

# PERU HIGH SCHOOL

## Career Majors Academy

### Curriculum & Planning Guide

Grades 9<sup>th</sup>-12<sup>th</sup>

2017-2018



Business & Information Technology

Education & Human Services

Engineering & Technology

Health & Related Science

*Going Above and Beyond for All Students!*

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**SCHOOL COLORS:** Black and Gold

**SCHOOL MASCOT:** Bengal Tiger

**SUPERINTENDENT:** Sam Watkins

**ASSISTANT SUPERINTENDENT:** Kenneth Hanson

**PRINCIPAL:** Jason Cary

**ASSISTANT PRINCIPAL:** Charles Miller

**ATHELETIC DIRECTOR:** Charles Brimbury

**COUNSELORS:** Sarah Graham, *Head of Guidance* (12<sup>th</sup> Grade)  
Caitlin Nieto (9-11<sup>th</sup> Grade, Last Names A-L)  
JJ Burns (9-11<sup>th</sup> Grade, Last Names M-Z)

## VISION STATEMENT

Peru Community Schools is the leader in educational excellence for all students; where parents want to send their children, students want to learn, teachers want to teach, and employees want to work. PCS employs a highly qualified staff, utilizing a diverse, differentiated curriculum that fosters student excellence within an inviting, clean, safe, and technologically-advanced environment. PCS' preparation of college and career-ready students is a catalyst for our economic and community growth.

## MISSION STATEMENT

Educating Students Positively, Compassionately, and Successfully.

## ABOUT PHS

Peru High School is a comprehensive four-year high school serving the secondary educational needs of students in Miami County. The school is one of three high schools in the county and serves the city of Peru and surrounding areas. The current building houses grades 9 through 12, was originally built in 1971.

Peru High School is accredited by the Indiana Department of Public Instruction and the North Central Association of Secondary Schools and Colleges. PHS is a member of the Mid Indiana Conference.

Students may enroll in courses in twelve academic areas. Within each area a wide variety of course offerings attempts to meet the ability and interest levels of all students. Well trained teachers, administrators, counselors, and support personnel attempt to provide the best possible climate for positive learning experiences. A wide variety of clubs, activities, and sports are available for students to choose from to complement their classroom activities.

In keeping with the philosophy of supplying a safe and positive climate for learning, while providing for students with differing needs and abilities, PHS encourages and appreciates patron and community involvement. PHS appreciates positive suggestions which will improve the educational experiences of our students.

## PHS GRADUATION CREDIT REQUIREMENTS

As a PHS student there are additional PHS local credits that are required for Academic Honors, Technical Honors, and Core 40. The credit requirement totals are as follows; *Academic Honors and Technical Honors – 48, Core 40 – 44, General Diploma – 40.*

## STATEMENT ON HIGH SCHOOL CREDITS BELOW GRADE 9 AND CORE 40

For a number of years schools needed a state-approved waiver to grant high school credit for courses taken before students enter Grade 9. The State Board of Education now allows for local determination of when such courses may count as high school credit. Peru Community Schools approved the granting of credits for courses taken before 9th grade, which began with the class of 2003. The purpose, however, of allowing courses taken in middle or junior high school to count as high school credits remains the same as it always has been-to allow students to accumulate more credits rather than to diminish the amount or quality of work that will be completed in Grades 9 through 12. In regard to the CORE 40 program jointly adopted by the State Board of Education and Commission for Higher Education, credits at the middle or junior high school level are supplemental to those required by CORE 40. *As a reminder, the following points should be considered if credit is awarded for a course taken before the student enters Grade 9:*

- Course content must meet the competencies and proficiencies of the corresponding high school requirement.

Corresponding grades are recorded on student transcripts and included in grade point average (GPA).

- College admission officers often look for evidence that students have taken certain classes-mathematics, in particular-in the final years of high school. College-bound students should not end their study of mathematics in their sophomore year. In addition, parents and students should be reminded that there is a direct correlation between SAT and ACT scores and the number of academic courses taken in high school.
- Schools should carefully consider the circumstances under which credit will be awarded for courses taken before students enter Grade 9. The physical, intellectual, social, and emotional maturity of students, as well as course content, should be considered when identifying courses that may be taken for credit below Grade 9.
- Grading policies and practices must be consistent at both the high school and middle school or junior high school levels.
- High school credit courses offered before students enter Grade 9 must satisfy state proficiencies and CORE 40 competencies, where applicable.
- NCAA eligibility rules provide that courses taken before Grade 9 may not be used to satisfy core curriculum require.

