

# **TRI-COUNTY HIGH SCHOOL**

**2018-2019**

**COURSE  
DESCRIPTIONS**

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1111—ADVANCED ACCOUNTING: State Number 4522 (ADV ACC)

1114—COMPUTER SCIENCE I: State Number 4801 (COM SCI I)

1106—COMPUTER SCIENCE II: DATABASE: State Number 5250 (CS II DATA)

HS104—COMPUTER TECH SUPPORT: State Number 5230 (COMP TECH)

1104—DIGITAL APPLICATIONS AND RESPONSIBILITY: State Number 4528 (DIG APPS RESP) (formerly Digital Citizenship)

1105—DIGITAL APPLICATIONS AND RESPONSIBILITY: ADVANCED State Number 4528 (DIG APPS RESP)

1113—ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE: State Number 5966 (ENT VENT CAP)

1166—INTERACTIVE MEDIA: State Number 5232 (INT MEDIA)

1109—INTRODUCTION TO ACCOUNTING: State Number 4524 (INTO ACC) (Accounting I)

1117—PERSONAL FINANCIAL RESPONSIBILITY: State Number 4540 (PRS FIN RSP)

1116—PRINCIPLES OF BUSINESS MANAGEMENT: State Number 4562 (BUS MGMT)

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1118—SPORTS AND ENTERTAINMENT MARKETING: State Number 5984 (SPRT ENT MRK)

1151—SUPPLY CHAIN MANAGEMENT AND LOGISTICS: State Number 5601 (SCM LGST)

### ENGINEERING AND TECHNOLOGY EDUCATION

8571—ADVANCED MANUFACTURING I: State Number 5608 (ADV MFTG I)

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8511—ARCHITECTURAL DRAFTING AND DESIGN I: State Number 5640 (ARCH DDI)

8521—ARCHITECTURAL DRAFTING AND DESIGN II: State Number 5652 (ARCH DDII)

8542—CIVIL ENGINEERING AND ARCHITECTURE: State Number 5650 nonPLTW (CIVIL ENG)

8522—ENGINEERING DESIGN AND DEVELOPMENT: State Number 5698 non-PLTW (ENG DES DEV)

8588—INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS: State Number 4796 (INT ADV MFTG)

8578—INTRODUCTION TO ENGINEERING DESIGN: State Number 4802 non-PLTW (INT ENG DES)

8531—MECHANICAL DRAFTING AND DESIGN I: State Number 4836 (MECH DD I)

8541—MECHANICAL DRAFTING AND DESIGN II: State Number 4838 (MECH DD II)

8581—PRINCIPLES OF ENGINEERING: State Number 5644 non-PLTW (PRNC ENG)

8586—WAREHOUSE OPERATIONS AND MATERIAL HANDLING: State Number 5602 (WOMH)

## ENGLISH/LANGUAGE ARTS

- [2105—ACCELERATED ENGLISH 9: State Number 1002 \(ENG 9\)](#)
- [2115—ACCELERATED ENGLISH 10: State Number 1004 \(ENG 10\)](#)
- [2136—ADVANCE COLLEGE PROJECT \(ACP\) ENGLISH: State Number 1124](#)
- [2136A—W131 READING, WRITING, AND INQUIRY: State Number 1124 \(first semester\)](#)
- [2136B—L202 LITERARY INTERPRETATION: State Number 1124 \(second semester\)](#)
- [2200—CREATIVE WRITING: State Number 1092 \(CREAT WRIT\)](#)
- [2100—ENGLISH 9: State Number 1002 \(ENG 9\)](#)
- [2110—ENGLISH 10: State Number 1004 \(ENG 10\)](#)
- [2120—ENGLISH 11: State Number 1006 \(ENG 11\)](#)
- [2145—ENGLISH 11 HONORS: State Number 1006 \(ENG 11\)](#)
- [2130—ENGLISH 12: State Number 1008 \(ENG 12\)](#)
- [2215—ETYMOLOGY: State Number 1060 \(ETYMOLOGY\)](#)
- [2101—LANGUAGE ARTS LAB: State Number 1010 \(LANG LAB\)](#)
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- [2220—SPEECH: State Number 1076 \(SPEECH\)](#)

## FAMILY AND CONSUMER SCIENCE

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- [4020—ADVANCED CHILD DEVELOPMENT: State Number 5360 \(ADVCHLDDEV\)](#)
- [4010—ADVANCED NUTRITION AND WELLNESS: State Number 5340 \(ADV NTRN FD\)](#)
- [4016—CHILD DEVELOPMENT: State Number 5362 \(CHLD DEV\)](#)
- [4043—CULINARY ARTS AND HOSPITALITY I: State Number 5440 \(CULART HOSP\)](#)
- [4044—CULINARY ARTS AND HOSPITALITY II: CULINARY ARTS State Number 5346 \(CUL HOSP II: CUL ARTS\)](#)
- [4041—INTRODUCTION TO CULINARY ARTS AND HOSPITALITY: State Number 5438 \(CULART FND\)](#)
- [4026—INTRODUCTION TO FASHION AND TEXTILES: State Number 5380 \(FSHNTX\)](#)
- [4031—INTRODUCTION TO HOUSING AND INTERIOR DESIGN: State Number 5350 \(INT HSINT DES\)](#)
- [4005—NUTRITION AND WELLNESS: State Number 5342 \(NTRN WLNS\)](#)
- [4036—PREPARING FOR COLLEGE AND CAREERS: State Number 5394 \(PRE CCS\)](#)

## FINE ARTS: INSTRUMENTAL MUSIC

- [3900—BEGINNING CONCERT BAND \(L\): State Number 4160 \(BEG BAND\)](#)
- [3935—INSTRUMENTAL ENSEMBLE : State Number 4162](#)

## FINE ARTS: MUSIC HISTORY

- [3920—MUSIC HISTORY AND APPRECIATION: State Number 4206 \(MUS HIST\)](#)

## FINE ARTS: THEATRE ARTS

- [3925—THEATRE PRODUCTION \(L\): State Number 4248 \(THTR PROD\)](#)

## FINE ARTS: VISUAL ARTS

- [3181—ADVANCED THREE-DIMENSIONAL ART \(L\): State Number 4006 \(ADV 3D ART\)](#)
- [3136—ADVANCED TWO-DIMENSIONAL ART \(L\): State Number 4004 \(ADV 2D ART\)](#)
- [3100—CERAMICS I, 3105—CERAMICS II \(L\): State Number 4040 \(CERAMICS\)](#)
- [3115—DIGITAL DESIGN I/II \(L\): State Number 4082 \(DIG DESIGN\)](#)
- [3180—INTRODUCTION TO THREE-DIMENSIONAL ART \(L\): State Number 4002 \(3D ART\)](#)
- [3135—INTRODUCTION TO TWO-DIMENSIONAL ART \(L\): State Number 4000 \(2D ART\)](#)

## FINE ARTS: VOCAL MUSIC

- [3930—BEGINNING CHORUS \(L\): State Number 4182 \(BEG CHOR\)](#)

## HEALTH AND PHYSICAL EDUCATION

- [4510—ELECTIVE PHYSICAL EDUCATION I/II: \(Advanced P.E.\) State Number 3560 \(ELECT PE\)](#)
- [4521—ELECTIVE PHYSICAL EDUCATION: \(Advanced Swimming and Lifeguard Training\) State Number 3560 \(ELECT PE\)](#)
- [4523—ELECTIVE PHYSICAL EDUCATION: \(Lifetime Recreation Sports and Fitness\) State Number 3560 \(ELECT PE\)](#)
- [4522—ELECTIVE PHYSICAL EDUCATION: \(Outdoor Pursuits\) State Number 3560 \(ELECT PE\)](#)
- [4515—ELECTIVE PHYSICAL EDUCATION III/IV: \(Weight Training I/II\) State Number 3560 \(ELECT PE\)](#)
- [4520—ELECTIVE PHYSICAL EDUCATION V/VI: \(Weight Training III/IV\) State Number 3560 \(ELECT PE\)](#)
- [4570—HEALTH AND WELLNESS EDUCATION: State Number 3506 \(HLTH&WELL\)](#)
- [4501—PHYSICAL EDUCATION I \(L\): State Number 3542 \(PHYS ED\)](#)
- [4501—PHYSICAL EDUCATION II \(L\): State Number 3544 \(PHYS ED II\)](#)

## MATHEMATICS

- [6040—ALGEBRA I: State Number 2520 \(ALG I\)](#)
- [6036—ALGEBRA I LAB \(formerly Algebra Enrichment\) State Number 2516 \(ALG I LAB\)](#)
- [6050—ALGEBRA II: State Number 2522 \(ALG II\)](#)
- [6051—ALGEBRA II-Honors: State Number 2522 \(ALG II\)](#)
- [6060—CALCULUS AB, ADVANCED PLACEMENT: State Number 2562 \(AP CALC AB\)](#)
- [6062—CALCULUS BC, ADVANCED PLACEMENT: State Number 2572 \(AP CALC BC\)](#)
- [6037—CCR BRIDGE: MATH READY: State Number 2514 \(MATH RDY\)](#)
- [6063—FINITE MATHEMATICS: State Number 2530 \(FINITE\)](#)
- [6045—GEOMETRY : State Number 2532 \(GEOM\)](#)
- [6047—GEOMETRY - Honors : State Number 2532 \(GEOM\)](#)
- [6065—MATHEMATICS LAB: State Number 2560 \(MATH LAB\)](#)
- [6057—PRE-CALCULUS: State Number 2564 \(PRECAL\)](#)
- [6058—TRIGONOMETRY: State Number 2566 \(TRIG\)](#)

## MULTIDISCIPLINARY

HS102—COLLEGE LIFE ACADEMIC PROGRAM:

HS105—DIRECTED STUDY (BASIC SKILLS DEVELOPMENT): State Number 0500 (BAS SKLS)

HS991—EDUCATION PROFESSIONS I: State Number 5408 (ED PROF I)

HS992—EDUCATION PROFESSIONS II: State Number 5404 (ED PROF II)

## SCIENCE

8005—ADVANCED LIFE SCIENCE, ANIMALS (L): State Number 5070 (ALS ANML)

8012—ADVANCED LIFE SCIENCE, FOODS (L): State Number 5072 (ALS FOODS)

8010—ADVANCED LIFE SCIENCE, PLANTS AND SOILS (L): State Number 5074(ALS PLT/SL)

5000—ANATOMY & PHYSIOLOGY: State Number 5276 (A & P)

5015—BIOLOGY ADVANCED PLACEMENT (L): State Number 3020 (BIO AP)

5005—BIOLOGY I (L): State Number 3024 (BIO I)

5020—CHEMISTRY I (L): State Number 3064 (CHEM I)

5025—CHEMISTRY II (L): State Number 3066 (CHEM II)

5035—EARTH AND SPACE SCIENCE I (L): State Number 3044 (EAS SCI I)

5001—ENVIRONMENTAL SCIENCE (L): State Number 3010 (ENVSCI)

5050—INTEGRATED CHEMISTRY-PHYSICS (L): State Number 3108 (ICP)

5040—PHYSICS I (L): State Number 3084 (PHYS I)

## SOCIAL STUDIES

7042—CITIZENSHIP AND CIVICS: State Number 1508 (CIVICS)

7008—CURRENT PROBLEMS, ISSUES, AND EVENTS: State Number 1512 (CPIE)

7000—ECONOMICS: State Number 1514 (ECON)

7002—ETHNIC STUDIES: State Number 1516 (ETH STUDIES)

7015—HONORS UNITED STATES GOVERNMENT: State Number 1540 (US GOVT)

7025—HONORS UNITED STATES HISTORY: State Number 1574 (HN US HIST)

7043—INDIANA STUDIES: State Number 1518 (IN STUDIES)

7035—PSYCHOLOGY : State Number 1532 (PSYCH)

7040—SOCIOLOGY : State Number 1534 (SOCIOLOGY)

7041A--TOPICS IN HISTORY: THE 60's State Number 1538 (TOP HIST)

7044C—TOPICS IN HISTORY: THE HISTORY OF SPORTS State Number 1538 (TOP HIST)

7010—UNITED STATES GOVERNMENT: State Number 1540 (US GOVT)

7020—UNITED STATES HISTORY: State Number 1542 (US HIST)

7030—WORLD HISTORY AND CIVILIZATION: State Number 1548 (WLD HST/CVL)

