for both semesters of this course. Other requirements include occasional extra-curricular practices as well as performances, competitions, and athletic events (Pep Band) throughout the year. Additional fees for uniforms, travel, and other expenses may also apply. For complete information on the additional requirements and current year's fees, please see the current BCHS Band Handbook - available by contacting Mr. Finley at mfinley@browncountyschools.com.

JAZZ ENSEMBLE (L)
4164 (JAZZ ENS)

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

• Recommended Grade Level: 10, 11, 12
• Recommended Prerequisites: none
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills requirement for 1 of 2 Fine Arts credits for the Core 40 with Academic Honors diploma if students are enrolled in another band or orchestra course
• Laboratory Course

4164-Jazz Ensemble is paired with a co-curricular activity, Jazz Band. Participation in this course/group is not auditioned - any student wishing to participate in jazz band may enroll, however a placement audition is required to determine which instrument(s) the student will be studying. Participation in Jazz Band is a year-long commitment; Students must enroll

for both semesters of this course. Other requirements include a weekly extra-curricular practice as well as performances, competitions, and other events throughout the year. Additional fees for uniforms, travel, and other expenses may also apply. For complete information on the additional requirements and current year's fees, please see the current BCHS Band Handbook - available by contacting Mr. Finley at mfinley@browncountyschools.com.

ADVANCED CONCERT BAND (L), WIND ENSEMBLE, WOODWINDS & BRASS / PERCUSSION
4170 (ADV BAND)
Advanced Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.
• Recommended Grade Level: 10, 11, 12
• Recommended Prerequisites: Beginning and Intermediate Concert Band
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory course
4170-Advanced Concert Band is paired with a co-curricular activity, Wind Ensemble/Pep Band. Participation in this course/group is determined by audition each year. Auditions are held in February-March annually. Participation in Wind Ensemble/Pep Band is a year-long commitment; Students must enroll for both semesters of this course. Other requirements include two extra-curricular practices each week as well as performance and competitions throughout the year. Other requirements include occasional extra-curricular practices as well as performances, competitions, and athletic events (Pep Band) throughout the year. Additional fees for uniforms, travel, and other expenses may also apply. For complete information on the additional requirements and current year's fees, please see the current BCHS Band Handbook - available by contacting Mr. Finley at mfinley@browncountyschools.com.

AP MUSIC THEORY
4210 (MUS TH AP)
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. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. 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. Notational skills, speed, and fluency with basic materials are emphasized.

**As part of this class, students are encouraged to take a cumulative AP exam in May offered at Brown County High School. Depending on the outcome of the exam, students may earn college credit for this course. Students must check requirements at the college they plan to attend to know what score they need to be eligible for credit. In the past, the cost of this exam has been covered by the state of Indiana. However, please note full cost of the exam is about $94. The test is created by the College Board and has very strict dates and policies. More information can be found on the College Board AP Central AP Exams web page at: http://apcentral.collegeboard.com/apc/public/exam/index.html*

• Recommended Grade Level: 10, 11, 12
• Recommended Prerequisites: none; students should have an understanding of basic fundamentals of music including being able to read notation of pitch and rhythm.
• 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

MUSIC HISTORY AND APPRECIATION, HISTORY OF AMERICAN POPULAR MUSIC
4206 (MUS HIST)
Music History and Appreciation (History of American Popular Music: 1900-Now) is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.
• Recommended Grade Level: 9, 10, 11, 12
• Recommended Prerequisites: none
• Credits: 2 semester course, 1 credit per semester.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

THEATRE ARTS (L)
4242 (THTR ARTS)
Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.
• Recommended Grade Level: 9, 10, 11, 12
• Recommended Prerequisites: none
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas

• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory Course

ADVANCED THEATRE ARTS (L)
4240 (ADV THTR)
Advanced Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Theatre Arts read and analyze plays and apply criteria to make informed judgments. They draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore careers in theatre arts and begin to develop a portfolio of their work. They also attend and critique theatre productions and identify ways to support the theatre in their community.
• Recommended Grade Level: 10, 11, 12
• Recommended Prerequisites: Theatre Arts I and II (L)
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory Course

ADVANCED ACTING (L)
4250 (ADV ACTING)
Advanced Acting is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Acting research, create, and perform characters through script analysis, observation, collaboration and rehearsal. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies. Additionally, students explore career opportunities in the theatre by attending plays, meeting actors and discussing their work, and becoming theatre patrons in their community.
• Recommended Grade Level: 10, 11, 12
• Recommended Prerequisites: Theatre Arts
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory Course

THEATRE ARTS, SPECIAL TOPICS (L)
4254 (THTR ART ST)

Theatre Arts, Special Topics is based on the Indiana Academic Standards for Theatre. Students taking this course focus on a specific subject related to theatre arts, such as: Shakespeare, Children's Theatre, Directing, Arts Management, and other specialized areas of study. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.
• Recommended Grade Level: 12
• Recommended Prerequisites: Theatre Arts
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory Course

MUSICAL THEATRE (L)
0518 (MUS THTR)
Musical Theatre is based on the Indiana Academic Standards for Theatre. Students in this course study the history of musical theatre and its place in today's society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. This class may be taught collaboratively among music, theatre, dance, and visual arts faculty. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.
• Recommended Grade Level: 12
• Recommended Prerequisites: none
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory course

TECHNICAL THEATRE (L)
4244 (TECH THTR)
Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.
• Recommended Grade Level: 9, 10, 11, 12
• Recommended Prerequisites: none

• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory Course

ADVANCED TECHNICAL THEATRE (L)
4252 (ADV TECH TH)
Advanced Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Technical Theatre actively lead and supervise in the process of designing, building, managing, programming, drafting, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate technical theatre careers then develop a plan for potential employment or further education through audition, interview or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.
• Recommended Grade Level: 10, 11, 12
• Recommended Prerequisites: Technical Theatre I and II (L)
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory Course

THEATRE PRODUCTION (L)
4248 (THTR PROD)
Theatre Production is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Production take on responsibilities associated with rehearsing and presenting a fully mounted theatre production. They read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound and costumes; rehearse and perform roles in a production; and direct or serve as assistant director for a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies.
Additionally, students investigate a theatre arts career then develop a plan for potential employment or further education through audition, interview, or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.
• Recommended Grade Level: 9, 10, 11, 12
• Recommended Prerequisites: none
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

• Laboratory Course

THEATRE ARTS, SPECIAL TOPICS (L), LIGHTING AND SOUND
4254 (THTR ART ST)
Theatre Arts, Special Topics is based on the Indiana Academic Standards for Theatre. Students taking this course focus on a specific subject related to theatre arts, such as: Shakespeare, Children's Theatre, Directing, Arts Management, and other specialized areas of study. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.
• Recommended Grade Level: 10, 11, 12
• Recommended Prerequisites: Technical Theatre
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory Course

INTRODUCTION TO TWO-DIMENSIONAL ART (L)
4000 (2D ART)
Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.
• Recommended Grade Level: 9, 10, 11, 12
• Recommended Prerequisites: none
• Credits: 1 semester course, 1 credit per semester
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory Course

CERAMICS (L)
4040 (CERAMICS)
Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay

utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.
• Recommended Grade Level: 10, 11, 12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory Course

DRAWING (L)
4060 (DRAWING)
Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.
• Recommended Grade Level: 10, 11, 12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory Course

PAINTING (L)
4064 (PAINTING)
Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, 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, 12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory Course

PHOTOGRAPHY (L)
4062 (PHOTOGRPH)
Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.
• Recommended Grade Level: 10, 11, 12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory Course

SCULPTURE (L)
4044 (SCULPT)
Sculpture is a course based on the Indiana Academic Standards for Visual Art. Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.
• Recommended Grade Level: 10, 11, 12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)

• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory Course

VISUAL COMMUNICATION (L)
4086 (VIS COMM)
Visual Communication is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.
• Recommended Grade Level: 10, 11, 12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• Laboratory Course

Health & Physical Education

Course #	Course Title	Grade	Credits	Prerequisite
3506	Health and Wellness Education	10-12	1	8th Grd. Health
3542AB	PE I, Basic Fitness	9-12	1	None
3542BA	PE II, Basic Fitness	9-12	1	PE I
3542AF	PE I, Weight Lifting Fitness	9-12	1	None
3544BF	PE II, Weight Lifting Fitness	9-12	1	PE I
3560	Elective PE (Yoga, Personal Fitness)	10-12	1-8	PE I & II

*Opportunities exist to fulfill ONE PE I graduation requirement through band or choir. See your program director for more details.