### **NCAA ELIGIBILITY RULES**

- According to NCAA rules students must complete the “16 Core-Course Rule.” This rule is defined as follows:
- 4 years of English (8 English credits)

- 3 years of mathematics (6 math credits of Algebra I and above)
- 2 years of natural/physical science (4 credits of science)
- 1 year of additional English, math, or science (2 credits)
- 2 years of social studies (4 social studies credits)
- 4 years of additional courses (8 credits from above areas OR 8 credits of World Language)

At Peru High School a student wanting to be eligible for NCAA Division I must earn 32 credits in the following subject areas: 8 English credits, 8 math credits (Algebra I and higher), 8 science credits, and 8 social studies credits, OR 8 English credits, 6 math credits, 6 science credits, 6 social studies credits, and 6 world language credits. *Again, note that NCAA eligibility rules provide that courses taken before Grade 9 may not be used to satisfy core curriculum requirements for college athletic eligibility.*

### **STATEMENT ON COLLEGE ADMISSIONS**

Colleges may use additional factors to determine who is admitted. Class rank, test scores, essays, and interviews may influence the admissions determination. Within institutions, some degree programs may impose additional requirements. Colleges may also have a special admissions process for those students’ not meeting Specific high school diploma requirements. If a student qualifies for financial need determined by Free Application for Federal Student Aid (FAFSA), high school graduates who complete a Core 40, Core 40 with Technical Honors, or Core 40 with Academic Honors curriculum will be eligible for state grant premiums. All Core 40 diploma types must have a “C” average or better to qualify for State Financial Aid.

**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>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math or quantitative reasoning course each year in high school</i>
<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/Civilization or Geography/History of the World
<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>
<b>Electives*</b>	<b>6 credits</b> <small>(College and Career Pathway courses recommended)</small>

**40 Total State Credits Required**

**CORE40 with Academic Honors** (minimum of 47 credits)

- Complete all requirements for Core 40
- Earn 2 additional Core 40 Math Credits
- Earn 6 - 8 Core 40 world language credits (6 credits in 1 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
- 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 the approved dual credit list,
  - C. Earn a combined score of 1750 or higher on the SAT Math, Critical Reading and Writing sections and a minimum score of 530 on each
  - D. Earn an ACT composite score of 26 or higher & complete the written section.
  - E. Earn 2 of the following:
    1. Minimum of 3 verifiable transcribed college credits from approved dual credit list,
    2. 2 Credits in AP courses and corresponding AP exams

**CORE40 with Technical Honors** (minimum of 47 credits)

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

## Indiana General High School Diploma

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

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

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

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

<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 or Integrated Mathematics 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: Any science course <b>At least one credit must be from a Physical Science or Earth and Space Science course</b>
<b>Social Studies</b>	<b>4 credits</b>
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>College and Career Pathway Courses</b>	<b>6 credits</b>
Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	
<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>• Courses involving workplace learning such as Cooperative Education or Internship courses</li> <li>• High school/college dual credit courses</li> <li>• Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts</li> </ul>
<b>Electives</b>	<b>6 credits</b>
	Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

### 40 Total State Credits Required

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

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# PHS HONORS DIPLOMA AND WEIGHTED GRADES

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## PHS HONORS DIPLOMA REQUIREMENTS:

- Honors students are required to take the highest level of Math and English offered per grade level and course sequence.
- Honors students are required, by state mandate, to maintain a C or higher in every class applying towards the honors diploma.
- Honors students are encouraged to proceed in the math sequence through Calculus AB. Should a student opt out of Calculus AB, the honors student must choose either Probability and Statistics or an AP course in its place.
- Honors students proceeding through the math sequence are also encouraged to take Calculus BC. Should a student opt out of Calculus BC, the honors student must take a quantitative reasoning course in its place.
- During their senior year, honors students must choose between W131/L202 and English 111/112 as their senior Honors English class.
- Honors students must meet all other state honors diploma requirements.

## PHS WEIGHTED GRADE PROCEDURES:

- All PHS dual credit and AP courses are weighted. Heartland courses are weighted when a verified dual credit from an approved college/university is possible.
- Student GPA points are increased by two points to reflect the weighted grade.
- Students taking a PHS dual credit or AP course, who earn a C or higher in the course and pass the Accuplacer, have the potential to earn a dual credit. The weight of the GPA points will still apply.
- A full listing of PHS dual credit approved courses can be found in the curriculum guide.
- As new courses are dual credit approved, and a memorandum of understanding is signed with a college/university, courses will be weighted to reflect this agreement starting with the current class and year. Courses will not be back weighted.
- Biology I is unique as we only have one teacher certified in dual credits. A weighted grade is given only when dual credit is earned.
- Spanish III and IV grades are weighted. Dual credit is earned for Spanish I and II once Spanish III is completed. Dual credit is earned for Spanish IV when Spanish III is completed.
- Post-Secondary Institutions have the final decision regarding whether or not a dual credit is awarded.