## TRADE AND TECHNICAL EDUCATION

- [4100—AUTOMOTIVE SERVICES TECHNOLOGY I: State Number 5510 \(AUTO TECH I\)](#)
- [4105—AUTOMOTIVE SERVICES TECHNOLOGY II: State Number 5546 \(AUTO TECH II\)](#)
- [4111—CONSTRUCTION TECHNOLOGY I: State Number 5580 \(CONST TECH I\)](#)
- [4112—CONSTRUCTION TECHNOLOGY II: State Number 5578 \(CONST TECH II\)](#)
- [4116—COSMETOLOGY I: State Number 5802 \(CSMTLGY I\)](#)
- [4136—CRIMINAL JUSTICE I: State Number 5822 \(CRIME I\)](#)
- [4137—CRIMINAL JUSTICE II: State Number 5824 \(CRIME II\)](#)
- [4121—FIRE AND RESCUE I: State Number 5820 \(FIRE RSCU I\)](#)
- [4122—FIRE AND RESCUE II: State Number 5826 \(FIRE RSCU II\)](#)
- [4125—HEALTH CAREERS: State Number 5282 \(HLTHCARRI\)](#)
- [4130—HEALTH CAREERS: MEDICAL TERMINOLOGY: State Number 5274 \(MED TERMS\)](#)
- [4145—VOCATIONAL WELDING: State Number 5776 \(WELDTECH I\)](#)
- [4146—VOCATIONAL WELDING II: State Number 5776 \(WELDTECH II\)](#)

## WORLD LANGUAGES

- [2300—SPANISH I: State Number 2120 \(SPAN I\)](#)
- [2305—SPANISH II: State Number 2122 \(SPAN II\)](#)
- [2310—SPANISH III: State Number 2124 \(SPAN III\)](#)
- [2315—SPANISH IV: State Number 2126 \(SPAN IV\)](#)

## APPLIED COURSES ADDENDUM

- [AC1100—APPLIED BUSINESS MATH: State Number 4512](#)
- [AC1101—APPLIED PERSONAL FINANCIAL RESPONSIBILITY: State Number 4540](#)
- [AC4000—APPLIED ADULT ROLES AND RESPONSIBILITIES: State Number 5330](#)
- [AC4001—APPLIED INTERPERSONAL RELATIONSHIPS: State Number 5364](#)
- [AC4002—APPLIED NUTRITION AND WELLNESS: State Number 5342](#)
- [AC4003—APPLIED PREPARING FOR COLLEGE AND CAREERS: State Number 5394](#)
- [AC9000—Work Based Learning Capstone, Multiple Pathways: State Number 5974](#)
- [AC9001—Work Based Learning Capstone, Advanced Manufacturing and Engineering: State Number 5975](#)
- [AC9002—Work Based Learning Capstone, Business and Marketing: State Number 5260](#)
- [AC9003—Work Based Learning Capstone, Family and Consumer Sciences: State Number 5480](#)
- [AC9004—Work Based Learning capstone, Health Sciences: State Number 5207](#)
- [AC9005—Work Based Learning Capstone, Trade and Industry: State Number 5892](#)
- [AC9006—APPLIED INTERDISCIPLINARY COOPERATIVE EDUCATION \(ICE\): State Number 5902](#)
- [AC2100—APPLIED ENGLISH 9: State Number 1002](#)
- [AC2101—APPLIED ENGLISH 10: State Number 1004](#)

[AC2102—APPLIED ENGLISH 11: State Number 1006](#)  
[AC2103—APPLIED ENGLISH 12: State Number 1008](#)  
[AC6000—APPLIED ALGEBRA I: State Number 2520](#)  
[AC6001—APPLIED ALGEBRA I LAB: State Number 2516](#)  
[AC6002—APPLIED GEOMETRY: State Number 2532](#)  
[AC3000—APPLIED BASIC SKILLS DEVELOPMENT: State Number 0500](#)  
[AC3001—APPLIED CAREER INFORMATION AND EXPLORATION: State Number 0522](#)  
[AC4500—APPLIED ELECTIVE PHYSICAL EDUCATION: State Number 3560](#)  
[AC5000—APPLIED BIOLOGY I: State Number 3024](#)  
[AC5001—APPLIED LIFE SCIENCE: State Number 3030](#)  
[AC5002—APPLIED PHYSICAL SCIENCE: State Number 3102](#)  
[AC7000—APPLIED CURRENT PROBLEMS, ISSUES AND EVENTS: State Number 1512](#)  
[AC7001—APPLIED GEOGRAPHY AND HISTORY OF THE WORLD: State Number 1570](#)  
[AC7002—APPLIED INDIANA STUDIES: State Number 1518](#)



# VISION STATEMENT

The vision of Tri-County Middle-Senior High School: All students will reach high expectations in character, leadership, and accomplishments.

## INDIANA DIPLOMA TYPES

The Indiana State Board of Education adopted course and credit requirements for earning a high school diploma. The requirements went into effect for students entering high school in the fall of 2006. With these changes, students have the option of earning four diploma types:

- General
- Core 40
- Core 40 with Academic Honors
- Core 40 with Technical Honors

The Indiana General Assembly made completion of Core 40 a graduation requirement for all students beginning with those entering high school fall 2007. The legislation includes an opt-out provision for parents who determine that their student could benefit more from the General Diploma. The legislation also made Core 40 a minimum college admission requirement for the state's public four-year universities in the fall of 2011.

### **AUDITING A CLASS TO MEET MINIMUM GRADE REQUIREMENT FOR ACADEMIC HONORS DIPLOMA**

- Students must have a grade of "C" or lower in the class.
- Students will be assigned on seat availability and the building principal determines that availability.
- **Students will have one opportunity to repeat a class.**
- Upon completion of the class, the higher grade will replace the lower grade.
- The GPA will reflect the grade change

## SCHEDULE CHANGE POLICY

Students requiring schedule changes may contact the School Counselor prior to the start of school. Final schedule changes will be completed the first week of the semester. Schedule changes will not be permitted after the first week of classes.

### **ONLINE OR DUAL CREDIT GRADUATION REQUIREMENT FOR ACADEMIC HONORS DIPLOMAS**

Beginning with the 2009-2010 school year, the Tri-County School Board will pay reimbursement for one: three hour online or dual credit course. Each student will need pre-approval for the course. Students will be reimbursed for the fees with proof of course completion. Loans will be considered under extenuating circumstances if a student/parent cannot pre-pay for the course. Scholarship funds may also be available.

## SEQUENCE OF CLASSES TO MEET GRADUATION REQUIREMENTS

The suggested sequence for completing graduation requirements is:

<u>Grade 8</u>	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
	English 9	English 10	English 11	English 12
Algebra I	Algebra I or Geometry	Math 10, Geometry or Algebra II	Geometry, Algebra II or Trigonometry and Precalculus	Algebra II, Trigonometry and Precalculus or CCR Bridge: Math Ready or Calculus AB, AP
	Biology I	Biology I or Integrated Chemistry/Physics or Earth and Space Science or Chemistry I	Biology AP or Anatomy & Physiology or Chemistry I or Chemistry II or Advanced Life Science: Animals or Advanced Life Science: Foods, or Advanced Life Science: Plant and Soils or Environmental Science or Integrated Chemistry/Physics or Physics	Biology AP or Anatomy & Physiology or Chemistry I or Chemistry II or Advanced Life Science: Animals or Advanced Life Science: Foods, or Advanced Life Science: Plant and Soils or Environmental Science or Integrated Chemistry/Physics or Physics
	World History and Civilization	World History and Civilization	US History	US Government and Economics
	World Language I	World Language II	World Language III	
	Physical Education I/II	Health and Wellness		
	Digital Applications and Responsibility			
Introduction to Agriculture, Food and Natural Resources	Preparing for College and Careers	Fine Arts (AHD)	Fine Arts (AHD)	
	Algebra I Lab	Math Lab	Quantitative Reasoning Course	Quantitative Reasoning Course

This sequence includes the required courses for graduation and a suggested sequence for the basic Core 40 and Academic Honors Diploma classes.

# QUANTITATIVE REASONING COURSES/APPLIED MATHEMATICS

In November 2011, the State Board of Education passed graduation requirements that affect incoming freshman beginning in 2012-2013, including requirements for quantitative reasoning (applied mathematics) courses.

- For Core 40, Academic Honors and Technical Honors diplomas, students must take a mathematics course or a quantitative reasoning course each year they are enrolled in high school. 511 IAC 6-7.1-6 (a) (4)
- For the General Diploma, students must earn two credits in a mathematics course or a quantitative reasoning course during their junior or senior year. 511 IAC 6-7.1-4 (c) (4)
- A quantitative reasoning (applied mathematics) course is a high school course that "advances a student's ability to apply mathematics in real world situations and contexts" and that "deepens a student's understanding of high school mathematics standards."
- The Indiana Department of Education will provide an annual review to determine the high school courses that meet these criteria.
- The tables below provide a list of courses that have been determined to meet the criteria for quantitative reasoning courses for 2013-2014, 2014-2015, 2015-2016 and 2016-2017.

Title / Description	TC Course #
<b>Advanced Placement</b>	
Biology, Advanced Placement	5015
Calculus AB, Advanced Placement	6060
Calculus BC, Advanced Placement	6062
<b>Agriculture Education</b>	
Advanced Life Science: Animals	8005
Advanced Life Science: Foods	8012
Agribusiness Management	8035
Landscape Management I	8056
<b>Business, Marketing, and Information Technology</b>	
Introduction to Accounting	1109
Advanced Accounting	1111
Computer Science I (new title in 2016-2017; replaces Computer Programming I)	1114
Computer Science II: Databases	1106
Personal Financial Responsibility	1117
<b>Engineering and Technology</b>	
Civil Engineering and Architecture	8542
Engineering Design and Development	5698
Principles of Engineering	8581
<b>Science</b>	
Chemistry I	5020
Chemistry II	5025
Integrated Chemistry-Physics	5050
Physics I	5040
<b>Social Studies</b>	
Economics	7000

## Indiana General High School Diploma

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

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

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

### Course and Credit Requirements

<b>English/Language Arts</b>	<b>8 credits</b>
	Credits must include literature, composition and speech
<b>Mathematics</b>	<b>4 credits</b>
	2 credits: Algebra I 2 credits: Any math course <b>General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</b>
<b>Science</b>	<b>4 credits</b>
	2 credits: Biology I 2 credits: A Physical Science or Earth and Space Science course
<b>Social Studies</b>	<b>4 credits</b>
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b> <b>Or 3 credits from Family &amp; Consumer Science courses: Planning for College &amp; Careers, Nutrition &amp; Wellness, Child Development, or Adult Roles &amp; Responsibility</b>
<b>College and Career Pathway Courses</b> Selecting electives to take full advantage of college and career exploration and preparation opportunities	<b>6 credits</b> 1 credit in Preparing for College & Careers 1 credit in Digital Applications & Responsibility <b>4 credits career exploration and preparation opportunities</b>
<b>Flex Credit</b>	<b>5 credits</b>
	Flex Credits must come from one of the following: <ul style="list-style-type: none"> <li>• Additional elective courses in a College and Career Pathway</li> <li>• High school/college dual credit courses</li> <li>• Additional Academic Courses</li> </ul>
<b>Electives**</b>	<b>6 credits</b>



Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

Course and Credit Requirements	
<b>English/ Language Arts</b>	<b>8 credits</b>
	Including a balance of literature, composition and speech.
<b>Mathematics</b>	<b>6 credits (in grades 9-12)</b>
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Students must take a math or quantitative reasoning course each year in high school</i>
<b>Science</b>	<b>6 credits</b>
	2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
<b>Social Studies</b>	<b>6 credits</b>
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History and Civilization
<b>Directed Electives</b>	<b>5 credits</b>
	World Languages Fine Arts Career and Technical Education
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b> <i>Or 3 credits from Family &amp; Consumer Science courses: Planning for College &amp; Careers, Nutrition &amp; Wellness, Child Development, or Adult Roles &amp; Responsibility</i>
<b>Electives**</b>	<b>6 credits</b> 1 credit in Preparing for College and Careers 1 credit in Digital Applications and Responsibility
<b>40 Total State Credits Required*</b> <b>48 Total Tri-County School Board Required Credits</b>	

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

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

## **Core 40 with Academic Honors** *(minum 47 credits)*

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits  
(6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcribed college credits in dual credit courses from priority course list
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcribed college credits from the priority course list,
    2. 2 credits in AP courses and corresponding AP exams,
  - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing sections.
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. **\*Class of 2013 and beyond\*must complete:** at least one online or dual credit course.

## **Core 40 with Technical Honors**

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

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. Pathway designated industry-based certification or credential, or
  2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following,
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following 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

## **ADVANCED PLACEMENT COURSES:**

Advanced Placement (AP) courses are intended to be equivalent to a similar college level course. Most AP courses require two traditional semesters to adequately address the course content and prepare students for the associated exam. All schools wishing to label a course “AP” must submit the subject-specific AP Course Audit form and the course syllabus to the College Board for each teacher of that AP course. The AP course audit information is available at [www.collegeboard.com/html/apcourseaudit](http://www.collegeboard.com/html/apcourseaudit). It is also strongly recommended that all AP teachers take advantage of professional development opportunities in their content area.