HEALTH & WELLNESS EDUCATION
3506 (HLTH&WELL)
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
• Recommended Prerequisites: 8th grade health education
• Credits: 1 semester course, 1 credit per semester, 1 credit maximum
• Fulfills the Health & Wellness requirement for all diploma types

PHYSICAL EDUCATION I (L)
3542 (PHYS ED)
Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.
• Recommended Grade Level: 9, 10, 11, 12
• Required Prerequisites: Grade 8 Physical Education
• Credits: 1 semester course, 1 credit per semester, 1 credit maximum
• Fulfills part of the Physical Education requirement for all diplomas
• Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
• Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
• As a designated laboratory course, 25% of course time must be spent in activity

PHYSICAL EDUCATION II (L)
3544 (PHYS ED II)

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

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

ELECTIVE PHYSICAL EDUCATION (L), PERSONAL FITNESS & YOGA
3560 (ELECT PE)

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

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, maximum of 8 credits
- Counts as an Elective requirement for all diplomas
- The nature of this course allows for successive semesters of instruction provided defined proficiencies and content standards are utilized
- 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.

Mathematics

Course #	Course Title	Grade	Credits	Prerequisite
2520	Algebra I		2	None
2520H	Algebra 1 H		2	by placement
2516	Algebra Lab		2	By Placement
2532	Geometry	check Pre-Req.	2	Algebra I
2522	Algebra II	check Pre-Req.	2	Geometry
2522H	Algebra II Honors	check Pre-Req.	2	Geometry
2514	CCR Bridge: Math Ready	check Pre-Req.	2	Geometry & Alg. II
2546	Probability/Statistics	check Pre-Req.	1	Algebra II
2564	Pre-Calculus	check Pre-Req.	2	Geometry & Alg. II
2564C	Pre-Calculus, Ivy Tech 136	check Pre-Req.	2	Geometry & Alg. II
2566	Trigonometry	check Pre-Req.	1	Geometry & Alg. II
2566C	Trigonometry, Ivy Tech 137	check Pre-Req.	1	Geometry & Alg. II
2562	AP Calculus AB	check Pre-Req.	2	Pre-Calculus
4568	AP Computer Science Principles	check Pre-Req.	2	Algebra I
2560	Mathematics Lab		1-8	Algebra I
4512	Business Math	11-12	2	Algebra I
STMC A/B	AP Calculus STEM Lab	11-12	0	Concurrent enrollment in Calc

Information from Ball State, Indiana State, Purdue, IU, USI, Butler, Hanover, Rose-Hulman, DePauw and University of Evansville was collected regarding what math they want to see students take in high school. All schools indicated the basic math requirements differ by major, but here are the main things mentioned:

- All recommend 4 years of college-prep math (IU actually **requires** 7 semesters);
- After Alg. I,II and Geometry, the most commonly mentioned classes were Pre-Calculus, Trigonometry, Statstistics, Calculus, and Finite
- STEM majors are strongly encouraged to take Calculus in high school
- Purdue prefers Calculus over Statistics
- IU wants Pre-Calculus, Trigonometry or Calculus for the 7th semester
- Students need Calculus to be competitive to get into Rose-Hulman and are REQUIRED to have 2 Physics (Science) credits

ALGEBRA I/Honors
2520 (ALG I)
Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

*Algebra I Honors is designed for students pursuing an Honors Diploma and will be weighted. Course content is more rigorous and suited for students who plan to take Pre-Calculus, Trigonometry, or AP Calculus while in high school.

• Recommended Grade Level: 9, 10, 11, 12
• Recommended Prerequisites: none/honors recommendation
• Credits: 2 semester course, 1 credit per semester
• Counts as a Mathematics Course for all diplomas
• Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas
• Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

ALGEBRA I LAB
2516 (ALG I LAB)
Algebra I Lab is a mathematics support course for Algebra I. Algebra I Lab is taken while students are concurrently enrolled in Algebra 1. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra I Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.
• Recommended Grade Level: 9, 10, 11, 12
• Recommended Prerequisites: none
• Credits: 2 semester course, 1 credit per semester
• Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

• Algebra I Lab is designed as a support course for Algebra I. As such, a student taking Algebra I Lab must also be enrolled in Algebra I during the same academic year.

GEOMETRY
2532 (GEOM)
Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Five critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The 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

ALGEBRA II / ALGEBRA II HONORS*
2522 (ALG II)
Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of 5 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The 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.
*Algebra II Honors is designed for students pursuing an Honors Diploma and will be weighted. Course content is more rigorous and suited for students who plan to take Pre-Calculus, Trigonometry, and AP Calculus while in high school.
• Recommended Grade Level: 9, 10, 11, 12
• Recommended Prerequisite: Algebra I
• Credits: 2 semester course, 1 credit per semester

• Counts as a Mathematics Course for all diplomas
• Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas

CCR BRIDGE: MATH READY
2514 (MATH RDY)
The CCR Bridge: Math Ready course will include and reinforce the Algebra 1, Geometry, Algebra 2 and Statistics skills necessary to be ready for an entry-level college math course. This course emphasizes understanding of mth concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking skills in order to apply math skills, functions and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements for college entry. The content of this course is designed to enhance students' math skills so that they are ready for college-level math assignments. It is not designed to prepare students for college-level math in STEM majors.
• Recommended Grade Level: 12
• Recommended Prerequisites: In grade 11, students who have not passed the Grade 10 Math ISTEP+ (or old Algebra 1 ECA) 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

PROBABILITY AND STATISTICS
2546 (PROB/STAT)
Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Probability and Statistics are made up of three strands: Data Analysis, Experimental Design, and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged. The 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 II or Integrated Mathematics III
• Credits: 1 semester course, 1 credit per semester
• Counts as a Mathematics Course for all diplomas

PRE-CALCULUS
2564 (PRECAL)
Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric

Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The 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: none
• Recommended Prerequisite: Algebra II and Geometry or Integrated Mathematics III
• Credits: 1 semester course, 1 credit per semester
• Counts as a Mathematics Course for all diplomas

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

AP CALCULUS AB
2562 (CALC AB AP)
AP Calculus AB is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems,

experiment, interpret results, and support conclusions. 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

**As part of this class, students are encouraged to take a cumulative AP exam in May offered at Brown County High School. Depending on the outcome of the exam, students may earn college credit for this course. Students must check requirements at the college they plan to attend to know what score they need to be eligible for credit. In the past, the cost of this exam has been covered by the state of Indiana. However, please note full cost of the exam is about $94. The test is created by the College Board and has very strict dates and policies. More information can be found on the College Board AP Central AP Exams web page at: http://apcentral.collegeboard.com/apc/public/exam/index.html*

- Recommended Grade Level: 11, 12
- Required Prerequisites: Pre-Calculus
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course

STUDENTS MAY CHOOSE TO TAKE STMCA/STMCB, AP STEM LAB FOR CALCULUS, CONCURRENTLY WITH AP CALCULUS

****Starting in the fall (Aug. 1st) of 2019 AP EXAM REGISTRATION AND PAYMENT WILL TAKE PLACE IN OCTOBER.**

AP CALCULUS BC

2572 (CALC BC AP)

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

**As part of this class, students are encouraged to take a cumulative AP exam in May offered at Brown County High School. Depending on the outcome of the exam, students may earn college credit for this course. Students must check requirements at the college they plan to attend to know what score they need to be eligible for credit. In the past, the cost of this exam has been covered by the state of Indiana. However, please note full cost of the exam is about $94. The test is created by the College Board and has very strict dates and policies. More information can be found on the College Board AP Central AP Exams web page at: http://apcentral.collegeboard.com/apc/public/exam/index.html*

- Recommended Grade Level: 12
- Required Prerequisites: Pre-Calculus
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas

• Qualifies as a quantitative reasoning course
STUDENTS MAY CHOOSE TO TAKE STMCA/STMCB, AP STEM LAB FOR CALCULUS, CONCURRENTLY WITH AP CALCULUS
****Starting in the fall (Aug. 1st) of 2019 AP EXAM REGISTRATION AND PAYMENT WILL TAKE PLACE IN OCTOBER.**