# ART

## SCOPE & SEQUENCE

9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Ceramics I Introduction/Advanced to 2-D Art	Ceramics I Sculpture I Introduction/Advanced to 2-D Art	Ceramics I Sculpture I Introduction/Advanced to 2-D Art	Ceramics I Sculpture I Introduction/Advanced to 2-D Art
<b>The courses below this box cannot be taken until Introduction to 2D/Adv. 2D is completed with a grade of B- or better. Ceramics II, III, IV cannot be taken until completion of Ceramics I.</b>			
Ceramics II	Drawing I Drawing II Advanced 2-D Art II & III Painting I Painting II Ceramics II, III, IV	Drawing I Drawing II Advanced 2-D Art II & III Painting I Painting II Drawing III Drawing IV Ceramics II, III, IV	Drawing I Drawing II Advanced 2-D Art II & III Painting I Painting II Drawing III Drawing IV Ceramics II, III, IV AP Studio Art (Drawing, 2D, & 3D)

### INTRODUCTION TO 2 DIMENSIONAL ART/ADVANCED 2 DIMENSIONAL ART 1 (LAB)

- Grades 9-12
- 2 Credits
- 2 Semesters
- Core 40, THD & AHD elective

Students taking Introduction to Two Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.

Introduction to Two Dimensional Art is the first of the Peru High School Art program. However, a student must have an interest and an open mind in Visual Art. This class will touch base on a wide variety of media. The first term is an introduction to drawing and shading using various materials such as pencil, color pencil, pen and ink, and pastels. The elements of composition and design are studied along with

the basic principles of perspective. Watercolor and acrylic paints will be used as an introduction to the painting medium. Overall, this class is designed to introduce the multimedia world of Visual Art to the student so he/she will have an understanding and appreciation for the field.

Students taking Advanced Two Dimensional Art I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The prerequisite for this class is passing Introduction To Two (2) Dimensional Art with at least a "C+" average. Advanced Two Dimensional Art is the second course in the high school art curriculum leading to a minor or major in art. The course begins by reviewing basic art techniques and further experimenting with drawing and painting.

Students do both real and imaginary works in a variety of media. There is also further experimentation with figure drawing and portraiture. Possible art careers are explored along with the requirements regarding education, training, and experience a person would be expected to have. An introduction to painting completes the second semester.

### **ADVANCED 2 DIMENSIONAL ART II AND III (LAB)**

- Grades 10-12
- 2 Credits
- 2 Semesters
- Core 40, THD & AHD elective

Students taking Advanced to Two Dimensional Art II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The prerequisite for this class is passing Advanced 2D with at least a C+ average.

### **DRAWING I (LAB)**

- Grades 10-12
- 1 Credit
- 1 Semester
- Core 40, THD & AHD elective
- Must pass Accuplacer exam prior to taking course

Students taking Drawing I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The prerequisite for this class is passing Introduction to Two Dimensional Art with at least a "B-" average. Drawing I is the next course offered in the Art curriculum for the students who found their interest in the drawing. The class work will begin with a review of the techniques learned in Introduction to Art. Drawing I work will work towards personalized techniques, life drawing, and more aesthetic aspects in the field of drawing. All students will have sketchbooks.

### **DRAWING II, III, IV (LAB) (DRAWING II/ARTS 100/IVY TECH)**

- Grades 10-12
- 1 Credit
- 1 Semester
- Core 40, THD & AHD elective
- **Dual Credit: Ivy Tech** (only Drawing II)
- Must pass Accuplacer exam prior to taking course

Students taking Drawing II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The prerequisite for Drawing II is passing Drawing I with at least a "B" average. Drawing II is the second part of the Drawing series. The class will do a variety of projects to stimulate the imagination and the creative side of art. Life drawing will be stressed and sketchbooks will be required.

### **SCULPTURE I (LAB)**

- Grades 10-12
- 1 Credit
- 1 Semester
- Core 40, THD & AHD elective

Students taking Sculpture I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. An introduction to 3-D will start the basic elements of projection drawing, designing elements, and studying of texture to a piece of work. Some of the materials that will be used are plaster, clay for ceramics, and "found objects." This class will work with a wide variety of materials to create aesthetically pleasing 3-D work.