Student Selection Criteria for AP courses: The College Board suggests that all students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The IDOE supports a school developing criteria for admission to AP courses to include, but are not limited to, AP Potential, previous success in content area courses, teacher recommendations and standardized test results.

## **COLLEGE LIFE ACADEMIC PROGRAM:**

The purpose of the College Life Academic Program is to simulate the college schedule and experience with flexible classwork and an independent study environment. The student must learn to manage both class and study time. Seniors are incentivized to enroll in rigorous coursework during their final senior year of high school with support through a College Life block.

In order to be eligible for the College Life Academic Program a student must enter the senior year with at least 36 credits, be in and remain in good standing in academics, attendance and behavior as well as have parent permission. The student must be enrolled in three courses from the A list or a combination of two courses from the A list and two courses from the B list or one course from the A list and three courses from the B list.

### **A Courses**

ACP English  
AP Biology  
AP Calculus

### **B Courses**

Anatomy and Physiology  
Chemistry II  
Honors Government  
Physics  
Trigonometry and Precalculus

\*Students participating in online courses or other post-secondary courses may be eligible for the College Life Academic Program.

Any student who meets the above criteria will be granted one block of College Life. Their one block release/study block may be used at the student’s discretion. The student may leave the Tri-County campus or stay in the school building. If students remain in the building they must go to the Study Lab area.

The student will be monitored on a regular basis. If the student should drop below the grade of C in any course they will be required to stay on campus in the Study Lab until the grade(s) are brought back to a C. If the student should drop a course at the end of the semester they will no longer be eligible for the program and must enroll in 8 classes for their final semester.

## **DUAL CREDIT COURSES:**

Dual credit courses are college level courses taught and/or facilitated at Tri-County by Tri-County staff. Students receive both Tri-County and college credit for the successful completion of each course. We work with a variety of different colleges and universities to offer these courses. The credit is usually transferable credit from one educational institution to another. Depending upon the course and the institution there may be tuition required. The Tri-County School Board has developed a policy to reimburse students for up to 3 credit hours during their high school years.

The benefits of high school students enrolling in dual credit are many. Dual credit helps students meet the requirements for an Academic Honors diploma. Early college credit allows a freshman on campus more flexibility in their college scheduling as well as reduces the number of credits needed to earn a degree. Enrolling in a dual credit course is often significantly less expensive than taking the same course on a college campus. Students who have completed dual credit courses are well prepared for the rigors of college courses.

The following are the requirements for tuition reimbursement:

- 1) The student is responsible for the upfront cost of the tuition payment.
- 2) The school will reimburse for a total of 3 hours of college credit for any particular student throughout their high school years.
- 3) The school will reimburse tuition only. Many courses require fees and books in addition to tuition.
- 4) The student must receive a C or better in order to receive Tri-County credit for the dual credit course and to receive reimbursement.
- 5) Both the student and the parent will sign a contract with Tri-County when enrolling in any dual credit course.
- 6) Once the student has successfully completed the course he/she must submit a copy of the paid tuition bill or cancelled check along with grade verification from the college or university to the principal.



## AGRICULTURE EDUCATION

### **8005—ADVANCED LIFE SCIENCE, ANIMALS (L): State Number 5070 (ALS ANIML)**

*Advanced Life Science, Animals:* provides students with opportunities to participate in a variety of activities including laboratory work. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory, fieldwork, leadership development, supervised agricultural experience and the exploration of career opportunities, they will recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, and ecology, as well as historical and current issues in animal agriculture in the area of advanced life science in animals.

- Suggested Grade Level: Grade 11-12
- Prerequisites: Chemistry and Biology, with a C average
- Credits: a 2 semester course, 1 credit per semester
- Fulfills a Core 40 Science requirement for all diploma types
- Qualified students can receive dual credit with Ivy Tech
- Qualifies as a **quantitative reasoning** course

### **8012—ADVANCED LIFE SCIENCE, FOODS: (L) State Number 5072 (ALS FOODS)**

*Advanced Life Science, Foods:* provides students with opportunities to participate in a variety of activities which includes laboratory work, leadership development, supervised agricultural experience and exploration of career opportunities. This is a standards-based, interdisciplinary science course that integrates biology, chemistry and microbiology in the context of foods and the global food industry. Students enrolled in this course formulate, design and carry out food-base laboratory and field investigations as an essential course component. Students understand how biology, chemistry and physics principles apply to the composition of foods, the nutrition of foods, food and food product development, food processing, food safety and sanitation, food packaging and food storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics and chemistry in the context of highly advanced industry applications of foods in the area of advanced life science in foods. Participation in FFA or FCCLA encourages development of leadership, communication, community service and career related skills.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Chemistry, Biology, Introduction to Agriculture, Food and Natural Resources, Food Science, Nutrition and Wellness, Advanced Nutrition and Wellness
- Credits: 1 credit per semester, maximum of 2 credits
- Fulfills a Core 40 Science requirement for all diploma types
- Qualified students can receive dual credit with Ivy Tech
- Qualifies as a **quantitative reasoning** course

**8010—ADVANCED LIFE SCIENCE, PLANTS AND SOILS (L): State Number 5074 (ALS PLT/SL)**

*Advanced Life Science, Plants and Soils:* provides students with opportunities to participate in a variety of activities which includes laboratory work. Students study concepts, principles and theories associated with plants and soils. Students recognize how plants are classified, grown, function and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratory and fieldwork, how plants function and the influence of soil in plant life.

- Suggested Grade Levels: 11-12
- Prerequisite: Plant and Soil Science, Biology I and Chemistry I, with a C average
- A two semester course, one credit per semester
- Fulfills a Core 40 science requirement for all diploma types
- Qualified students can receive dual credit with Ivy Tech

**8035—AGRIBUSINESS MANAGEMENT: State Number 5002 (AG BUS MGMT)**

*Agribusiness Management* provides foundational concepts in agribusiness. This course introduces students to the principles of business organization and management from a local and global perspective while incorporating technology. Concepts covered in the course include food and fiber, forms of business, finance, marketing, management, sales, leadership development, supervised agricultural experience career opportunities in the area of agribusiness management.

- Suggested Grade Levels: 9-12
- A two semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- Qualifies as a **quantitative reasoning** course
- Qualified students can receive dual credit with Ivy Tech to be applied toward the Ivy Tech AAS (non-transfer) Agriculture Associates Degree Program

**8016—AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY/A (WELDING PROCESSES) (S1): (Offered 2018-19)**

**8021—AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY/B (ELECTRICITY AND POWER SYSTEMS) (S2): (Offered 2018-19)**

**8026—AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY/C (SMALL ENGINES) (S1) (Offered 2019-20)**

**8031—AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY/D  
(STRUCTURES AND CONSTRUCTION) (S2): State Number 5088 (AG POW) (Offered  
2019-20)**

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

- Suggested Grade Level: Grade 9-12
- A two semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types

**8000—ANIMAL SCIENCE: State Number 5008 (ANML SCI)**

*Animal Science* provides students with an overview of the of animal science field. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.

- Suggested Grade Level: Grade 9-12
- A two semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- Qualified students can receive dual credit with Ivy Tech to be applied toward the Ivy Tech AAS (non-transfer) Agriculture Associates Degree Program

**8070—FOOD SCIENCE: State Number 5102 (FOOD SCI)**

*Food Science* provides students with an overview of food science and its importance. Introduction to principles of food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry help students understand the role that food science plays in securing a safe, nutritious and adequate food supply. A project-based approach is utilized along with laboratory, team building and problem solving activities to enhance student learning, leadership development, supervised agricultural experience and career opportunities in the area of food science.

- Suggested Grade Level: Grade 9-12
- Credits: A two semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Dual Credit
- Qualified students can receive dual credit with Ivy Tech

## **8045—HORTICULTURAL SCIENCE: State Number 5132 (HORT SCI)**

*Horticulture Science* is designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing and marketing of plants and its products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest and pest management. Students participate in a variety of activities to include extensive laboratory work usually in a school greenhouse, leadership development, supervised agricultural experience and learning about career opportunities in the area of horticulture science.

- Suggested Grade Level: Grade 9-12
- Credits: A two semester course, one credit per semester.
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Dual Credit. Qualified students can receive dual credit with Ivy Tech to be applied toward the Ivy Tech AAS (non-transfer) Agriculture Associates Degree Program

## **MS131—INTRODUCTION TO AGRICULTURE, FOOD AND NATURAL RESOURCES: State Number 5056 (INT AGFNR)**

*Introduction to Agriculture, Food and Natural Resources* is highly recommended as a prerequisite to and a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience and career opportunities in the area of agriculture, food and natural resources.

- Suggested Grade Levels: Grade 8-10
- Credits: A two semester course, one credit per semester.
- Counts as a Directed Elective or Elective for all diploma types

## **8056—LANDSCAPE MANAGEMENT I: State Number 5136 (LAND MGMT I)**

*Landscape Management I* provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures of landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscape operations and the care and use of equipment utilized by landscapers. Students will also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.

- Suggested Grade Levels: Grade 9-12
- Credits: A two semester course, one credit per semester.
- Counts as a Directed Elective or Elective for all diploma types
- Qualifies as a **quantitative reasoning** course
- Qualified students can receive dual credit with Ivy Tech

## **8057—LANDSCAPE MANAGEMENT II: *State Number 5137 (LAND MGMT II)***

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

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

## **8081—NATURAL RESOURCES: *State Number 5180 (NAT RSS)***

*Natural Resources* provides students with a foundation in natural resources. Hands-on learning activities in addition to leadership development, supervised agricultural experience and career exploration encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, animal wildlife and safety.

- Suggested Grade Level: Grade 9-12
- Credits: A two semester course, one credit per semester.
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Dual Credit. Qualified students can receive dual credit with Ivy Tech to be applied toward the Ivy Tech AAS (non-transfer) Agriculture Associates Degree Program

## **8165—PLANT AND SOIL SCIENCE: State Number 5170 (PLT SL SCI)**

*Plant and Soil Science* provides students with opportunities to participate in a variety of activities which includes laboratory work. The following topics are found in this course: plant taxonomy, components and their functions; plant growth, reproduction and propagation; photosynthesis and respiration; environmental factors affecting plant growth, management of plant diseases and pests; biotechnology; the basic components and types of soil; calculation of fertilizer application rates and procedures for application; soil tillage and conservation; irrigation and drainage; land measurement, cropping systems, precision agriculture, principles and benefits of global positioning systems; and harvesting. Leadership development, supervised agricultural experience and career exploration opportunities in the field of plant and soil science are also included.

- Suggested Grade Level: Grade 9-12
- Credits: A two semester course, one credit per semester.
- Counts as a Directed Elective or Elective for all diploma types

## **HS964, HS965, HS966—SUPERVISED AGRICULTURAL EXPERIENCE-SUMMER PROGRAM: State Number 5228 (SAE)**

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

- Suggested Grade Levels: 10-12
- A maximum of three credits may be earned in this course during summer sessions.
- Curriculum content and competencies should not be duplicated when multiple credits are being earned.
- Counts as a Directed Elective or Elective for all diploma types

## **8082—SUSTAINABLE ENERGY ALTERNATIVES: State Number 5229 (SUS NRG)**

*Sustainable Energy Alternatives* broadens a student's understanding of environmentally friendly energies. In this course students will use a combination of classroom, laboratory, and field experiences to analyze, critique, and design alternative energy systems. Class content and activities center on renewability and sustainability for our planet. Topics covered in this course include the following types of alternative energies: solar, wind, geothermal, biomass and emerging technologies. Leadership development, supervised agricultural experience and career exploration opportunities in the field sustainable energy are also included.

- Recommended Grade Levels: 11-12
- Recommended Prerequisite: Natural Resources
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Ivy Tech Dual Credit

## **7007—VETERINARY CAREERS I: State Number 5211 (VET CRS I)**

*Veterinary Careers I* is a lab intensive course that introduces students to animal care and veterinary medicine. Through classroom and field experiences, students will attain the necessary skills to demonstrate standard protocols that are used in veterinary careers. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to post-secondary opportunities, and to work in a variety of health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA or FFA encourages development of leadership, communication, and career related skills, and opportunities for community service.

- Recommended Grade Levels: 11, 12
- Recommended Prerequisites: Animal Science; Advanced Life Science Animals
- 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

## **7008—VETERINARY CAREERS II: State Number 5212 (VET CRS II)**

*Veterinary Careers II* is an extended laboratory experience designed to provide students with the opportunity to assume the role of a veterinary assistant, and practice technical skills previously learned in the classroom; all while working at a qualified clinical site under the direction of licensed veterinarians. These sites may include animal clinics, hospitals or research laboratories. Throughout this course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels; an overview of the healthcare delivery systems, healthcare teams and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in veterinary clinics, hospitals and other related locations. Additionally, students will learn essential job related skills that include; monitoring and caring for animals before and after surgery; maintaining and sterilizing surgical instruments; cleaning and disinfecting kennels and operating rooms; providing emergency first aid to animals; giving medication to animals; appropriate techniques for collecting specimens and performing routine lab tests; and feeding and bathing animals. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to post-secondary opportunities, and to work in a variety of health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA or FFA encourages the development of leadership, communication and career related skills, and opportunities for community service.