AP COMPUTER SCIENCE PRINCIPLES
4568 (SC P AP)
The AP Computer Science Principles course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. Students will creatively address real world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. The course is not intended to be used as a dual credit course.
**As part of this class, students are encouraged to take a cumulative AP exam in May offered at Brown County High School. Depending on the outcome of the exam, students may earn college credit for this course. Students must check requirements at the college they plan to attend to know what score they need to be eligible for credit. In the past, the cost of this exam has been covered by the state of Indiana. However, please note full cost of the exam is about $94. The test is created by the College Board and has very strict dates and policies. More information can be found on the College Board AP Central AP Exams web page at: http://apcentral.collegeboard.com/apc/public/exam/index.html*
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: Algebra I
• Credits: 2 semester course, 1 credit per semester
• Counts as a Mathematics Course for all diplomas
****Starting in the fall (Aug. 1st) of 2019 AP EXAM REGISTRATION AND PAYMENT WILL TAKE PLACE IN OCTOBER.**

MATHEMATICS LAB
2560 (MATH LAB)
Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. Mathematics Lab is to be taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. Mathematics Lab should not be offered in conjunction with Algebra I or Integrated Mathematics I; instead, schools should offer Algebra I Lab or Integrated Mathematics I Lab to provide students with rigorous support for these courses.
• Recommended Grade Level: 9, 10, 11, 12
• Recommended Prerequisites: none
• Credits: 1 semester course, 1 credit per semester, 8 credits maximum
• Counts as an Elective for all diplomas
• Clarifying information can be appended to the end of the course title to denote the content covered in each course. Example: Mathematics Lab used to support students in Algebra II can be recorded on the transcript as Mathematics Lab – Algebra II.

BUSINESS MATH

4512 (BUS MATH)

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

- Recommended Grade Level: 10, 11
- Prerequisites: Algebra I
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as an Elective or Directed Elective for all diplomas
- Fulfills a Mathematics requirement for the General Diploma only
- Qualifies as a quantitative reasoning course

Multidisciplinary

Course #	Course Title	Grade	Credits	Prerequisite
0502	Cadet Teaching	11-12	1-4	None
5902	Interdisciplinary Cooperative Education	12	6	Preparing for College and Careers and a minimum of 4 credits in a logical sequence of courses related to the student's pathway and the work site placement
0522J	Career Info and Exploration (JAG)	11-12	1-2	None
0522L	Leadership	9-12	1	None

CADET TEACHING EXPERIENCE - ALL SCHOOL RELATED PLACEMENTS
0502 (CADET TCHG)
This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through grade nine (9). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Study topics and background reading provide the cadets with information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: None
• Credits: 1 credit per semester, up to 4 semesters, 4 credits maximum
• Cadet teaching experience for high school students is limited to grades kindergarten through grade nine
• Counts as an Elective for all diplomas

INTERDISCIPLINARY COOPERATIVE EDUCATION
5902 (ICE)
Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. The following two components must be included as part of the Interdisciplinary Cooperative Education course
Related Instruction, that is classroom based, shall be organized and planned around the activities associated with the student's individual job and career objectives in a career cluster area/pathway; and shall be taught during the same semesters as the student is receiving on-the-job training. For a student to become occupationally competent and therefore employable, the related instruction should cover in varying proportions: (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.
On-the-Job Training is the actual work experience in an occupation in any one of the Indiana College and Career Pathways that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with pre-determined training plans and agreements and who assist in evaluating the student's job performance. Students in an ICE placement must be paid in accordance with federal and state student employment and cooperative education laws.
• Recommended Grade Level: 12
• Required Prerequisite: Preparing for College and Careers and a minimum of 4 credits in a logical sequence of courses related to the student's pathway and the work site placement
• Credits: 2 semester course, 2 semesters required, 3 credits per semester, 6 credits maximum
• Counts as a Directed Elective or Elective for all diplomas
• Requires concurrent enrollment in online course each semester

CAREER INFORMATION AND EXPLORATION (JAG)
0522J (CARR INFO JAG)

Jobs for America's Graduates (JAG) is a program offered to students who meet the JAG selection criteria to help them increase their academic success in high school, learn employability skills, and prepare for life after high school. This Project Based Learning Course is offered through Vincennes University and JAG Indiana. Student will have the opportunity to explore different careers and post-secondary options. They will als have specific one-on-one help, as well as, small group classroom instruction to build the necessary communication, social, and life-skills to be successful in this ever-evolving, progressive, and career based society.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Students are selected by a committee to participate in this program.
- Credits: 2 semester course, 1 credit per semester
- JAG helps high school students be successful in high school and prep then for after high school.
- Counts as a Directed Elective or Elective for all diplomas

LEADERSHIP
0522L (LEAD)

• Recommended Grade Level: none
• Recommended Prerequisites: none
• Credits: 1 semester course, 1 credit per semester. Course may be repeated for credit if the content of the course changes.
• Counts as an Elective for all diplomas

Science

Course #	Course Title	Grade	Credits	Prerequisite
3108	Integrate Chemistry-Physics	10-12	2	None
3024	Biology	10-12	2	Placement or Envir. Sci.
3064	Chemistry	10-12	2	Biology
3084	Physics I	11-12	2	Chemistry (Local), Alg. II
3044	Earth and Space Science	9-12	2	Placement Grade 9, 10-12 None
3012	AP Environmental Science	10-12	2	Biology and Chemistry
3020	AP Biology	11-12	2	Biology and Chemistry
3080	AP Physics	11-12	2	Chemistry (Local), Algebra I
3060	AP Chemistry	12	2	Chem., Alg. II, Pre-Calc
3090	Adv. Sci. College Credit (BioTech 100)	11-12	1	Chemistry
3090	Adv. Sci. College Credit (BioTech 102)	11-12	1	BioTech 100
3008H	Science Research Honors, Independent Study	10-12	2	2 credits in Core 40 science coursework
5218	Principles of Biomedical Sciences (PLTW)*	9-12	2	Biology I (may be concurrent)
5216	Human Body Systems (PLTW)*	10-12	2	Principles of Biomed
5217	Medical Interventions (PLTW)*	11-12	2	Biomed Sci & Human Body Systems
STMC A/B	AP Science STEM Lab	10-12	0	Concurrent enrollment in any AP Science

*Course descriptions can be found under CTE: Health Science but all 3 of these courses count as Core 40 Science credits. Biomedical Innovation, the 4th year course of the sequence, does not count as a science credit.

INTEGRATED CHEMISTRY-PHYSICS (L)
3108 (ICP)
Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures
• Recommended Grade Level: 10-12
• Recommended Prerequisite: Algebra I
• Credits: A two credit course
• Counts as an Elective for all diplomas
• Fulfills a science (physical) course requirement for all diplomas

BIOLOGY I (L)
3024 (BIO I)
Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.
• Recommended Grade Level: 10
• Recommended Prerequisites: none
• Credits: 2 semester course, 1 credit per semester
• Fulfills the Biology requirement for all diplomas

CHEMISTRY I (L)
3064 (CHEM I)
Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.
• Recommended Grade Level: 10, 11, 12
• Recommended Prerequisite: Algebra II (can be taken concurrently)
• Credits: 2 semester course, 1 credit per semester

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

PHYSICS I (L)
3084 (PHYS I)
Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.
• Recommended Grade Level: 9, 10, 11
• Recommended Prerequisites: Algebra I or II
• Credits: 2 semester course, 1 credit per semester
• Counts as an Elective for all diplomas
• Fulfills a science (physical) course requirement for all diplomas
• Qualifies as a quantitative reasoning course

EARTH AND SPACE SCIENCE I (L)
3044 (EAS SCI I)
Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.
• Recommended Grade Level: 9, 10, 11, 12
• Credits: 2 semester course, 1 credit per semester
• Counts as an Elective for all diplomas
• Fulfills a science course requirement for all diplomas

AP BIOLOGY (L),
3020 (BIO AP)
AP Biology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, 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

As part of this class, students are encouraged to take a cumulative AP exam in May offered at Brown County High School. Depending on the outcome of the exam, students may earn college credit for this course. Students must check requirements at the college they plan to attend to know what score they need to be eligible for credit. In the past, the cost of this exam has been covered by the state of Indiana. However, please note full cost of the exam is about $94. The test is created by the College Board and has very strict dates and policies. More information can be found on the College Board AP Central AP Exams web page at: http://apcentral.collegeboard.com/apc/public/exam/index.html

• Recommended Grade Level: 11, 12
• Recommended Prerequisite: Biology I and Chemistry I
• Credits: 2 semester course, 1 credit per semester
• Counts as a Science Course for all diplomas
• Qualifies as a quantitative reasoning course