### **CERAMICS I (LAB)**

- Grades 9-12
- 1 Credit
- 1 Semester
- Core 40, THD & AHD Elective

Students taking Ceramics I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. No prerequisite. This class is offered to students who have an interest in the world of ceramics. Students will hand build a wide variety of ceramic vessels using, but limited to coil, slab, and wheel techniques.

### **CERAMICS II (LAB)**

- Grades 9-12
- 1 Credit
- 1 Semester
- Core 40, THD & AHD Elective

Students taking Ceramics II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The prerequisite to this class is passing the Ceramics I with at least a B average. This class is designed for the serious ceramicist. We will be working more on the wheel and lid based ceramics.

### **CERAMICS III (LAB)**

- Grades 10-12
- 1 Credit
- 1 Semester
- Core 40, THD & AHD Elective

Students taking Ceramics III engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The prerequisite for this class is at least an A- average in ceramics II or department chair approval. This course will cover, but not be limited to coil, slab, wheel thrown, and relief ceramic pieces. An emphasis will be placed on producing work that will help

the student become a well-rounded Ceramicist. The student will become familiar with the loading, unloading, and firing of the kiln. The students will work with a variety of firing techniques.

### **CERAMICS IV (LAB)**

- Grades 10-12
- 1 Credit
- 1 Semester
- Core 40, THD & AHD Elective

Students taking Ceramics IV engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The prerequisite for this class is at least an A- average in Ceramics III or department chair approval. This course is specifically designed for those students who are serious about ceramics and have the self-discipline to work on their own and have the knowledge to fire their own kiln.

### **PAINTING I (LAB)**

- Grades 10-12
- 1 Credit
- 1 Semester
- Core 40, THD & AHD Elective

Students taking Painting I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The prerequisite for this class is passing Intro to 2-D art with at least a B- average. We will be working with, but limited to, acrylic, watercolor, oil, and mixed media.

### **PAINTING II (LAB)**

- Grades 10-12
- 1 Credit
- 1 Semester
- Core 40, THD & AHD elective

Students taking Painting II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.

The prerequisite to this class is passing Painting I with at least a B average. This class will be working on the stretching of canvas, stuffed painting, as well as different periods of art (student driven).

### **PHOTOGRAPHY (LAB)/PHOT 104/IVY TECH**

- Grades 10-12
- 1 Credit
- 1 Semester
- Core 40, THD & AHD Elective
- **Dual Credit: Ivy Tech**

Prerequisite: Intro to Two-Dimensional Art) Photography is a course on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, and aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and video utilizing a variety of digital tools and dark room process. 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 presentation skills. Students utilize the resources of art museums, galleries, and studios and identify art-related careers.

### **AP STUDIO ART (2D DESIGN PORTFOLIO)**

- Grade 12
- 1 Credit
- 1 Semester
- Core 40, THD & AHD Elective

Students taking Studio Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students must have written permission from the department to take this class. The course will cover, but not be limited to, a wide range of media. An emphasis will be placed on producing work that will help the student

complete their art portfolio for college admissions. These students will have individual lessons and extremely high goals and objectives as determined by the Indiana Academic Standards.

### **AP STUDIO ART (3D DESIGN PORTFOLIO)**

- Grade 12
- 1 Credit
- 1 Semester
- Core 40, THD & AHD Elective

Students taking Studio Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students must have written permission from the department to take this class. The course will cover, but not be limited to, a wide range of media. An emphasis will be placed on producing work that will help the student complete their art portfolio for college admissions. These students will have individual lessons and extremely high goals and objectives as determined by the Indiana Academic Standards.

### **AP STUDIO ART (DRAWING)**

- Grade 12
- 1 Credit
- 1 Semester
- Core 40, THD & AHD Elective

Students taking Studio Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students must have written permission from the department to take this class. The course will cover, but not be limited to, a wide range of media. An emphasis will be placed on producing work that will help the student complete their art portfolio for college admissions. These students will have individual lessons and extremely high goals and objectives as determined by the Indiana Academic Standard.