- Recommended Grade Level: 12
- Required Prerequisites: Health Science Education I or Veterinary Careers I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Fulfills the Directed Elective or Elective requirement for all diploma types

## APEX LEARNING

Apex Learning is an online course system which enables a student to earn course credit while completing course requirements online. This program is administered for several different scenarios at Tri-County.

1. Credit Recovery – A student may take an APEX course in order to make up credit from a course which the student failed in the past.
2. Advance Placement – APEX Learning offers 12 AP courses which advanced students can choose from. These courses prepare the student for the rigors of college while meeting an Academic Honors Diploma requirement.
3. Scheduling Conflicts – On rare occasions students have difficulty scheduling all classes necessary to graduate. In this case a student could opt to take an APEX Learning course to earn the specific credits from that course.
4. Enhanced Academic Opportunities – In addition to the AP courses, APEX Learning offers a few courses which we do not currently offer at Tri-County. A student may have a particular interest in one of these courses and choose to take the APEX Learning course for the purpose of increasing academic opportunities.
5. Expelled Students – When a student is expelled from attending school on campus the opportunity to earn credit through APEX Learning online courses *may* be granted.
6. Homebound Students – When a student is unable to attend school on campus due to extended illness the opportunity to earn credit through APEX Learning online course *may* be granted.

Enrollment in APEX Learning courses must be completed in the guidance office with administrative approval.

Students may complete the course work anywhere there is Internet access. Depending on their individual situation some students may choose to do the courses on their own at home. Others may be placed in the Directed Study lab for a block specifically designated for APEX Learning.

Students must meet an 80% mastery level for each course in order to receive Tri-County credit for an APEX Learning course.

Tri-County has a limited number of seats available with APEX Learning. A student has 90 school days from enrollment to complete a 1 semester course and 180 school days to complete a 2 semester course. Students are monitored on a regular basis. Any student found to have had no productive activity for 2 weeks will forfeit their APEX Learning seat. One exception may be students who are homebound due to extended illness.



**APEX Core Courses Offered:**

Algebra I and II	Fundamental Math	Pre-Calculus
Art Appreciation*	Geography and World Cultures	Probability and Statistics*
Biology	Geometry	Reading Skills and Strategies*
Chemistry	Integrated Math I	Skills for Health*
College and Career Preparation I*	Integrated Math II	Sociology*
College and Career Preparation II*	Introductory Algebra	Spanish I, II and III
Creative Writing*	Mathematics of Personal Finance	US and Global Economics
Earth Science	Media Literacy*	US Government and Politics
English I: Introduction to Literature and Comp	Multicultural Studies*	US History
English II: Critical Reading & Effective Writing	Music Appreciation	US History since the Civil War
English III: American Literature	Psychology	US History to the Civil War
English IV: British and World Literature	Physical Education*	World History
Financial Literacy*	Physical Science	World History since the Renaissance
French I and II	Physics	World History to the Renaissance
		Writing Skills and Strategies*
<b>* One semester course</b>		

**APEX AP Courses Offered:**

AP Calculus AB	AP Physics B
AP Chemistry	AP Psychology
AP English Language and Composition	AP Spanish Language
AP English Literature and Composition	AP Statistics
AP Macroeconomics	AP US Government and Politics
AP Microeconomics	AP US History

# BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY

## **1111—ADVANCED ACCOUNTING: State Number 4522 (ADV ACC)**

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

- Suggested Grade Level: Grade 11-12
- Prerequisites: Introduction to Accounting
- Credits: A two semester course, one credit per semester.
- Counts as a Directed Elective or Elective for all diploma types
- Qualifies as a **quantitative reasoning**

## **1114—COMPUTER SCIENCE I: State Number 4801 (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 diplomas
- Qualifies as a quantitative reasoning course

## **1106—COMPUTER SCIENCE II: DATABASE: *State Number 5250 (CS II DATA)***

*Computer Science II: Databases* introduces students to the basic concepts of databases including types of databases, general database environments, and the importance of data to the business world. Discussion with hands-on activities will include database design, normalization of tables, and development of tables, queries, reports, and applications. Students will be familiarized with the use of ANSI standard Structured Query Language. Discussions will include database administration and data maintenance. Students will be introduced to data concepts such as data warehousing, data mining, and BIG Data. Students will develop a business application using database software such as Microsoft Access. Students will be required to demonstrate skills such as team building, work ethic, communications, documentation, and adaptability.

- 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

## **HS104—COMPUTER TECH SUPPORT: *State Number 5230 (COMP TECH)***

*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.

- Suggested Grade Levels: Grade 10-12
- Prerequisites: Digital Applications and Responsibility
- Credits: A two semester course, one credit each semester
- Counts as a Directed Elective or Elective for all diplomas

## **1104—DIGITAL APPLICATIONS AND RESPONSIBILITY: *State Number 4528 (DIG APPS RESP) (formerly Digital Citizenship)***

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

- Recommended Grade Level: Grade 9-12
- Credits: 1 semester/ 1 credit
- Counts as a Directed Elective or Elective for all diploma types
- This course will fulfill the Computer Applications requirement for graduation.

## **1105—DIGITAL APPLICATIONS AND RESPONSIBILITY: ADVANCED** **State Number 4528 (DIG APPS RESP)**

*Digital Applications and Responsibility: Advanced* is a continuation of Digital Applications and Responsibility. Students develop skills related to word processing, spreadsheets, presentations, and communications software. We will do Microsoft Office User Specialist Certification. If 4 of the certifications are passed, the student may qualify for Technical Honors Diploma.

- Recommended Grade Level: 10-12
- Credits: 1 semester/1 credit
- Counts as Directed Elective and Elective for all diploma types
- This course is aligned with postsecondary courses for dual credit.

## **1113—ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE: State** **Number 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
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diploma types

## **1166—INTERACTIVE MEDIA: State Number 5232 (INT MEDIA)**

*Interactive Media* prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the “virtual workplace”.

- Suggested Grade Levels: Grades 10-12
- Credits: A two semester course, one credit per semester.
- Counts as a Directed Elective or Elective for all diploma types

### **1109—INTRODUCTION TO ACCOUNTING: State Number 4524 (INTO ACC) (Accounting I)**

*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.

- Suggested Grade Level: Grade 10-12
- Prerequisites: Algebra I
- Credits: A two semester course, one credit per semester.
- Counts as a Directed Elective or Elective for all diploma types
- Qualifies as a *quantitative reasoning* course

### **1115—INTRODUCTION TO COMPUTER SCIENCE: State Number 4803 (INTO CS)**

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

- Recommended Grade Level: 9, 10
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

### **1117—PERSONAL FINANCIAL RESPONSIBILITY: State Number 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.

- Suggested Grade Level: Grade 9-12
- Credits: 1 semester/1 credit class
- Counts as a Directed Elective or Elective for all diploma types
- Qualifies as a **quantitative reasoning** course

**1116—PRINCIPLES OF BUSINESS MANAGEMENT: State Number 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: Grade 9-12
- Credits: 2 semester course, 1 credit per semester, maximum of 2 credits
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for dual credit.

**1119—PRINCIPLES OF MARKETING: State Number 5914 (PRN MRKT)**

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

- Recommended Grade Level: Grade 11-12
- Credits: 2 semester course, 1 credit per semester, maximum of 2 credits
- Counts as a Directed Elective or Elective for all diploma types

**1118—SPORTS AND ENTERTAINMENT MARKETING: State Number 5984  
(SPRT ENT MRK)**

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

- Recommended Grade Level: Grade 11-12
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Counts as a Directed Elective or Elective for all diploma types

**1151—SUPPLY CHAIN MANAGEMENT AND LOGISTICS: State Number  
5601 (SCM LGST)**

*Supply Chain Management and Logistics* is a study of the basic concepts included in the field of logistics and supply chain management. Topics covered include: supply chain management, customer service, transportation, purchasing, inventory, and warehouse management and introduces students to the various components of logistics. Topics will include logistics systems, supply chain management, order, demand inventory and warehouse management, and the control systems and automated components of logistics systems. The course also focuses on the terminology of supply chain management including the history, integration into the business plan, partnerships, profits and saving potential, sources of supply and other issues concerning supply chain management and operating environment.

- Suggested Grade Level: Grade 11-12
- Credits: A two semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Dual Credit-Ivy Tech

# ENGINEERING AND TECHNOLOGY EDUCATION

## **8571—ADVANCED MANUFACTURING I: State Number 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. This course includes MSSC concepts required to earn MSSC certification.

- Suggested Grade Levels: Grade 11-12
- Prerequisites: Introduction to Advanced Manufacturing
- Credits: A two semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Dual Credit

## **8572—ADVANCED MANUFACTURING II: State Number 5606 (ADV MFTG II)**

*Advanced Manufacturing II* 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.

- Suggested Grade Level: Grade 12
- Prerequisites: Advanced Manufacturing I
- Credits: A two semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Dual Credit
- Qualifies as a *quantitative reasoning* course



## **8511—ARCHITECTURAL DRAFTING AND DESIGN I: State Number 5640 (ARCH DDI)**

*Architectural Drafting and Design I* gives students a basic understanding of the detailing skills commonly used by drafting technicians. Areas of study include: lettering, sketching, proper use of equipment. This course includes the creation and interpretation of commonly used construction documents. Methods of geometric construction, three-dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing. This course also provides students with a basic understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. Students will gain valuable hands-on experience with Auto CAD. They will be expected to complete several projects relating to command topics.

- Suggested Grade Levels: Grade 10-12
- Prerequisites: Mechanical Drafting and Design I
- Credits: A two semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Dual Credit

## **8521—ARCHITECTURAL DRAFTING AND DESIGN II: State Number 5652 (ARCH DDII)**

*Architectural Drafting and Design II* presents a history and survey of architecture and focuses on creative design of buildings in a studio environment. Covers problems of site analysis, facilities programming, space planning, conceptual design, proper use of materials, selection of structure and construction techniques. Develops presentation drawings, and requires oral presentations and critiques. Generation of form and space is addressed through basic architectural theory, related architectural styles, design strategies, and a visual representation of the student's design process. This course will focus on advanced CAD features, including fundamentals of three-dimensional modeling for design. Includes: overview of modeling, graphical manipulation, part structuring, coordinate system, and developing strategy of modeling. Advanced CAD will enable the student to make the transition from 2D drafting to 3D modeling. Various Architectural software packages and applications may be used.

- Suggested Grade Level: Grade 11-12
- Prerequisites: Architectural Drafting and Design I
- Credits: A two semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- Qualifies as a **quantitative reasoning** course

**8542—CIVIL ENGINEERING AND ARCHITECTURE: State Number 5650  
nonPLTW (CIVIL ENG)**

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

- 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, maximum of 2 credits
- Fulfills a Directed Elective or Elective requirement for all diploma types
- Qualifies as a Quantitative Reasoning course

**8522—ENGINEERING DESIGN AND DEVELOPMENT: State Number 5698  
non-PLTW (ENG DES DEV)**

*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 presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous pre-engineering courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in critical thinking and problem-solving skills, time management and teamwork skills, a valuable set for students' future careers. 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

**8588—INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS: State Number 4796 (INT ADV MFTG)**

*Introduction to Advanced Manufacturing and Logistics* focuses on manufacturing systems and their relationship to society, individuals, and the environment. Students 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 investigate the properties of engineered materials and study major types of material processes. After gaining a working knowledge of these materials, students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors.

- Suggested Grade Levels: Grade 9-12
- Credits: A two semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types

**8578—INTRODUCTION TO ENGINEERING DESIGN: State Number 4802 non-PLTW (INT ENG DES)**

*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.

- Suggested Grade Levels: Grade 9-12
- Credits: A two semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with the following Post-Secondary courses for Dual Credit

### **8531—MECHANICAL DRAFTING AND DESIGN I: State Number 4836 (MECH DD I)**

*Mechanical Drafting and Design I* provides students with a basic understanding of the detailing skills commonly used by a drafting technician. Areas of study include: lettering, sketching, proper use of equipment, geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to ANSI standards. This course also provides a basic understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. Students will gain valuable hands-on experience with Auto CAD. They will be expected to complete several projects (increasing in difficulty) relating to command topics. Topics include: 2D drawing commands, coordinate systems, editing commands, paper and model space, inquiry commands, layers, plotting, text, and basic dimensioning.