****Starting in the fall (Aug. 1st) of 2019 AP EXAM REGISTRATION AND PAYMENT WILL TAKE PLACE IN OCTOBER.**

AP CHEMISTRY (L)
3060 (CHEM AP)
AP Chemistry is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

As part of this class, students are encouraged to take a cumulative AP exam in May offered at Brown County High School. Depending on the outcome of the exam, students may earn college credit for this course. Students must check requirements at the college they plan to attend to know what score they need to be eligible for credit. In the past, the cost of this exam has been covered by the state of Indiana. However, please note full cost of the exam is about $94. The test is created by the College Board and has very strict dates and policies. More information can be found on the College Board AP Central AP Exams web page at: http://apcentral.collegeboard.com/apc/public/exam/index.html

• Recommended Grade Level: 12, BCHS allows 11-12
• Recommended Prerequisite: Chemistry I, Algebra II, Pre-Calculus/Trigonometry
• Credits: 2 semester course, 1 credit per semester
• Counts as a Science Course for all diplomas
• Qualifies as a quantitative reasoning course

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AP ENVIRONMENTAL SCIENCE (L)
3012 (ENVSCI AP)
AP Environmental Science is a course based on content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate

the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. 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
As part of this class, students are encouraged to take a cumulative AP exam in May offered at Brown County High School. Depending on the outcome of the exam, students may earn college credit for this course. Students must check requirements at the college they plan to attend to know what score they need to be eligible for credit. In the past, the cost of this exam has been covered by the state of Indiana. However, please note full cost of the exam is about $94. The test is created by the College Board and has very strict dates and policies. More information can be found on the College Board AP Central AP Exams web page at: http://apcentral.collegeboard.com/apc/public/exam/index.html
• Recommended Grade Level: 12, BCHS allows 10-12
• Recommended Prerequisite: Biology and Chemistry
• Credits: 2 semester course, 1 credit per semester
• Counts as a Science Course for all diplomas
• Qualifies as a quantitative reasoning course
****Starting in the fall (Aug. 1st) of 2019 AP EXAM REGISTRATION AND PAYMENT WILL TAKE PLACE IN OCTOBER.**

AP PHYSICS 1: ALGEBRA-BASED (L) offered again in 2020-21
3080 (PHYS 1 AP)
AP Physics1 is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 1: Algebra-based is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. 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
As part of this class, students are encouraged to take a cumulative AP exam in May offered at Brown County High School. Depending on the outcome of the exam, students may earn college credit for this course. Students must check requirements at the college they plan to attend to know what score they need to be eligible for credit. In the past, the cost of this exam has been covered by the state of Indiana. However, please note full cost of the exam is about $94. The test is created by the College Board and has very strict dates and policies. More information can be found on the College Board AP Central AP Exams web page at: http://apcentral.collegeboard.com/apc/public/exam/index.html
•Recommended Grade Level: 10, 11
•Recommended Prerequisite: Algebra I or Integrated Mathematics I
•Credits: 2 semester course, 1 credit per semester
•Counts as a Science Course for all diplomas
•Qualifies as a quantitative reasoning course
****Starting in the fall (Aug. 1st) of 2019 AP EXAM REGISTRATION AND PAYMENT WILL TAKE PLACE IN OCTOBER.**

ADVANCED SCIENCE, COLLEGE CREDIT (L), IVY TECH BIOTECH 100
3090 (ADV SCI CC)

Advanced Science, College Credit is a title that covers (1) any science course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school, or (2) any other postsecondary science course offered for dual credit under the provisions of 511 IAC 6-10. *BIOT 100 Survey of Biotechnology (3 college credits):* Presents an in-depth overview of biotechnology emphasizing basic molecular techniques of DNA engineering; processes involved in protein purification and analysis; microbial, plant, aquatic, medical and animal biotechnology; regulations and ethics of the biotechnology industry.
As part of enrollment in this course, students will be given the opportunity to earn 3 college credits BIOT100 through Ivy Tech Bloomington. Dual credit enrollment will happen through the class and is subject to approval by Ivy Tech Bloomington based on prerequisites, typically standardized test scores. Upon successful completion of the dual credit enrollment and the course, students may request their transcript through the Office of the Registrar at Ivy Tech Bloomington for verification of the college credits earned.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: Passed Chemistry
• Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters
• Counts as a Science Course 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 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.

ADVANCED SCIENCE, COLLEGE CREDIT (L), IVY TECH BIOTECH 102
3090 (ADV SCI CC)
Advanced Science, College Credit is a title that covers (1) any science course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school, or (2) any other postsecondary science course offered for dual credit under the provisions of 511 IAC 6-10. *BIOT 102 Survey of Good Manufacturing Practices (3 college credits):* Presents the basics of manufacturing within the biotechnology industry, gaining an understanding of the work environment. Students will learn a brief history of the Food and Drug Administration (FDA), then will learn how the practices set forth by the FDA control the work environment and the behavior of workers in the field. This course prepares students for the most basic entry level position in this regulated industry.
As part of enrollment in this course, students will be given the opportunity to earn 3 college credits BIOT102 through Ivy Tech Bloomington. Dual credit enrollment will happen through the class and is subject to approval by Ivy Tech Bloomington based on prerequisites, typically standardized test scores. Upon successful completion of the dual credit enrollment and the course, students may request their transcript through the Office of the Registrar at Ivy Tech Bloomington for verification of the college credits earned.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: Passed Chemistry; BIOT100
• Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters
• Counts as a Science Course 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 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.

The Biotechnology Program is a dual credit program partnered with Ivy Tech and Cook Pharmica. This program prepares students for careers in a variety of life science and manufacturing settings including research, quality control, pharmaceuticals, and medical device manufacturing. It the perfect medical field for people who don't want to work directly in patient care, or who are interested in Research and Development.

The two classes are BIOT1 and BIOT 2, which you can only take after BIOT 1. Passing BIOT 1 with a C or higher will open a door at Cook Pharmaca for our students. Passing both will ensure a higher starting wage. Cook is also willing to pay for the rest of students' 2 year degree at Ivy Tech while they work at Cook or a 4 year degree at IU in biotechnology for students who are interested in a four year degree in biotechnology. The ideal student for this class is a senior or junior who has passed chemistry and wants a chance to get a well paying job right out of school and to have their college paid for by someone else.

SCIENCE RESEARCH HONORS, INDEPENDENT STUDY (L)
3008H (SCI RSRCH IS)
Science Research, Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will complete a science fair project to be exhibited at a regional science fair and/or state science symposium, an end-of-course project, such as a scientific research paper, or some other suitable presentation of their findings.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: Two credits in Core 40 science coursework (this course may be taken concurrently with a Core 40 science course)
• Credits: 2 semester course, 1 credit per semester
• Counts as a Science Course for all diplomas

Social Studies

Course #	Course Title	Grade	Credits	Prerequisite
1570	Geography and History of the World	9-12	2	None
1576	AP World History - Modern	9-12	2	None
1542	US History	10-12	2	None
1562	AP US History	10-12	2	None
1514	Economics	12	1	None
1540	US Government	12	1	None
1564/1566	AP Macro/Micro Economics	12	2	None
1560	AP US Government and Politics	11-12	2	None
Electives				
1512	Current Problems, Issues and Events	9-12	1	None
1516	Ethnic Studies*	9-12	1	None
1518	Indiana Studies	9-12	1	None
1532	Psychology	10-12	1	None
1534	Sociology	11-12	1	None
1558	AP Psychology	10-12	2	None
1556	AP European History	10-12	2	AP World History or Geog. & WH
APHUM A/B	AP Humanities Lab	9-12	0	Concurrent enrollment in any AP Social Studies Course or any Dual Credit or AP English Course

*Ethnic Studies is offered via PLATO, Brown County High Schools' online learning program. There are multiple classes available to students

GEOGRAPHY AND HISTORY OF THE WORLD
1570 (GEO-HST WLD)
Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions.
Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.
• Recommended Grade Level: none
• Recommended Prerequisites: none
• Credits: 2 semester course, 1 credit per semester
• Counts as a Social Studies requirement for the General Diploma
• Counts as an Elective for all diplomas
• Fulfills the Geography History of the World/World History and Civilization graduation requirement for all diplomas.