- Suggested Grade Level: Grade 9-12
- Credits: A two semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Dual Credit with Ivy Tech 101

### **8541—MECHANICAL DRAFTING AND DESIGN II: State Number 4838 (MECH DD II)**

*Mechanical Drafting and Design II* covers working drawings both in detailing and assembly. Presents fastening devices, thread symbols and nomenclature, surface texture symbols, classes of fits, and the use of parts lists, title blocks and revision blocks. This course will also focus on advanced CAD features, including fundamentals of three-dimensional modeling for design. This includes an overview of modeling, graphical manipulation, part structuring, coordinate system, and developing strategy of modeling. Advanced CAD will enable the student to make the transition from 2D drafting to 3D modeling. Students will draw and calculate three dimensional problems. Theory and methods include graphic developments and the relationships between points, lines and planes, curved lines and surfaces, intersections, and development. Computer software and hardware experiences, as they relate to technology students, will be covered.

- Suggested Grade Level: Grade 10-12
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Dual Credit

**8581—PRINCIPLES OF ENGINEERING: State Number 5644 non-PLTW (PRNC ENG)**

*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.

- Suggested Grade Levels: Grade 9-12
- Prerequisites: Introduction to Engineering Design
- Credits: A two semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with the following Post-Secondary courses for Dual Credit
- Qualifies as a **quantitative reasoning** course

**8586—WAREHOUSE OPERATIONS AND MATERIAL HANDLING: State Number 5602 (WOMH)**

*Warehouse Operations and Material Handling* introduces the physical components of finished product handling. The focus is on the methods, mechanical equipment, systems and related controls used to achieve these functions. Topics covered include product receiving, storage methods, order picking, inventory control, lean concepts, packaging, and palletizing. A year-long class, operating and maintaining material handling equipment in a safe and efficient manner in an industrial setting is stressed. The course applies these concepts to develop a work environment that promotes continuous improvement, eliminates waste, reduces operating cost, improves quality, and achieves measurable improvement in customer satisfaction.

- Grade Levels: Grade 11-12
- Credits: A two semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types

## ENGLISH/LANGUAGE ARTS

### **2105—ACCELERATED ENGLISH 9: State Number 1002 (ENG 9)**

*Accelerated English 9* is designed for the student who has an aptitude for or an interest in English or who plans to pursue a four-year liberal arts degree. Accelerated English 9 is a study of grammar, literature, oral communication, and composition as outlined in the English 9 description. Students in Accelerated English 9 are expected to produce more work than students in English 9 and that work must be of a higher quality. These students are to be responsible learners and active participants as the course material is covered more quickly. Students in the accelerated course must meet and maintain all standards as outlined in the Accelerated English 9 application.

- Prerequisite: Approved application with teacher recommendation
- A two semester course, one credit per semester.
- Fulfills an English/Language Arts requirement for all diploma types

### **2115—ACCELERATED ENGLISH 10: State Number 1004 (ENG 10)**

*Accelerated English 10* is designed for the student who has an aptitude for or an interest in English or who plans to pursue a four-year liberal arts degree. Accelerated English 10 is a study of grammar, literature, oral communication, and composition as outlined in the English 10 description. Students in Accelerated English 10 are expected to produce more work than students in English 10 and that work must be of a higher quality. These students are to be responsible learners and active participants as the course material is covered more quickly. Students in the accelerated course must meet and maintain all standards as outlined in the Accelerated English 10 application.

- Prerequisite: English 9, approved application with teacher recommendation
- A two semester course, one credit per semester.
- Fulfills an English/Language Arts requirement for all diploma types

### **2136—ADVANCE COLLEGE PROJECT (ACP) ENGLISH: State Number 1124**

*Indiana University's Advance College Project (ACP)* is a concurrent enrollment program (also referred to as dual credit) that allows qualified students to take college courses for college and high school credit at the same time. ACP courses provide a challenging college-level experience. Each course covers the same content, has the same expectations, and awards the same credits as the course taught on campus at Indiana University. The high school teachers are adjunct faculty who have been approved and trained by the corresponding university departments. IU credit for this course is transferable to many major colleges and universities throughout the United States. (Please see [www.acp.indiana.edu](http://www.acp.indiana.edu))

**2136A—W131 READING, WRITING, AND INQUIRY: State Number 1124 (first semester)**

*W131* is a college course in academic writing that attempts to integrate critical reading, thinking, and writing about phenomena and issues in our culture. Students are asked to discuss in depth and to write about these issues as well as to examine the different analytical frameworks and assumptions of various authors. *W131* aims to show students how the use of sources, agreement and disagreement, and personal response can be made to serve independent, purposeful, and well-supported analytical writing. Students will master the skills of summary, critique, analysis, synthesis, research, and documentation. The course offers instruction and practice in the reading, writing, and critical thinking skills required in college.

- Prerequisite: Students must meet the Indiana University and Tri-County High School Application requirements with teacher recommendation
- A one semester dual credit/concurrent enrollment course
- Students may enroll in this course for both high school (1 credit) and college (3 hours) credit or just high school credit.
- Fulfills an English/Language Arts requirement for all diploma types
- White Grade Scale weighted course

**2136B—L202 LITERARY INTERPRETATION: State Number 1124 (second semester)**

*L202* is a college course that emphasizes a close, contemplative reading of representative literary texts in poetry, drama, fiction, novel, and appropriate nonfiction prose drawn from a range of historical periods. This course will help the student develop the critical skills necessary for interpreting, discussing, and writing about literary texts by familiarizing students with the basic elements of arguing about literature, including issues, claims, evidence, audience, and warrants. Students are expected to participate in thoughtful class discussions and write both shorter critical responses and longer analytical papers. These papers will be developed from students' own careful reading and analysis.

- Prerequisite: *W131* Reading, Writing, and Inquiry plus students must meet the Indiana University and Tri-County High School Application requirements with teacher recommendation
- A one semester dual credit/concurrent enrollment course
- Students may enroll in this course for both high school (1 credit) and college (3 hours) credit or just high school credit.
- Fulfills an English/Language Arts requirement for all diploma types
- White Grade Scale weighted course

## **2200—CREATIVE WRITING: State Number 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. CREATIVE WRITING PROJECT: Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.

- Suggested Grade Level: 10-12
- Prerequisites: English 9
- A one semester course, one credit per semester.
- An elective credit for all diploma types

## **2100—ENGLISH 9: State Number 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.

- Suggested Grade Level: 9
- A two semester course, one credit per semester.
- Fulfills an English/Language Arts requirement for all diploma types

## **2110—ENGLISH 10: State Number 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.

- Suggested Grade Level:10
- Prerequisite: English 9
- A two semester course, one credit per semester.
- Fulfills an English/Language Arts requirement for all diploma types



## **2120—ENGLISH 11: State Number 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.

- Suggested Grade Level: 11
- Prerequisites: English 9 and English 10
- A two semester course, one credit per semester.
- Fulfills an English/Language Arts requirement for all diploma types

## **2145—ENGLISH 11 HONORS: State Number 1006 (ENG 11)**

*English 11 Honors* is designed for the student who has an aptitude for or an interest in English or who plans to pursue a four-year liberal arts degree. English 11 Honors is a study of grammar, literature, oral communication, and composition as outlined in the English 11 description. Students in English 11 Honors are expected to produce more work than students in English 11 and that work must be of a higher quality. These students are to be responsible learners and active participants as the course material is covered more quickly. Students in the academic course must meet and maintain all standards as outlined in the English 11 Honors application.

- Suggested Grade Level: 11
- Prerequisite: English 9 and English, 10 Approved application with teacher recommendation
- A two semester course, one credit per semester.
- Fulfills an English/Language Arts requirement for all diploma types
- Red Grading Scale weighted class

## **2130—ENGLISH 12: State Number 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.

- Suggested Grade Level: 12
- Prerequisites: English 9, English 10, and English 11
- A two semester course, one credit per semester.
- Fulfills an English/Language Arts requirement for all diploma types

## **2215—ETYMOLOGY: State Number 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.

- Suggested Grade Levels: 10-12
- Credits: A one semester course, one credit per semester.
- This course may be used to help students increase their vocabularies as preparation to perform well on the SAT or ACT.

## **2101—LANGUAGE ARTS LAB: State Number 1010 (LANG LAB)**

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

- Recommended Grade Level: Grades 9-12
- Credits: 1-8 elective credits. This course allows for successive semesters of instruction for students who need additional support in any or all aspects of the writing standards.
- Counts as an elective for all diplomas

## **2102—MASS MEDIA: State Number 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.

- Recommended Grade Level: Grades 9-12
- Credits: A one semester course, one credit per semester.
- Counts as an Elective for all diploma types

## **2220—*SPEECH*: State Number 1076 (*SPEECH*)**

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

- Suggested Grade Levels: 9-12
- A one semester course, one credit per semester.
- Fulfills an elective credit for all diploma types

# FAMILY AND CONSUMER SCIENCE

## **4000—ADULT ROLES AND RESPONSIBILITIES: State Number 5330 (ADULTROLES)**

*Adult Roles and Responsibilities* is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of adult roles and responsibilities. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to individual and family life.

- Suggested Grade Level: 10-12
- Credits: A one semester course, one credit per semester
- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses.
- Counts as a Directed Elective or Elective for all diploma types

## **4020—ADVANCED CHILD DEVELOPMENT: State Number 5360 (ADVCHLDDEV)**

*Advanced Child Development* is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 4 through age 8 (grade 3). It builds on the Child Development course, which is a prerequisite. Advanced Child Development includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

- Suggested Grade Levels: 10-12
- Prerequisite: Child Development
- Credits: A one semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types

## **4010—ADVANCED NUTRITION AND WELLNESS: State Number 5340 (ADV NTRN FD)**

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

- Suggested Grade Levels: 10-12
- Prerequisite: Nutrition and Wellness
- Credits: A one semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types

## **4016—CHILD DEVELOPMENT: State Number 5362 (CHLD DEV)**

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

- Suggested Grade Levels: 10-12
- Credits: A one semester course, one credit per semester
- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses
- Counts as a Directed Elective or Elective for all diploma types

**4043—CULINARY ARTS AND HOSPITALITY I: State Number 5440 (CULART HOSP)**

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

- Recommended Grade Level: 11,12
- Recommended Prerequisites: Nutrition and Wellness, Introduction to Culinary Arts & Hospitality
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diploma types

**4044—CULINARY ARTS AND HOSPITALITY II: CULINARY ARTS** *State Number 5346 (CUL HOSP II: CUL ARTS)*

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

- Recommended Grade Level: 12
- Recommended Prerequisites: Culinary Arts and Hospitality Management
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diploma types

**4041—INTRODUCTION TO CULINARY ARTS AND HOSPITALITY:** *State Number 5438 (CULART FND)*

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

light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course.

- Suggested Grade Level: 9, 10
- Prerequisites: Nutrition and Wellness, Advanced Nutrition and Wellness
- Credits: A one or two semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types

## **4026—INTRODUCTION TO FASHION AND TEXTILES: State Number 5380 (FSHNTX)**

*Introduction to Fashion and Textiles* is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design, and production; and consumer skills. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design, aesthetics, criticism, history and production; selection, production, alteration, repair, and maintenance of apparel and textile products; product research, development, and testing; and application of technical tools and equipment utilized in the industry. Direct, concrete mathematics proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

- Suggested Grade Levels: 9-12
- Credits: A one semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types

## **4031—INTRODUCTION TO HOUSING AND INTERIOR DESIGN: State Number 5350 (INT HSINT DES)**

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

- Suggested Grade Level: 10-12
- Credits: A one semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types



#### **4005—NUTRITION AND WELLNESS: State Number 5342 (NTRN WLNS)**

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

- Suggested Grade Level: 9-12
- Credits: A one semester course, one credit per semester.
- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses.
- Counts as a Directed Elective or Elective for all diploma types

#### **4036—PREPARING FOR COLLEGE AND CAREERS: State Number 5394 (PRE CCS)**

*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.

- Suggested Grade Level: 9
- Credits: A one semester course, one credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- This course will fulfill the careers class requirement for graduation.

## FINE ARTS: INSTRUMENTAL MUSIC

### **3900—BEGINNING CONCERT BAND (L): State Number 4160 (BEG BAND)**

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

- Suggested Grade Levels: 9-12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diploma types

### **3935—INSTRUMENTAL ENSEMBLE : State Number 4162**

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

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

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

## FINE ARTS: MUSIC HISTORY

### **3920—MUSIC HISTORY AND APPRECIATION: State Number 4206 (MUS HIST)**

*Music History and Appreciation* is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

- Suggested Grade Levels: 9-12
- Credits: a 1 or 2 semester course for 1 credit each semester. The nature of this course allows for two successive semesters of instruction, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diploma types

## FINE ARTS: THEATRE ARTS

### **3925—THEATRE PRODUCTION (L): State Number 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.

- Suggested Grade Levels: 9-12
- Credits: a 1-semester course for 1 credit. The nature of this course allows for two successive semesters (Theatre Production I and Theatre Production II) of instruction at this level, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diploma types

## FINE ARTS: VISUAL ARTS

### **3181—ADVANCED THREE-DIMENSIONAL ART (L): State Number 4006 (ADV 3D ART)**

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

- Suggested Grade Levels: 9-12
- Prerequisites: Introduction to Three-Dimensional Art (L)
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diploma types

### **3136—ADVANCED TWO-DIMENSIONAL ART (L): State Number 4004 (ADV 2D ART)**

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

- Suggested Grade Levels: 9-12
- Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diploma types

### **3100—CERAMICS I, 3105—CERAMICS II (L): State Number 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.

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

### **3115—DIGITAL DESIGN I/II (L): State Number 4082 (DIG DESIGN)**

*Digital Design* is a course based on the Indiana Academic Standards for Visual Art. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multi-media, digitized imagery, computer animation, and web design. 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.