AP WORLD HISTORY MODERN
1612 (WLD HST M AP)
AP World History Modern AP World History Modern is designed to be the equivalent of a two-semester introductory college or university world history course. According to the College Board AP World History Modern students "investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.
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
**As part of this class, students are encouraged to take a cumulative AP exam in May offered at Brown County High School. Depending on the outcome of the exam, students may earn college credit for this course. Students must check requirements at the college they plan to attend to know what score they need to be eligible for credit. In the past, the cost of this exam is about $94. The test is created by the College Board and has very strict dates and policies. More information can be found on the College Board AP Central AP Exams web page at: http://apcentral.collegeboard.com/apc/public/exam/index.html*

• Recommended Grade Level: none
• Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
• Credits: 2 semester course, 1 credit per semester
• Fulfills a Social Studies requirement for all diplomas
****Starting in the fall (Aug. 1st) of 2019 AP EXAM REGISTRATION AND PAYMENT WILL TAKE PLACE IN OCTOBER.**

UNITED STATES HISTORY
1542 (US HIST)
United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.
• Recommended Grade Level: none
• Recommended Prerequisites: none
• Credits: 2 semester course, 1 credit per semester
• Fulfills the US History requirement for all diplomas

AP UNITED STATES HISTORY
1562 (US HIST AP)
AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. 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
**As part of this class, students are encouraged to take a cumulative AP exam in May offered at Brown County High School. Depending on the outcome of the exam, students may earn college credit for this course. Students must check requirements at the college they plan to attend to know what score they need to be eligible for credit. In the past, the cost of this exam is about $94. The test is created by the College Board and has very strict dates and policies. More information can be found on the College Board AP Central AP Exams web page at: http://apcentral.collegeboard.com/apc/public/exam/index.html*

• Recommended Grade Level: 11, 12
• Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
• Credits: 2 semester course, 1 credit per semester
• Fulfills the US History requirement for all diplomas
__Starting in the fall (Aug. 1st) of 2019 AP EXAM REGISTRATION AND PAYMENT WILL TAKE PLACE IN OCTOBER.__

ECONOMICS
1514 (ECON)
Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: none
• Credits: 1 semester course, 1 credit per semester
• Counts as an Elective for all diplomas
• Fulfills the Economics requirement for all diplomas.
• Qualifies as a quantitative reasoning course

UNITED STATES GOVERNMENT
1540 (US GOVT)
United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: none
• Credits: 1 semester course, 1 credit per semester
• Fulfills the Government requirement for all diplomas

AP UNITED STATES GOVERNMENT AND POLITICS

1560 (US GOVT AP)

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

**As part of this class, students are encouraged to take a cumulative AP exam in May offered at Brown County High School. Depending on the outcome of the exam, students may earn college credit for this course. Students must check requirements at the college they plan to attend to know what score they need to be eligible for credit. In the past, the cost of this exam is about $94. The test is created by the College Board and has very strict dates and policies. More information can be found on the College Board AP Central AP Exams web page at: http://apcentral.collegeboard.com/apc/public/exam/index.html*

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills the US Government requirement for all diplomas

****Starting in the fall (Aug. 1st) of 2019 AP EXAM REGISTRATION AND PAYMENT WILL TAKE PLACE IN OCTOBER.**

AP MICROECONOMICS

1566 (MICRO-ECON)

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

**As part of this class, students are encouraged to take two cumulative AP exams in May offered at Brown County High School. Depending on the outcome of the exams, students may earn college credit for this course. Students must check requirements at the college they plan to attend to know what score they need to be eligible for credit. In the past, the cost of these exams is about $94 per exam. The test is created by the College Board and has very strict dates and policies. More information can be found on the College Board AP Central AP Exams web page at: http://apcentral.collegeboard.com/apc/public/exam/index.html*

• Recommended Grade Level: 11, 12
• Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
• Credits: 1 to 2 semester course, 1 credit per semester
• Counts as an Elective for all diplomas
• Fulfills a Social Studies requirement for the General Diploma
• Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
• Qualifies as a quantitative reasoning course
Starting in the fall (Aug. 1st) of 2019 AP EXAM REGISTRATION AND PAYMENT WILL TAKE PLACE IN OCTOBER.

AP MACROECONOMICS
1564 (MACRO-ECON)
AP Macroeconomics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; Measurement of Economic Performance; National Income and Price Determination; Financial Sector; Stabilization Policies; and Economic Growth. 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
As part of this class, students are encouraged to take a cumulative AP exam in May offered at Brown County High School. Depending on the outcome of the exam, students may earn college credit for this course. Students must check requirements at the college they plan to attend to know what score they need to be eligible for credit. In the past, the cost of this exam is about $94. The test is created by the College Board and has very strict dates and policies. More information can be found on the College Board AP Central AP Exams web page at: http://apcentral.collegeboard.com/apc/public/exam/index.html
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
• Credits: 1 to 2 semester course, 1 credit per semester
• Counts as an Elective for all diplomas
• Fulfills a Social Studies requirement for the General Diploma
• Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
• Qualifies as a quantitative reasoning course
Starting in the fall (Aug. 1st) of 2019 AP EXAM REGISTRATION AND PAYMENT WILL TAKE PLACE IN OCTOBER.

CURRENT PROBLEMS, ISSUES, AND EVENTS
1512 (CPIE)
Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studies from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.
• Recommended Grade Level: none
• Recommended Prerequisites: none
• Credits: 1 semester course, 1 credit per semester. Course may be repeated for credit if the content of the course changes.
• Counts as an Elective for all diplomas

ETHNIC STUDIES
1516 (ETH STUDIES)
Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.

Available course options:

African American Studies - Throughout US history, African Americans have faced great adversity in the form of enslavement and institutional racism. They fought for their freedom and worked to right a broken system, but their struggle continues today. This course studies the treatment of enslaved Africans as they were brought to America, the prejudices African Americans have experienced, and their important role in the social, political, and economic development of the United States.

The Contemporary World, A - is a single-semester course designed to strengthen your knowledge about the modern world. In the first unit, you will explore how geography can help you gain a better understanding of the world and its people. In the second unit, you will learn about the influence of culture on the world. In the third unit, you will discover the relationship between art and society and study migration and population distribution. In the last unit, you will learn about the effect of physical processes on the environment and look at the ways people have adapted to and modified physical environments.

Native American Studies, Contemporary Perspectives - This course examines the social, economic, religious, and political issues that Native Americans face in today's world. It looks at a number of Native American professionals and their efforts to eradicate the negative stereotypes that still surround Native American cultures. The course also sheds light on the important contributions that Native Americans have made to art and spirituality. And it demonstrates how both Native American traditions and the fight for Native American civil rights have shaped the history and social fabric of the United States.

Native American Studies, Historical Perspectives - When European settlers first arrived in the Americas, they found the continent already inhabited. The cultural differences between the Native Americans and Europeans, as well as their desire to occupy the same land, often led to conflict. Tensions increased over time as Europeans moved westward to establish settlements. The US government, eager for more land, imposed a number of controversial policies on Native Americans, including assimilation, forced removal, and military intervention. This course examines the persecution of Native Americans and their fight for civil rights and recognition throughout US history.

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas Must be offered at least once per school year
- Must be offered at least once per school year
- Only available online (PLATO)

INDIANA STUDIES
1518 (IN STUDIES)
Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and 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.

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

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

• Recommended Grade Level: none
• Recommended Prerequisites: none
• Credits: 1 to 2 semester course, 1 credit per semester
• Counts as an Elective for all diplomas

SOCIOLOGY
1534 (SOCIOLOGY)
Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: none
• Credits: 1 semester course, 1 credit per semester
• Counts as an Elective for all diplomas

AP EUROPEAN HISTORY
1556 (EUR HST AP)
AP European History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance—Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual and Society—provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. 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
**As part of this class, students are encouraged to take a cumulative AP exam in May offered at Brown County High School. Depending on the outcome of the exam, students may earn college credit for this course. Students must check requirements at the college they plan to attend to know what score they need to be eligible for credit. In the past, the cost of this exam is about $94. The test is created by the College Board and has very strict dates and policies. More information can be found on the College Board AP Central AP Exams web page at: http://apcentral.collegeboard.com/apc/public/exam/index.html*
• Recommended Grade Level: 11, 12

• Recommended Prerequisites: World History. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
• Credits: 1 to 2 semester course, 1 credit per semester
• Counts as an Elective for all diplomas
****Starting in the fall (Aug. 1st) of 2019 AP EXAM REGISTRATION AND PAYMENT WILL TAKE PLACE IN OCTOBER.**

AP PSYCHOLOGY
1558 (PSYCH AP)
AP Psychology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology. 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
**As part of this class, students are encouraged to take a cumulative AP exam in May offered at Brown County High School. Depending on the outcome of the exam, students may earn college credit for this course. Students must check requirements at the college they plan to attend to know what score they need to be eligible for credit. In the past, the cost of this exam is about $94. The test is created by the College Board and has very strict dates and policies. More information can be found on the College Board AP Central AP Exams web page at: http://apcentral.collegeboard.com/apc/public/exam/index.html*
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
• Credits: 1 to 2 semester course, 1 credit per semester
• Counts as an Elective for all diplomas
****Starting in the fall (Aug. 1st) of 2019 AP EXAM REGISTRATION AND PAYMENT WILL TAKE PLACE IN OCTOBER.**

World Language

Course #	Course Title	Grade	Credits	Prerequisite
2120	Spanish I	9-12	2	None
2122	Spanish II	9-12	2	Spanish I
2124H	Spanish III, Honors	10-12	2	Spanish I & II
2126	Spanish IV	11-12	2	Spanish I, II & III
2132	AP Spanish Language & Culture	11-12	2	Spanish I, II & III

SPANISH I
2120 (SPAN I)
Spanish I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.
• Recommended Grade Level: 9, 10, 11, 12
• Recommended Prerequisites: none
• Credits: 2 semester course, 1 credit per semester
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

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

SPANISH III HONORS
2124 (SPAN III)
Spanish III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.
Schools may designate a course as "Honors" when the course content is significantly more rigorous than the state approved course. Honors-level courses must be standards-based, have defined criteria for student admission to the course as well as clear expectations of student outcomes, and include a culminating honors project that reflects understanding of the Honors course content. The course description should reflect the 'honors' nature of the course and course titles should include an "H" or the word "Honors" in the title.
• Recommended Grade Level: 9, 10, 11, 12
• Required Prerequisites: Spanish I and II
• Credits: 2 semester course, 1 credit per semester
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

SPANISH IV
2126 (SPAN IV)
Spanish IV, a course based on Indiana's Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.
• Recommended Grade Level: 9, 10, 11, 12

• Required Prerequisites: Spanish I, II and III
• Credits: 2 semester course, 1 credit per semester
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

AP SPANISH LANGUAGE AND CULTURE
2132 (SP LANG AP)
AP Spanish Language and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Language and Culture. The course prepares students to be successful on the AP Spanish Language and Culture exam. The course is not intended to be used as a dual credit course.
The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.
The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music , laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). 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
**As part of this class, students are encouraged to take a cumulative AP exam in May offered at Brown County High School. Depending on the outcome of the exam, students may earn college credit for this course. Students must check requirements at the college they plan to attend to know what score they need to be eligible for credit. In the past, the cost of this exam is about $94. The test is created by the College Board and has very strict dates and policies. More information can be found on the College Board AP Central AP Exams web page at: http://apcentral.collegeboard.com/apc/public/exam/index.html*
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: Spanish I, II and III
• Credits: 2 semester course, 1 credit per semester
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
****Starting in the fall (Aug. 1st) of 2019 AP EXAM REGISTRATION AND PAYMENT WILL TAKE PLACE IN OCTOBER.**

C4 Vocational Program

Vocational Programming

C4-Columbus Area Career Connection

Columbus Area Career Connection prepares students for career exploration, post-secondary studies and immediate employment. In C4 classes, students can begin preparing for the career they know they want or explore a variety of careers they may want to "try on" a career and see if they are truly interested. Some of the many benefits of taking a C4 class are:

- Over 125 course offerings in a variety of career areas
- FREE or greatly reduced college dual credit while taking their C4 classes
- Dual Credit counts toward the Academic and Technical Honors diplomas
- Career pathway documents assist with post-secondary transition
- Curriculum is project-based
- National and/or state certification opportunities

BCHS Students who are interested in C4 opportunities must be in good standing and meeting certain guidelines of being on track to graduate. Please see your counselor if you have questions about your eligibility.

C4 courses are taken in Columbus, and students travel by school bus to their program. A student enrolled in C4 leaves BCHS after lunch, and return to BCHS around 2:45pm

Programs available at C4:

- **Agriculture**
  - ALS: Animals (Yr. 1)
  - Horticulture (Yr. 2)
- **Communications**
  - Graphic Design & Layout (Yr. 1)
  - Graphic Imaging Technology (Yr. 2)
  - 3D Animation & Visualization (Yr. 1)
  - Interactive Media (Yr. 2)
  - Radio & Television I
  - Radio & Television II
- **Computer Technology**
  - Networking 1
  - Networking 2

Construction Eng. Tech

- Architecture Drafting 1
- Architecture Drafting 2
- Construction Trades 1
- Construction Trades 2

- **Engineering Manufacturing**
  - Industrial Automation & Robotics 1
  - Industrial Automation & Robotics 2
  - Electronics & Computer Technology I
  - Electronics & Computer Technology II
  - Precision Machining I
  - Precision Machining II
  - Welding I
  - Welding II
- **Health Sciences – STUDENT REQUIRED TO HAVE TRANSPORTATION FOR ALL HEALTH SCIENCES PROGRAMS**
  - Dental Careers I
  - Dental Careers II
  - Nursing I
  - Nursing II
  - Veterinary Careers I
  - Veterinary Careers II
- **Human Services**
  - Early Childhood Education I **– STUDENT REQUIRED TO HAVE TRANSPORTATION**
  - Early Childhood Education II **– STUDENT REQUIRED TO HAVE TRANSPORTATION**
  - Education Professions I **– STUDENT REQUIRED TO HAVE TRANSPORTATION**
  - Education Professions II **– STUDENT REQUIRED TO HAVE TRANSPORTATION**
  - Culinary Arts and Hospitality Management (Yr. 1)
  - Advanced Culinary (Yr. 2)
  - Cosmetology I **– STUDENT REQUIRED TO HAVE TRANSPORTATION**
    - This course has extended hours. Students will be on site until 5:30pm
  - Cosmetology II **– STUDENT REQUIRED TO HAVE TRANSPORTATION**
    - This course has extended hours. Students will be on site until 5:30pm
- **Protective Services**
  - Criminal Justice I
  - Criminal Justice II
- **Transportation**
  - Auto Services Tech I
  - Auto Services Tech II

For further information on the C4 programs or curriculum, please visit the C4 website: http://www.bcsc.k12.in.us/Domain/1451

C4 Course Guide (link):

http://www.bcsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/1451/2018-19%20C4%20Course%20Guide.pdf

Glossary of Terms

A.A. or A.A.S. – an Associate of Arts or Associate of Applied Science; 2 year community or junior college degree
Accountability – accepting consequences for your own actions, behavior and choices
ACCUPLACER – the assessment selected to meet the requirements of a college- and career-readiness exam. Indiana code requires students who meet specific criteria regarding their 10th grade PSAT/NMSQT scores to take a college- and career-readiness exam and potentially receive remediation. ACCUPLACER is also the assessment Ivy Tech Community College uses as its placement exam.
ACT Test – a curriculum-based test used to determine admissibility to a college; it is a multiple-choice test scored from 1 to 36, consisting of four subtests: English, mathematics, reading, and science; website www.actstudent.org
Advanced Placement (AP) – courses that are intended to be the equivalent to the comparable college level course; course content prepare students for the associated exam which takes place in May and is scored on a 1-5 scale (5 being the highest possible score); colleges may offer either credit or advanced standing to any student who has received a recommended AP exam score, which is usually 3 or higher
Aggressor – a student who engages in bullying, cyberbullying, or retaliation
Appreciation – grasping the nature, worth, quality, or significance; valuing or admiring highly; being fully aware of; recognizing with gratitude
Assertiveness – stating feelings, thoughts and opinions in a clear, confident and respectful manner
B.A. or B.S. – Bachelor of Arts or Bachelor of Science; undergraduate 4 year college degree
Bullying – a conscious, willful, deliberate, hostile and repeated behavior by one or more people which is intended to harm others; bullying can be physical, verbal and/or social and may involve the use of technology (see: cyberbullying)
Bystander – witnesses who observe bullying incidents; bystanders can be either active or passive
Candidates Reply Date – the National Candidates Reply Date is May 1 and is the national deadline for submitting a deposit to one college
Career Cluster – a group listing of occupations in a specific field of work that require similar skills and similar or related knowledge, competencies, and training
Career-ready – means that high school graduates can read, comprehend, interpret and analyze complex technical materials; can use mathematics to solve problems in the workplace; and can pass a state-approved industry certificate or licensure exam in their field
CCS – College Scholarship Service is a division of the College Board devoted to the financial aspects of a college education; CSS processes information provided by financial aid applicants on the PROFILE form and distributes that information to colleges
CEEB / School Code – a 6 digit number assigned to a high school (BCHS: 152-500)
Character – the unique aspects of each individual person, including personal preferences, idiosyncrasies and personality traits
Choices – decisions guided by one's preference or judgment
Class Rank – the rating of a student based on an academic comparison with all other students in a class; BCHS does rank and assigns the title of Valedictorian to the student ranked 1st in their respective class and Salutatorian to the student ranked 2nd
Common Application – a standard application form accepted by almost 400 colleges; student completes one application form and submits it online or mails duplicates to subscriber colleges; many colleges require individual application supplements; website www.commonapp.org