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

**3180—INTRODUCTION TO THREE-DIMENSIONAL ART (L): State Number 4002 (3D ART)**

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

- Suggested Grade Levels: 9-12
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diploma types

**3135—INTRODUCTION TO TWO-DIMENSIONAL ART (L): State Number 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.

- Suggested Grade Levels: 9-12
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diploma types

## FINE ARTS: VOCAL MUSIC

### **3930—BEGINNING CHORUS (L): State Number 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.

- Suggested Grade Levels: 9-12
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diploma types

# HEALTH AND PHYSICAL EDUCATION

## **4510—ELECTIVE PHYSICAL EDUCATION I/II: (Advanced P.E.) State Number 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 cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; and outdoor pursuits. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness.

- Suggested Grade Levels: 10–12
- Prerequisites: Physical Education I and II
- A two semester course, one credit each semester. A maximum of 6 credits may be earned provided that there is no course or skill level duplication.
- Counts as an Elective for all diploma types
- As a designated laboratory course, 25% of course time must be spent in activity.

## **4521—ELECTIVE PHYSICAL EDUCATION: (Advanced Swimming and Lifeguard Training) State Number 3560 (ELECT PE)**

*Advanced Swimming and Lifeguarding Training* is a well-rounded course that focuses on stroke refinement, fitness swimming, personal water safety, lifelong fitness as well as life saving techniques, skills and knowledge needed to be a professional lifeguard. The course will also allow students an opportunity to earn certification from the American Red Cross in lifeguarding training, first aid, professional rescuer CPR, and AED. This course will permit a student to become a lifeguard and will also allow for re-certification. Ongoing assessment includes both written and performance-based skill evaluation. Required skills include:

- Swim 300 yards continuously demonstrating breath control and rhythmic breathing. Candidates may swim using the front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed.
- Tread water for 2 minutes using only the legs. Candidates should place their hands under the armpits.
- Complete a timed event within 1 minute, 40 seconds. Starting in the water, swim 20 yards. The face may be in or out of the water. Swim goggles are not allowed. Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object. Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath. Candidates should not swim the distance under water. Exit the water without using a ladder or steps.
- Suggested Grade Levels: 10–12, with a minimum enrollment of 10 students
- Prerequisites: Physical Education I and II, must have a final grade of B or higher in both Physical Education I and II, 15 before start date, must be a strong, avid swimmer.
- A one semester, one credit course, offered Semester 2
- Counts as an Elective for all diploma types



**4523—ELECTIVE PHYSICAL EDUCATION: (Lifetime Recreation Sports and Fitness) State Number 3560 (ELECT PE)**

This course will focus on individual and team sports at an advanced level. The course is designed for students who have a strong work ethic and want to compete at a higher level of play. Students will be expected to learn, demonstrate and teach advanced skills and techniques to help enhance their knowledge as well as their peers. The course involves physically demanding elements such as cardiovascular activities, muscular strength, muscular endurance, flexibility, and other skill related fitness components.

Fitness activities that may be included in this course are: P90x, Insanity, T25, and other sports performance drills. Sports that may be included in this course are: Badminton, Table Tennis, Pickleball, Tennis, Volleyball, Floor Hockey, Ultimate, Team Handball, Shuffleboard, Canoeing, and Kayaking. Ongoing assessment includes both written and performance-based skill evaluation.

- Suggested Grade Levels: 10–12
- Prerequisites: Physical Education I and II
- A one semester, one credit course
- Offered: Semester 1
- Counts as an Elective for all diploma types

**4522—ELECTIVE PHYSICAL EDUCATION: (Outdoor Pursuits) State Number 3560 (ELECT PE)**

*Outdoor Pursuits* is a course that will focus on NASP (National Archery in the Schools Program), Scholastic 3D Archery, Canoeing, Kayaking, and Hunter's Education. Students must have a strong work ethic and have a passion for these sports. A possible archery team could be put together for local and state competitions. This course will instill discipline and structure along with improving focus, self-esteem, confidence, and patience. The course will also teach safety and will combine mental and physical attributes.

- Suggested Grade Levels: 10–12
- Prerequisites: Physical Education I and II
- A one semester, one credit course
- Offered: Semester 1
- Counts as an Elective for all diploma types

**4515—ELECTIVE PHYSICAL EDUCATION III/IV: (Weight Training I/II) State Number 3560 (ELECT PE)**

- Suggested Grade Levels: 11–12
- Prerequisites: Physical Education I and II
- A two semester course, one credit each semester. A maximum of 6 credits may be earned provided that there is no course or skill level duplication.
- Counts as an Elective for all diploma types
- As a designated laboratory course, 25% of course time must be spent in activity.

**4520—ELECTIVE PHYSICAL EDUCATION V/VI: (Weight Training III/IV) State Number 3560 (ELECT PE)**

- Suggested Grade Levels: 11–12
- Prerequisites: Physical Education I and II
- A two semester course, one credit each semester. A maximum of 6 credits may be earned provided that there is no course or skill level duplication.
- Counts as an Elective for all diploma types
- As a designated laboratory course, 25% of course time must be spent in activity.

**4570—HEALTH AND WELLNESS EDUCATION: State Number 3506 (HLTH&WELL)**

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

- Suggested Grade Level: 10–12
- Credits: a 1-semester course for 1 credit
- Fulfills the Health & Wellness requirement for all diploma types

**4501—PHYSICAL EDUCATION I (L): State Number 3542 (PHYS ED)**

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

- Suggested Grade Level: 9
- A two semester course, one credit each semester
- Fulfills part of the Physical Education requirement for all diploma types
- As a designated laboratory course, 25% of course time must be spent in activity.

## **4501—PHYSICAL EDUCATION II (L): State Number 3544 (PHYS ED II)**

*Physical Education II* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in four of the following that were not in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; and aquatics, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

- Suggested Grade Level: 9
- A two semester course, one credit each semester
- Fulfills part of the Physical Education requirement for all diploma types
- As a designated laboratory course, 25% of course time must be spent in activity.

# MATHEMATICS

## **6040—ALGEBRA I: State Number 2520 (ALG I)**

*Algebra I* formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Credits: A two semester course, one credit each semester
- Fulfills the Algebra I requirement for all diploma types
- 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

## **6036—ALGEBRA I LAB (formerly Algebra Enrichment) State Number 2516 (ALG I LAB)**

*Algebra I Lab* is a mathematics support course for *Algebra I*. *Algebra I Lab* should be 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.

- Credits: A two credit course, one credit per semester
- Counts an Elective for all diploma types
- 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.

**6050—ALGEBRA II: State Number 2522 (ALG II)**

**6051—ALGEBRA II-Honors: State Number 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. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Prerequisite: Algebra I
- Credits: A two semester course, one credit each semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Algebra II requirement for all diplomas

**6060—CALCULUS AB, ADVANCED PLACEMENT: State Number 2562 (AP CALC AB)**

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

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisite: Pre-Calculus
- Credits: A 2 credit course, 1 credit per semester
- Counts as a Mathematics Course for all diploma types
- Qualifies as a quantitative reasoning course

## **6062—CALCULUS BC, ADVANCED PLACEMENT: State Number 2572 (AP CALC AB)**

*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*.

- 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

## **6037—CCR BRIDGE: MATH READY: State Number 2514 (MATH RDY)**

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

- Recommended Grade Level: Grade 12
- Recommended Prerequisite criteria for placement in the Math Ready course: 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.
- Credits: A 2 credit course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas

## **6063—FINITE MATHEMATICS: State Number 2530 (FINITE)**

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

- Recommended Grade Level: 9, 10, 11, 12  
Recommended Prerequisites: Algebra II
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum. Due to the level of rigor, it is recommended that Finite Mathematics be offered as a 2 semester, 2 credit course.
- Counts as a Mathematics Course for all diplomas

## **6045—GEOMETRY : State Number 2532 (GEOM)**

### **6047—GEOMETRY - Honors : State Number 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 Prerequisite: Algebra I
- Credits: A two credit course, one credit per semester
- Fulfills the Geometry requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

### **6066—MATH 10: State Number 2531 (MTH10)**

*Math 10* is a new two-semester course designed to reinforce and elevate the Algebra 1 and 7th and 8th grade geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra 1 and essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra I or Integrated Math I teacher based on diagnostic results of performance in Algebra I and/or mathematics competency assessments. The standards for this course are aligned to the state standards that students need to master for success with the state's graduation qualifying exam in mathematics and the next level math courses. Emphasis is on a variety of instructional methods designed to meet each student's needs and delivered through competency-based units with frequent pre and post assessment data analyzed to drive instructional design and delivery.

- Recommended Grade Level: 9, 10
- Recommended Prerequisite: Students who have attempted a complete year of Algebra 1
- 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

### **6065--MATHEMATICS LAB: State Number 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*. Instead, schools should offer *Algebra I Lab* to provide students with rigorous support for these courses.

- Credits: A one to eight credit elective course
- Counts as an Elective for all diploma types



## **6057—PRE-CALCULUS: State Number 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 Prerequisite: Algebra II and Geometry
- Credits: A one credit course
- Semester 2
- Counts as a Mathematics Course for all diploma types

## **6058—TRIGONOMETRY: State Number 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 Prerequisite: Algebra II and Geometry
- Credits: A one credit course
- Semester 1
- Counts as a Mathematics Course for all diploma types

# MULTIDISCIPLINARY

## ***HS102—College Life Academic Program:***

The purpose of the College Life Academic Program is to simulate the college schedule with release time the student must learn to manage and to promote more seniors enrolling in the rigorous coursework during final senior year of high school.

In order to be eligible for the College Life Academic Program a student must enter the senior year with at least 36 credits, be in and remain in good standing in academics, attendance and behavior as well as have parent permission. The student must be enrolled in 3 courses from the A list or a combination of two courses from the A list and two courses from the B list.

### **A Courses**

ACP English  
AP Biology  
AP Calculus

### **B Courses**

Anatomy and Physiology  
Chemistry II  
Honors Government  
Honors US History  
Physics  
Trigonometry and Pre-Calculus

Any student who meets the above criteria will be granted one block of release time. The release block may be used at the student's discretion. The student may leave the Tri-County campus or stay in the school building. If the student remains in the building they must go to the Study Lab area.

The student will be monitored on a regular basis. If the student should drop below the grade of C in any course they will be required to stay on campus in the Study Lab until the grade(s) are brought back to a C. If the student should drop a course at the end of the semester they will no longer be eligible for the program and must enroll in 8 classes for their final semester.

## ***HS105—Directed Study (BASIC SKILLS DEVELOPMENT): State Number 0500 (BAS SKLS)***

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

- Credits: One credit per semester up to 8 credits
- Counts as an Elective for all diplomas
- Must have office approval to sign up for class

## ***HS991—EDUCATION PROFESSIONS I: State Number 5408 (ED PROF I)***

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

- Suggested Grade Level: 11-12
- Credits: A two semester course, one credit each semester
- Counts as a Directed Elective or Elective for all diploma types

## ***HS992—EDUCATION PROFESSIONS II: State Number 5404 (ED PROF II)***

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

- Suggested Grade Level: 12
- Prerequisites: Education Professions I
- Credits: A two semester course, one credit each semester
- Counts as a Directed Elective or Elective for all diploma types

# SCIENCE

## **8005—ADVANCED LIFE SCIENCE, ANIMALS (L): State Number 5070 (ALS ANML)**

*Advanced Life Science, Animals:* provides students with opportunities to participate in a variety of activities including laboratory work. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory, fieldwork, leadership development, supervised agricultural experience and the exploration of career opportunities, they will recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, and ecology, historical and current issues in animal agriculture in the area of advanced life science in animals.

- Suggested Grade Levels: 11-12
- Prerequisite Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources, Animal Science, Chemistry and Biology
- A two semester course, one credit per semester
- Fulfills a Core 40 science requirement for all diploma types
- Taught in the Agriculture Department
- Qualifies as a **quantitative reasoning** course

## **8012—ADVANCED LIFE SCIENCE, FOODS (L): State Number 5072 (ALS FOODS)**

*Advanced Life Science, Foods:* provides students with opportunities to participate in a variety of activities which includes laboratory work, leadership development, supervised agricultural experience and exploration of career opportunities. This is a standards-based, interdisciplinary science course that integrates biology, chemistry and microbiology in the context of foods and the global food industry. Students enrolled in this course formulate, design and carry out food-base laboratory and field investigations as an essential course component. Students understand how biology, chemistry and physics principles apply to the composition of foods, the nutrition of foods, food and food product development, food processing, food safety and sanitation, food packaging and food storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics and chemistry in the context of highly advanced industry applications of foods in the area of advanced life science in foods. Participation in FFA or FCCLA encourages development of leadership, communication, community service and career related skills.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Chemistry, Biology, Introduction to Agriculture, Food and Natural Resources, Food Science, Nutrition and Wellness, Advanced Nutrition and Wellness
- Credits: 1 credit per semester, maximum of 2 credits
- Fulfills a Core 40 Science requirement for all diploma types
- Taught in the Agriculture Department
- Qualifies as a **quantitative reasoning** course

**8010—ADVANCED LIFE SCIENCE, PLANTS AND SOILS (L): State Number 5074(ALS PLT/SL)**

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

- Prerequisites: Biology and Chemistry
- A two semester course, one credit per semester
- Fulfills a Core 40 science requirement for all diploma types
- Taught in the Agriculture Department
- Additional academic content standards: <http://www.indianaaged.org/AgEdStandards.htm>

**5000—ANATOMY & PHYSIOLOGY: State Number 5276 (A & P)**

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

- Suggested Grade Levels: 11-12
- Prerequisite: Biology I, Chemistry or ICP
- Credits: A two-semester course, one credit per semester
- Fulfills a Core 40 Science course requirement for all diploma types

## **5015—BIOLOGY ADVANCED PLACEMENT (L): State Number 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.

- 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

## **5005—BIOLOGY I (L): State Number 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.

- Suggested Grade Level: 9-12 (All freshman should take)
- A two semester course, one credit each semester
- Fulfills the Biology requirement for all diploma types

## **5020—CHEMISTRY I (L): State Number 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.

- Suggested Grade Levels: 10-12
- Credits: A two semester course, one credit each semester
- Fulfills the requirement for physical science for all diploma types
- Qualifies as a **quantitative reasoning** course

## **5025—CHEMISTRY II (L): State Number 3066 (CHEM II)**

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

- Suggested Grade Levels: 11-12
- Prerequisite: Chemistry I, Algebra II
- Credits: A two semester course, one credit each semester
- Counts as a Science Course for all diploma types
- Qualifies as a **quantitative reasoning** course

## **5035—EARTH AND SPACE SCIENCE I (L): State Number 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
- Credits: A two credit course
- Fulfills the earth and space science requirement for all diplomas

## **5001—ENVIRONMENTAL SCIENCE (L): State Number 3010 (ENVSCI)**

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

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Two credits in Core 40 and AHD science coursework
- Credits: A two credit course
- Fulfills a Core 40 science (life) course requirement for all diploma types

### **5050—INTEGRATED CHEMISTRY-PHYSICS (L): State Number 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

- Suggested Grade Level: 10
- Prerequisite: Biology I, Algebra I
- Credits: A two semester course, one credit each semester
- Fulfills a Core 40 science (physical) course requirement for all diplomas
- Qualifies as a **quantitative reasoning** course

### **5040—PHYSICS I (L): State Number 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.

- Suggested Grade Levels: 11-12
- Prerequisite: Algebra II
- Credits: A two semester course, one credit each semester
- Fulfills the physical science requirement for the General diploma. Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics for all diploma types
- Qualifies as a **quantitative reasoning** course



# SOCIAL STUDIES

## **7042—CITIZENSHIP AND CIVICS: State Number 1508 (CIVICS)**

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

- Recommended Grade Level: 9-12
- Credits: 1 semester course, 1 credit
- Counts as an Elective for all diplomas

## **7008—CURRENT PROBLEMS, ISSUES, AND EVENTS: State Number 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 studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

- Recommended Grade Level: 9-12
- Credits: 1 semester, 1 credit. Course may be repeated for credit if the content of the course changes.
- Counts as an Elective credit for all diplomas

## **7000—ECONOMICS: State Number 1514 (ECON)**

*Economics* examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, the role of financial institutions, economic stabilization, and trade.

- Recommended Grade Level: Grades 12
- Credits: 1 semester course, 1 credit
- Fulfills the Economics requirement for all diplomas
- Qualifies as a **quantitative reasoning** course

## **7002—ETHNIC STUDIES: State Number 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.

- Recommended Grade Level: 9-12
- Credits: 1 semester course, 1 credit
- Counts as an Elective for all diplomas

## **7015—HONORS UNITED STATES GOVERNMENT: State Number 1540 (US GOVT)**

*The Honors US Government* course will be offered within the regular United States Government classes (not available in the summer school section). Students will have the option of completing additional coursework at honors level. The HONORS work will be in addition to the regular curriculum. Much of the HONORS curriculum will be completed outside regular class times.

Criteria for enrollment:

1. Students must have a 3.0 GPA to enroll in HONORS GOVERNMENT
  2. Participants in HONORS GOVERNMENT will be determined by STUDENT/TEACHER/PARENT signed contract after classes start in the fall
- Suggested Grade Levels: 12
  - Credits: A one semester course, one credit
  - Fulfills the Government requirement for all diploma types
  - Community service hours/project is required
  - Red Grade Scale Weighted Course

## **7025—HONORS UNITED STATES HISTORY: State Number 1574 (HN US HIST)**

Semester I HIST 15100 - American History To 1877: A study of the development of American political, economic, and social institutions from the early explorations and colonial settlements through Reconstruction. Dual credit with Purdue North Central 3 college credits

Semester II [HIST 15200 - United States Since 1877](#): A study of the growth of the United States from 1877 to the present. The new industrialism, agrarian problems, depression, the New Deal, the two world wars, the Cold War, and similar topics are analyzed. Dual credit with Purdue North Central 3 college credits

The course has a chronological frame from discovery of America to the present and focuses on multiple causation and change in United States History over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historic issues in secondary sources

Criteria for enrollment in Honors U.S. History:

1. Students must have a 3.0 GPA to enroll in HONORS US HISTORY
  2. Participants in HONORS US HISTORY will be determined by STUDENT/TEACHER/PARENT signed contract after classes start in the fall
- Suggested Grade Level: 11
  - Credits: A two semester dual credit/concurrent enrollment course
  - Fulfills the US History requirement for all diploma types
  - Red Grade Scale Weighted Course

## **7043—INDIANA STUDIES: State Number 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: 9-12
- Credits: 1 semester course, 1 credit
- Counts as an Elective for all diplomas

### **7035—PSYCHOLOGY : State Number 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.

- Suggested Grade Levels: 11-12
- Credit: A one semester course, one credit each semester.
- Counts as an Elective for all diplomas

### **7040—SOCIOLOGY : State Number 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 will describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students will examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students will also analyze the role of individuals in the community and social problems in today's world.

- Suggested Grade Levels: 11-12
- A one semester course, one credit
- Counts as an Elective for all diploma types

### **7041A--TOPICS IN HISTORY: THE 60's State Number 1538 (TOP HIST)**

*Topics In History* provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. This course is a chronological look at the turbulent events of the decade of the 1960's.

- Recommended Grade Level: Grades 10-12
- Credits: 1 semester course, 1 credit.
- Counts as an Elective for all diploma types

**7044C—TOPICS IN HISTORY: THE HISTORY OF SPORTS** *State Number 1538 (TOP HIST)*

*Topics In History* provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. This course is a chronological look at American History as seen through the events related to the history of American Sports.

- Recommended Grade Level: Grades 10-12
- Credits: 1 semester course, 1 credit.
- Counts as an Elective for all diploma types

**7010—UNITED STATES GOVERNMENT:** *State Number 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 will understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students will examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be examined. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politic, and civic activities and the need for civic and political engagement of citizens in the United States.

- Suggested Grade Level: 12
- Credit: A one semester course, one credit
- Community service hours/project is required
- Fulfills the Government requirement for all diplomas

**7020—UNITED STATES HISTORY:** *State Number 1542 (US HIST)*

*United States History* builds upon concepts developed in previous studies of U.S. History. Students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

- Suggested Grade Level: 11
- A two semester course, one credit each semester
- Fulfills the US History requirement for all diplomas

**7030—WORLD HISTORY AND CIVILIZATION: State Number 1548 (WLD HST/CVL)**

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

- Credits: A two semester course, one credit each semester.
- Fulfills a Social Studies requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

# TRADE AND TECHNICAL EDUCATION

## **GENERAL ADMISSION REQUIREMENTS:**

Admission to the Area Vocational Center will be dependent upon several factors. In general, each student will be expected to have:

1. A sincere interest in Career and Technical Education
2. A permissive academic schedule
3. Proper attitude toward school and work
4. Good health
5. Ability to meet specific requirements of a particular course
6. Completed the 10<sup>TH</sup> grade
7. Proper attitude toward strict class rules and regulations
8. Parental permission and home school counselor recommendation
9. **Student transportation is required**

## ***4100—AUTOMOTIVE SERVICES TECHNOLOGY I: State Number 5510 (AUTO TECH I)***

*Automotive Services Technology I* is a one year course that encompasses the sub topics of the NATEF/ ASE identified areas of Steering & Suspension and Braking Systems. This one year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This one year offering must meet the NATEF program certifications for the two primary areas offered in this course. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. Mathematical skills will be reinforced through precision measuring activities and cost estimation/ calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

- Suggested Grade Level: Grade 11-12
- Complete an application & Instructor Approval
- Credits: 3 credits per semester/two-semester course
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Dual Credit
- 2 blocks daily
- Offered at Twin Lakes

## **4105—AUTOMOTIVE SERVICES TECHNOLOGY II: State Number 5546 (AUTO TECH II)**

*Automotive Services Technology II* is a one year course that encompasses the sub topics of the NATEF/ASE identified areas of Electrical Systems and Engine Performance. This one year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions /differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This one-year offering must meet the NATEF program certifications for the two primary areas offered in this course. Mathematical skills will be reinforced through precision measuring activities and cost estimation/calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

- Suggested Grade Level: Grade 12
- Prerequisites: Automotive Services Technology I
- Credits: 3 credits per semester/two-semester course
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Dual Credit
- 2 blocks daily
- Offered at Twin Lakes

## **4111—CONSTRUCTION TECHNOLOGY I: State Number 5580 (CONST TECH I)**

*Construction Technology I* includes classroom and laboratory experiences covering the formation, installation, maintenance, and repair of buildings, homes, and other structures. This course also covers the use of working drawings and applications from the print to the work. Students will explore the relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching. Elementary aspects of residential design and site work will also be covered. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop the skills needed for layout and construction processes of floor and wall systems from blueprints and professional planning documents. Instruction will be given in the following areas, administrative requirements, definitions, building planning, foundations, wall coverings, roof and ceiling construction, and roof assemblies. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration's Safety & Health Standards for the construction industry.

- Suggested Grade Level: Grade 11-12
- Prerequisites: Introduction to Construction
- Credits: 3 credits per semester/two-semester course
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Dual Credit
- 2 blocks daily
- Offered at Twin Lakes



## **4112—CONSTRUCTION TECHNOLOGY II: State Number 5578 (CONST TECH II)**

*Construction Technology II* builds on the topics covered in Construction Technology I and includes: formation, installation, maintenance, and repair of buildings, homes, and other structures including recent trends in the residential construction industry. Information is presented concerning materials, occupations, and professional organizations within the industry. Students will develop basic knowledge, skills, and awareness of interior trim. This course provides training in installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Students will also develop skills in the finishing of building exteriors. They will also explore skills in the installation of cornices, windows, doors and various types of sidings used in today's market place. Additionally, the course covers design and construction of roof systems and using framing squares for traditional rafter and truss roofing.