College Board – a not-for-profit membership association whose mission is to connect students to college success and opportunity; among its best-known tests and programs are the PSAT/NMSQT, SAT Test, SAT Subject Tests, and the AP Program; website www.collegeboard.org
College-ready – means a high school graduate has the reading, writing and math knowledge and skills to qualify for and succeed in entry-level, credit bearing, college-degree courses without the need for remedial classes
Conflict – a dispute or disagreement between two or more people
Conflict Resolution – solving the problems created by conflict situations
Counselor Page – a short document to be filled out by the school counselor as part of the college application process; usually downloaded by the student when they submit their online college application
Course Retake – option for students who have earned credit for a course but either did not earn a high enough grade for their diploma type or have not sufficiently mastered the course standards
Credits – what a student earns, typically 1 per semester, when they receive a passing semester grade (D- or above) in a course; a student must earn credit in order for a course to count towards their diploma requirements
Cyberbullying – bullying through the use of technology or electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings
Deferral – an admission decision which may be received if a student has applied under an Early Decision or Early Action plan; a deferral means that the applicant has not yet been admitted or denied, the application will be placed in the regular round for another review, and an admission decision will be rendered in March or April
Diploma – a document bearing record of graduation from an educational institution; BCHS issues diplomas AFTER BOTH final transcripts have been verified and the graduation ceremony has ended
Discrimination – treating people in a less favorable way because they are members of a particular group; discrimination is prejudice in action
Diversity – the differences between human beings in attributes or characteristics
Dual Credit – an agreement between BCHS and an accredited college or university in which students earn both high school credit as well as college credit; sometimes there is an additional charge to acquire the college credit
Early Action – an application process early in the senior year, which allows a student to receive an early response; candidate is not committed to enroll at that point
Early Decision – an application process early in the senior year, which allows a student to receive an early response; a student who applies for early decision is obligated to attend that school and retract all other college applications
Early Graduate – a student who earns all diploma requirements required at the end of their Junior (11th grade) year and does not intend to return for a 4th year
Expected Family Contribution (EFC) – an amount of money that the federal government specifies as the responsibility of a family to contribute toward a student's college education; the EFC is calculated from a formula that the government applies to the information on the FAFSA
FAFSA – the Free Application for Federal Student Aid filed by all students wishing to be considered for federal financial aid for college; forms can be filed online at: www.fafsa.ed.gov beginning January 1st of the year for students intending to enroll that following fall (e.g. – student is May of 2016 graduate, they would file the FAFSA beginning 01/01/2016 if they intend to start college in the fall of 2016); PLEASE NOTE – mid-term graduates intending to begin college the January after they complete high school should complete the prior year's FAFSA!

Fee Waiver – students who demonstrate a substantial need for financial assistance may be eligible for a waiver, exempting them from paying some application and/or testing fees; specific eligibility guidelines must be met
Financial Aid – need-based aid offered by the Federal government and by colleges; packages generally include grants (which do not need to be repaid), loans (which must be repaid) and often work-study
Financial Need – the difference between the total cost of the school (tuition, room and board, and expenses) and the family's ability to pay (the EFC); the lower the number of the EFC, the higher the family's need for financial help and the larger the aid package awarded
Four Year Plan – an education- and career-planning tool that is designed to assist students in completing their educational goals; the Four Year Plan is initiated during the 8th grade school year, updated yearly, and finalized in the last year of high school
GPA – a number (such as 3.0) which indicates the average of all grades for courses eared in a term or year; an unweighted GPA reflects the numeric value of a student's grades divided by the number of courses in which they were enrolled for credit and a weighted GPA gives additional numerical "weight" for classes at the honors or Advanced Placement level
Graduation – ceremony, also known as commencement, where the current year diploma and certificate candidates are recognized; participation in graduation does not verify a student received a diploma or graduated
Grant – awards to a student based on financial need that do not have to be repaid
Harassment – repeated actions and or words towards another with the intent of upsetting, belittling, or injuring the victim
Loan – a type of financial aid available to students and their parents that must be repaid
Mediation – when a neutral and impartial third party assists two or more people to negotiate a constructive resolution to their conflict
Mid-term Graduate – a student who earns all diploma requirements required by the end of the 1st semester of their Senior (12th grade) year and does not intend to return for their final semester
Negotiation – a process by which people who have different opinions work collaboratively and respectfully to reach an agreement
Passive Aggressive – displaying behavior characterized by the expression of negative feelings, resentment, and aggression in an unassertive way, as through procrastination and stubbornness
Peer Pressure – the influence of a social group on an individual
Personal Statement – a document written by the student that typically accompanies a college or scholarship application and outlines important and supporting information about the student
Perspective – a person's way of viewing the world and his or her relation to it, a viewpoint or outlook
Prejudice – a negative judgment or opinion formed about a group without knowledge of the facts
Proactive – acting in anticipation of future problems, needs, or changes
PROFILE – financial aid form processed by the College Scholarship Service (a division of the College Board) and used by approximately 600 colleges to further define a family's need for financial aid funds
PSAT 8/9 & PSAT/NMSQT – Preliminary SAT; a practice run for the SAT and is used to determine eligibility for potential scholarships; students take the PSAT 8/9 during 8th and 9th grade and the PSAT/NMSQT during 10th & 11th grade. Qualification for the National Merit Scholarship program is for 11th grade students taking the PSAT/NMSQT.
Regular Decision – most common admission plan; most application deadlines for regular decision applicants are in January or February, although some colleges/universities may have an earlier deadline (for example Indiana University is November 1st)

Respect – valuing yourself and others; to consider worthy of high regard
Responsibility – taking ownership of one's own actions, behavior, and choices; trustworthiness
Retaliation – is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying
Roles – a socially expected behavior pattern usually determined by an individual's status
Rolling Admission – the practice at some colleges and universities of making decisions on applications as they are received; since, under this plan, colleges are accepting students every day, the later one applies, the more difficult it may become to be admitted
SAT Test – college entrance exam with a total score range of 400 – 1600, comprised of evidence based reading and writing and mathematics sub-scores
SAT Subject Tests – individual subject tests (such as Spanish, Biology, and Math) and may be required by particular colleges for admission
Scholarship – money given by colleges, state or federal governments or private individuals /organizations that does not have to be repaid
Self-Esteem – how you feel about yourself
Service – contribution to the welfare of others
Social Skills – a group of skills that people use to interact and communicate effectively with each other through verbal and non-verbal communication
Stereotypes – a mental image of a group based on opinion without regard to individual differences
Student Aid Report – (SARS) – the information you will receive approximately 3-6 weeks after your FAFSA has been processed; your SAR will report your EFC
Time Management – prioritizing tasks so as to complete them in accordance with due dates; estimating and understanding the amount of time a certain task may take
Tolerance – the ability to accept differences among people
Transcript – a list of all the courses a student has taken in high school or college and generally required as part of the college application process
Values – the beliefs or personal ethics that guides one's behavior; qualities which an individual or a society considers to be important
Wait List – a list of regular decision applicants who, although qualified for admission, are placed "on hold;" wait list candidates are usually given the opportunity to decide whether or not they wish to wait for a final decision, which usually occurs over several weeks

Appendix

Advanced Course Offerings FAQ
Plato Online Course Offerings

Advanced Course Offerings FAQ

Parents, along with counselors and teachers, can and should help with the course selection process, but students need to be the project managers and ultimate decision makers.

Terminology:

Advanced Placement (AP) - courses that are intended to be the equivalent to a freshman level college level course; course content prepares students for the associated exam which takes place in May and is scored on a 1-5 scale (5 being the highest possible score); colleges may offer either credit or advanced standing to any student who has received a recommended AP exam score, which is usually 3 or higher. In Indiana, all public universities are required to award credit to students who score a 3 or higher.