- Suggested Grade Level: Grade 12
- Prerequisites: Construction Technology I
- Credits: 3 credits per semester/two-semester course
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Dual Credit
- 2 blocks daily
- Offered at Twin Lakes

## **4116—COSMETOLOGY I: State Number 5802 (CSMTLGY I)**

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

This program provides the student with the basic skills and related knowledge necessary to pass the State Board of Beauty Culture examinations and enter employment as a beautician. This program is a "contracted" program and **the student must travel daily to Lafayette**. Your local school corporation will pay a portion of your tuition to attend these Cosmetology schools

- Suggested Grade Level: 12
- Prerequisite: Vocational application and teacher approval
- Program begins **the summer before** the senior year
- Credits: 3 credits per semester/two-semester course
- 2 blocks daily
- Clock hours set by the State Licensing Board
- Counts as a Directed Elective or Elective for all diploma types

### **4136—CRIMINAL JUSTICE I: State Number 5822 (CRIME I)**

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

- Suggested Grade Level: Grade 11-12
- Prerequisite: Vocational application and teacher approval
- Credits: 3 credits per semester/two-semester course
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Dual Credit
- 2 blocks daily
- Offered at Delphi, North White

### **4137—CRIMINAL JUSTICE II: State Number 5824 (CRIME II)**

*Criminal Justice II* introduces students to concepts and practices in controlling traffic as well as forensic investigation at crime scenes. Students will have opportunities to use mathematical skills in crash reconstruction and analysis activities requiring measurements and performance of speed/acceleration calculations. Additional activities simulating criminal investigations will be used to teach scientific knowledge related to anatomy, biology, and chemistry as well as collection of evidence and search for witnesses, developing and questioning suspects, and protecting the integrity of physical evidence found at the scene and while in transit to a forensic science laboratory. Procedures for the use and control of informants, inquiries keyed to basic leads, and other information-gathering activity and chain of custody procedures will also be reviewed.

- Suggested Grade Level: Grade 11-12
- Prerequisites: Criminal Justice I, Vocational application and teacher approval
- Credits: 3 credits per semester/two-semester course
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Dual Credit
- 2 blocks daily
- Offered at Delphi, North White

## **4121—FIRE AND RESCUE I: State Number 5820 (FIRE RSCU I)**

*Fire and Rescue I*; Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters and emergency services workers help protect the public against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum.

- Suggested Grade Level: Grade 11-12
- Prerequisite: Vocational application and teacher approval
- Credits: 3 credits per semester/two-semester course
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Dual Credit
- Prerequisite: Vocational application and teacher approval
- 2 blocks daily
- Offered at Twin Lakes

## **4122—FIRE AND RESCUE II: State Number 5826 (FIRE RSCU II)**

*Fire and Rescue II*; Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters and emergency services workers help protect the public against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum

- Suggested Grade Level: Grade 12
- Prerequisites: Fire and Rescue I, Vocational application and teacher approval
- Credits: 3 credits per semester/two-semester course
- Counts as a Directed Elective or Elective for all diploma types
- This course is aligned with postsecondary courses for Dual Credit
- 2 blocks daily
- Offered at Twin Lakes

### **4125—HEALTH CAREERS: State Number 5282 (HLTHCARRI)**

*Health Careers I* content includes a core of entry level skills common to one specific health career such as patient nursing care, dental care, animal care, medical laboratory, and public health. Course content includes an introduction to health care systems, anatomy, physiology, and medical terminology. Included are leadership skills developed through membership in the student youth organization, HOSA. During the second semester, instruction is integrated with core entry-level skills. The concept of coping with illness is also introduced. In addition, this course includes work ethics and job seeking skills such as job applications, resumes, and interviews. An in-school laboratory provides hands-on, simulated experiences. The instructor and the students should move from the local school to the actual health care clinical setting for pre-planned, educational experiences which are to be coordinated and evaluated by the school. The pre-planned activities provide an opportunity for the students to apply the knowledge, skills, and attitudes learned in the classroom. Actual instruction and supervision, usually provided on a one-to-one basis, is given by qualified health practitioners in the clinical setting, based on pre-determined specific learning competencies.

- Suggested Grade Level: 12
- A two-semester course, two credits per semester
- 2 blocks daily
- Prerequisites: Vocational application and teacher approval, Biology I, Chemistry I
- Counts as a Directed Elective and Elective for all diploma types
- Offered at Twin Lakes or Rensselaer

### **4130—HEALTH CAREERS: MEDICAL TERMINOLOGY: State Number 5274 (MED TERMS)**

*Medical Terminology* prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings, all taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal or written information in the healthcare industry. Students have the opportunity to acquire skills for accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation for a medical vocabulary including; appropriate and accurate meaning, spelling, and pronunciation of medical terms and abbreviations signs, and symbols.

- Suggested Grade Levels: 11-12
- This course to be taken with Health Careers
- A two-semester course, one credit per semester
- Counts as a Directed Elective and Elective for all diploma types
- Offered at Twin Lakes or Rensselaer

### **4145—VOCATIONAL WELDING: State Number 5776 (WELD TECH I)**

Vocational Welding includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. This course is designed for individuals who intend to make a career as a Welder, Technician, Sales, Designer, Researcher or Engineer. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

### **4146—VOCATIONAL WELDING II: State Number 5778 (WELD TECH II)**

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

- Recommended Grade Level: 12
- Required Prerequisites: Welding Technology 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

# WORLD LANGUAGES

## **2300—SPANISH I: State Number 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.

- Suggested Grade Level: 9-12
- A two semester course, one credit each semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

## **2305—SPANISH II: State Number 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.

- Suggested Grade Levels: 10-12
- A two semester course, one credit each semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

### **2310—SPANISH III: State Number 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.

- Suggested Grade Levels: 11-12
- A two semester course, one credit each semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

### **2315—SPANISH IV: State Number 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.

- Suggested Grade Level: 12
- Prerequisite: Spanish III
- A two semester course, one credit each semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

# APPLIED COURSES

## CTE-BUSINESS, MARKETING AND INFORMATION TECHNOLOGY

### ***AC1100—APPLIED BUSINESS MATH: State Number 4512***

Applied 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 application of money management skills, navigating industry specific technology and apps, establishing and managing budgets, and maintaining inventory for products and other necessary skills that provides the foundation for students interested in careers in business related fields and everyday life. The content includes basic mathematical operations related to accounting, banking and finance, marketing, management, and retail. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

- Recommended Grade Level: 10, 11, 12
- Applied Units: 4 units maximum
- Counts as an Elective for the Certificate of Completion
- Fulfills a Mathematics requirement for the Certificate of Completion
- Qualifies as an applied math course for the Certificate of Completion

### ***AC1101—APPLIED PERSONAL FINANCIAL RESPONSIBILITY: State Number 4540***

Applied Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students Indiana Department of Education High School Course Titles & Descriptions 51 build and apply skills in financial literacy and responsible decision making. Content includes analyzing personal standards, needs, wants, and goals; identify sources of income, and navigating technology for money management. A project based approach and applications through authentic settings such as work based observations, service learning experiences and community based instruction are appropriate. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged.

- Recommended Grave Level: 9,10,11,12
- Applied Units: 2 units maximum
- Counts as an Elective for the Certificate of Completion



## **CTE—FAMILY AND CONSUMER SCIENCES**

### ***AC4000—APPLIED ADULT ROLES AND RESPONSIBILITIES: State Number 5330***

Applied Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project or community based approach that utilizes problem solving skills, communication, leadership, self-determination skills, management processes, and fundamentals to college, career and community membership success. Service learning and other authentic applications are strongly recommended.

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

### ***AC4001—APPLIED INTERPERSONAL RELATIONSHIPS: State Number 5364***

Applied Interpersonal Relationships is an introductory course that is relevant for students interested in careers that involve interacting with people and for everyday life relationships. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, self-determination, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project or community based approach is recommended in order to apply these topics of interpersonal relationships. This course provides a foundation for all careers and everyday life relationships that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, the general public, family and friends.

- Recommended Grade Level: 9, 10, 11, 12 Indiana Department of Education High School Course Titles & Descriptions 78
- Applied Units: 2 units maximum
- Counts as an Employability Requirement or Elective for the Certificate of Completion

## ***AC4002—APPLIED NUTRITION AND WELLNESS: State Number 5342***

Applied Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment. This is a nutrition class that introduces students to only the basics of food preparation so Indiana Department of Education High School Course Titles & Descriptions 80 they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, self-determination, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied.

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

## ***AC4003—APPLIED PREPARING FOR COLLEGE AND CAREERS: State Number 5394***

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

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

## **CTE—WORK BASED LEARNING**

***AC9000—Work Based Learning Capstone, Multiple Pathways: State Number 5974***

***AC9001—Work Based Learning Capstone, Advanced Manufacturing and Engineering: State Number 5975***

***AC9002—Work Based Learning Capstone, Business and Marketing: State Number 5260***

***AC9003—Work Based Learning Capstone, Family and Consumer Sciences: State Number 5480***

***AC9004—Work Based Learning capstone, Health Sciences: State Number 5207***

***AC9005—Work Based Learning Capstone, Trade and Industry: State Number 5892***

Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students' skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

- Grade Level : 11, 12
- Applied Units: 6 units maximum
- Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion

## **AC9006—APPLIED INTERDISCIPLINARY COOPERATIVE EDUCATION (ICE): State Number 5902**

Applied Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations vary by student needs, interests and goals, but include a combination of work-based learning and 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- or site- based, shall be organized and planned around the activities associated with the student's individual job and career objectives; and shall be taught during the same semesters as the student is receiving on-the-job training. Student performance should be monitored to determine progress in (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies. On-the-Job Training is the actual work experience in an occupation in any one of the Indiana College and Career Pathways that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with predetermined training plans and agreements and who assist in evaluating the student's job performance. Students in a ICE placement must be paid in accordance with federal and state student employment and cooperative education laws.

- Recommended Grade Level: 11, 12
- Applied Units: 6 units maximum
- Counts as an Employability Requirement or Elective for the Certificate of Completion

# ENGLISH

## ***AC2100—APPLIED ENGLISH 9: State Number 1002***

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

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

## ***AC2101—APPLIED ENGLISH 10: State Number 1004***

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

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

## ***AC2102—APPLIED ENGLISH 11: State Number 1006***

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

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

## ***AC2103—APPLIED ENGLISH 12: State Number 1008***

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

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

# MATH

## ***AC6000—APPLIED ALGEBRA I: State Number 2520***

Applied Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 4 strands: Numbers Sense, Expressions and Computation; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; and Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of the Algebra content connectors.

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

## ***AC6001—APPLIED ALGEBRA I LAB: State Number 2516***

Applied Algebra I Lab is a mathematics support course. Algebra I Lab should be taken while students are concurrently enrolled in a math course or have met the math requirements for the certificate of completion. This course provides students with additional time to build the foundations necessary for high school math courses and work on specific, individualized math skills, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas align with the critical areas of Math: Number Sense, Computation, Data Analysis, Geometry, Measurement and Algebraic Thinking. Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

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

## ***AC6002—APPLIED GEOMETRY: State Number 2532***

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

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

# MULTIDISCIPLINARY

## ***AC3000—APPLIED BASIC SKILLS DEVELOPMENT: State Number 0500***

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

- Recommended Grade Level: 11, 12
- Applied Units: 8 units maximum
- Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion

## ***AC3001—APPLIED CAREER INFORMATION AND EXPLORATION: State Number 0522***

Applied Career Information and Exploration provides students with opportunities to learn about themselves including interests, strengths and needed supports while exploring various traditional and nontraditional occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as community based instruction, internships, mock interviews, and guest speakers. Portfolio and resume development experience and career-related assessments may also be provided to students.

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



# PHYSICAL EDUCATION

## ***AC4500—APPLIED ELECTIVE PHYSICAL EDUCATION: State Number 3560***

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

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 8 units maximum
- Counts as the Health & Wellness Requirement for the Certificate of Completion

# SCIENCE

## ***AC5000—APPLIED BIOLOGY I: State Number 3024***

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

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

## ***AC5001—APPLIED LIFE SCIENCE: State Number 3030***

Applied Life Science is an introduction to biology course. Students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles. Students explore the functions and processes of cells within all living organisms, general concepts of genetics, and the relationships of living organisms to each other and to the environment as a whole.

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

## ***AC5002—APPLIED PHYSICAL SCIENCE: State Number 3102***

Applied Physical Science is a course in which students develop problem solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related Earth and space science concepts and principles that are related to students' interests and that address everyday problems.

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

## **SOCIAL STUDIES**

### ***AC7000—APPLIED CURRENT PROBLEMS, ISSUES AND EVENTS:*** **State Number 1512**

Applied Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of problems or issues existing in the class, school, community, state, country or world. 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 significance to the student and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

- Applied Units: 2 units maximum
- Counts as an Elective, Employability or Social Studies Requirement for the Certificate of Completion

### ***AC7001—APPLIED GEOGRAPHY AND HISTORY OF THE WORLD:*** State **Number 1570**

Applied Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to apply their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety sources, organizing information by creating graphic representations, analyzing information to understand, determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. Students use the knowledge, tools, and skills obtained from this course in order to understand, analyze, (recommended local course code) Indiana Department of Education High School Course Titles & Descriptions 236 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.

- Applied Units: 4 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

### ***AC7002—APPLIED INDIANA STUDIES:*** State Number 1518

Applied Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. Examination of individual leaders (state or local) and their roles in a democratic society will be included. Student will examine the participation of citizens in the political process to understand their role. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

- Applied Units: 2 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion
- Must be offered at least once per school year