Dual Credit - an agreement between a high school and an accredited college or university in which students earn both high school credit as well as college credit; sometimes there is an additional charge to acquire the college credit; the course is intended to have the same academic rigor as it would on the college campus.

Honors - schools may designate a course as Honors when the course content is significantly more rigorous than the state approved course; typically these classes are weighted but offer no additional benefits such as opportunity for college credit; college admissions do take note of the number of honors courses offered at an applicant's high school and the actual number taken by the applicant.

Summary Work - it is common practice for summer work to be assigned for advanced courses. At BCHS, teachers are required to provide students enrolled in the coming year a course online entailing what the summer assignment is, it's weight on the 1st nine week grade, the educational benefit of completing the assignment as well as an alternative assignment no later than April 30.

1. How much more rigorous are college-level (dual credit) classes compared with honors and regular courses?

College-level classes involve a lot more independent learning and study time outside of class, just like in college. Students should sign up for the most challenging classes they think they are going to be successful in but should consider balance and not bite off more than they can chew -- it's not great to be in all rigorous classes, but getting C's and D's. Also, parents shouldn't underestimate their student who wants to take a college-level class. Sometimes an average student, when they are passionate about something and they are willing to spend the extra time, can excel at college-level work.

2. How many college-level classes should a student take each year?

This depends on the student. For some students, one AP is enough of a challenge, whereas another, seven solid periods of advanced coursework is the appropriate level of challenge. Students should strive for balance in their schedule and consider their intellectual capabilities and after-school activities when selecting courses. There are only 24 hours in a day and students need to avoid the "do it

all” mentality and really focus on doing a few things well. Students and parents alike shouldn't let what others are doing or saying influence how many advanced courses they sign up for.

3. Should a student take an AP versus dual enrollment course?

One is not better than another so which kind a student should take depends on the student. Students should work with counselors and teachers to determine which one is the best fit if they have different options at their school. Both enable students to potentially earn college credit and exemplify to college admissions offices that they are pushing themselves to take advanced coursework.

4. Are students guaranteed college credit if they do well in these courses?

No. Students need to keep informed on what’s required to earn college credit in each course they are taking. To get college credit for AP classes, students take an exam at the end of the course. Their score typically determines whether they are able to earn college credit, keeping in mind that some colleges don't award credit for any AP classes. Students should still consider taking these kinds of classes because of the rigor they provide. High school students taking a dual credit course through a postsecondary institution will actually start a college transcript, but there's no guarantee that another college will accept that credit as well.

Plato Online Course Offerings

BCHS students may be approved to enroll in a Plato Course for one of the following reasons:

1. As credit recovery for a course
2. As 1st time credit attempt for a course *(due to scheduling conflicts or other graduation requirement issues)*
3. As a course retake *(aka course audit & found on pg. 9 of BCHS 2016 course guide)*
4. If the course is available only through Plato *(e.g., CTE Elective or to finish a course started through another school)*

- **TALK TO YOUR COUNSELOR DURING SCHEDULING IF INTERESTED IN TAKING AN ONLINE PLATO COURSE**
- **MANY ELECTIVES (NOT OFFERED IN CLASS AT BCHS) ARE AVAILABLE TO SELF SELECT DURING SCHEDULING**
- **REFER TO DIGITAL CURRICULUM POLICY FOR MORE INFORMATION ON FEES & COURSE REQUIREMENTS**

Math

Algebra 1 A/B

Algebra 2 A/B

Consumer Mathematics

Geometry A/B

Integrated Math 1 A/B

Integrated Math 2 A/B

Integrated Math 3 A/B

Math 6 A/B

Math 7 A/B

Math 8 A/B

Precalculus A/B

Probability & Statistics

English Language Arts

English 06 A/B

English 07 A/B

English 08 A/B

English 09 A/B

English 10 A/B

English 11 A/B

English 12 A/B

Social Studies

Civics A/B

Economics

Middle School U.S. History A/B

Middle School World History A/B

U.S. Government

U.S. History A/B

World Geography A/B

World History A/B

World History Before 1815

World History Since 1500 A/B

World History Since 1815

World History Survey A/B

Science

Biology A/B

Chemistry A/B

Earth & Space Science A/B

Integrated Physics & Chemistry A/B

Life Science A/B

Physical Science A/B

Physics A/B

Health & Wellness

World Languages

French 1 A/B

French 2 A/B

German 1 A/B

German 2 A/B

Spanish 1 A/B

Spanish 2 A/B

Spanish 3 A/B

Advanced Placement

Advanced Biology A/B

Advanced Calculus A/B

Advanced Chemistry A/B

Advanced Computer Science A

Advanced English Lit & Comp A/B

Advanced U.S. History A/B

Career and Technical Education

Accounting A/B

Applied Medical Terminology A/B

Audio Video Production 1 A/B

Audio Video Production 2 A/B

Audio Video Production 3 A/B

Business Information Management A/B

Career Explorations

Child Development & Parenting A/B

Computer Programming 1 A/B

Computing for College & Careers A/B

Culinary Arts A/B

Digital & Interactive Media A/B

Drafting & Design A/B

Electronic Communication Skills

Entrepreneurship A/B

Essential Career Skills

Game Development

Graphic Design & Illustration A/B

Health Science 1 A/B

Health Science 2 A/B

Introduction to Android Mobile App Development

Introduction to Criminology

Introduction to Cybersecurity

Introduction to Finance

Introduction to iOS Mobile App Development

Marketing, Advertising, & Sales

Principles of Agriculture, Food, & Natural Resources A/B

Principles of Architecture & Construction A/B

Principles of Arts, Audio/Video Technology, & Communications A/B

Principles of Business Marketing & Finance A/B

Principles of Education & Training A/B

Principles of Engineering & Technology A/B

Principles of Government & Public Administration A/B

Principles of Health Science A/B

Principles of Hospitality & Tourism A/B

Principles of Human Services A/B

Principles of Information Technology A/B

Principles of Law, Public Safety, Corrections, & Security A/B

Principles of Manufacturing A/B

Principles of Transportation, Distribution, & Logistics A/B

Professional Communications

Professional Photography A/B

Sports & Entertainment Marketing

Web Technologies A/B

Electives

Academic Success

African American Studies

Art History & Appreciation

Creative Writing

Environmental Science A/B

Gothic Literature

Introduction to Anthropology

Introduction to Archaeology

Introduction to Astronomy

Introduction to Fashion Design

Introduction to Forensic Science

Introduction to Marine Biology

Introduction to Philosophy

Introduction to Social Media

Introduction to Veterinary Science

Introduction to Visual Arts

Introduction to World Religions

Music Appreciation

Mythology & Folklore

Native American Studies: Contemporary Perspectives

Native American Studies: Historical Perspectives

Nutrition & Wellness

Personal Finance

Psychology A/B

Revolutionary Ideas in Science

Social Issues

Sociology

Structure of Writing

College and Career Readiness

Accuplacer® Math

Accuplacer® Reading

Accuplacer® Sentence Skills

ACT® English

ACT® Mathematics

ACT® Reading

ACT® Science Reasoning

ACT® WORKKEYS

ASVAB Mathematics

ASVAB Technology & General Science, Part 1

ASVAB Technology & General Science, Part 2

ASVAB Word Knowledge & Paragraph Comprehension

GED® Reading Language Arts (2014)

GED® Mathematics (2014)

GED® Science (2014)

GED® Social Studies (2014)

HiSET® Preparation - Language Arts - Reading Part 1

HiSET® Preparation - Language Arts - Writing Part 1

HiSET® Preparation - Language Arts - Writing Part 2

HiSET® Preparation - Mathematics Part 1

HiSET® Preparation - Mathematics Part 2

HiSET® Preparation - Science Part 1

HiSET® Preparation - Science Part 2

HiSET® Preparation - Social Studies Part 1

HiSET® Preparation - Social Studies Part 2

HiSET® Preparation - Language Arts - Reading Part 2

National Career Readiness Certificate - Bronze Level

National Career Readiness Certificate - Gold Level

National Career Readiness Certificate - Silver Level

SAT® I Language Arts

SAT® I Mathematics

TASC Preparation - Language-Arts Reading Part 1

TASC Preparation - Language-Arts Reading Part 2

TASC Preparation - Language-Arts Writing Part 1

TASC Preparation - Language-Arts Writing Part 2

TASC Preparation - Mathematics Part 1

TASC Preparation - Mathematics Part 2

TASC Preparation - Science Part 1

TASC Preparation - Science Part 2

TASC Preparation - Social Studies Part 1

TASC Preparation - Social Studies Part 2