# BUSINESS

## SCOPE & SEQUENCE

9 <sup>TH</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Personal Financial Responsibility	Personal Financial Responsibility	Personal Financial Responsibility	Personal Financial Responsibility
Intro to Business	Intro to Business	Web Design	Web Design
Preparing for College/Careers	Web Design	Computer Science I (Dual Credit)	Computer Science I (Dual Credit)
	Information, Communication and Technology (Dual Credit)	Information, Communication and Technology (Dual Credit)	Computer Science II (Dual Credit)
	Intro to Accounting I	Intro to Accounting I	Information, Communication and Technology (Dual Credit)
	Business Math	Advanced Accounting	Intro to Accounting I
	Principles of Business Management	Business Math	Advanced Accounting
	Principles of Marketing	Principles of Business Management	Business Math
	Technical Business Communication	Principles of Marketing	Principles of Business Management
		Technical Business Communication	Principles of Marketing
		Work Based Learning-MULT PATH**	Technical Business Communication
		Work Based Learning-BUS MKT*	Global Economics
		Entrepreneurship and New Ventures	Work Based Learning-MULT PATH**
		Interactive Media	Work Based Learning-BUS MKT*
		<b>**Must be accepted into Internship program</b>	Entrepreneurship and New Ventures
		<b>*By Teacher Request Only</b>	Interactive Media
			<b>**Must be accepted into Internship program</b>
			<b>*By Teacher Request Only</b>

## INTRO TO ACCOUNTING

- Grades 10-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisites: None
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course

*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.

## ADVANCED ACCOUNTING

- Grades 11-12
- 2 Credits
- 2 Semesters
- Required Prerequisite: Introduction to Accounting
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

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. Students are required to take Introduction to Accounting prior to enrollment in this course.

## COMPUTER SCIENCE I/SDEV 120/IVY TECH

- Grades 11-12
- 1-2 Credits
- 1-2 Semesters
- Recommended Prerequisites: Information Communications and Technology and Algebra I
- Maximum of 2 Semesters, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course
- **Dual Credit: Ivy Tech**

Introduces the student to algorithms, logic development and flowcharting as tools used to document computer logic. Students will study math concepts and the importance to computer development. Included areas of study are base numbering systems, truth tables, logic and relational operators. Other concepts covered are order of precedence, decision trees, security, different types of language approaches, and scripting. Students will practice skills such as listening, team building, work ethic, communications, documentation, and adaptability. Concepts will be demonstrated using basic scripting and simple programming code.

## COMPUTER SCIENCE II/PROGRAMMING/SDEV 140/IVY TECH

- Grades 11-12
- 1-2 Credits
- 1-2 Semesters
- Recommended Prerequisites: Computer Science I, Information Communications and Technology and Algebra I
- Maximum of 2 Semesters, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course
- **Dual Credit: Ivy Tech**

Introduces students to concepts and practices of programming languages and software development. Students are introduced to algorithms and development tools used to document/implement computer logic. Discusses the history of software development, the different types of programming such as real time processing, web/database applications, and different program development environments. Students are introduced to structured programming concepts such as basic control structures, variables, constants, arrays, procedures and functions; and advanced concepts such as lists, records, sorts and searches. Students are introduced to object-oriented software development. Concepts will be applied using different programming languages, and students will develop and test working programs in an integrated system. Students will practice skills such as team building, work ethic, communication, documentation, and adaptability.

### **BUSINESS MATH**

- Grades 10-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisite: Algebra I
- Fulfills a Mathematics requirement for the General Diploma only or counts as an Elective or Directed Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course

*Business Math* is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting,

banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

### **GLOBAL ECONOMICS**

- Grades 12
- 1 Credit, maximum of 2
- 1 Semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- May fulfill up to one graduation credit of the Economics requirement
- Qualifies as a Quantitative Reasoning course

*Global Economics* is a business course that provides students with an understanding of their role as consumers and producers in domestic and global economies. This course enables students to understand how the economic system operates while comprehending their role in that system. Students deal with public policy, international economics, microeconomics, and macroeconomics in comparing economic systems and using selected economic measures. Instructional strategies may include development of a school-based enterprise, case studies, field trips, guest speakers, job shadowing, simulations, Internet research, and business experiences.

### **DIGITAL APPLICATIONS AND RESPONSIBILITY (DIGITAL CITIZENSHIP)**

- Grades 10-12
- 1-2 Credits
- 1-2 Semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Information Communications and Technology* introduces students to the physical components and operation of computers. Technology is used to build students decision-making and problem-

solving skills. Students should be given the opportunity to seek an industry-recognized digital literacy certification.

### **INTERACTIVE MEDIA**

- Grades 11-12
- 2 Credits
- 2 Semesters
- Required Prerequisites: Digital Applications and Responsibility
- Recommended Prerequisites: Introduction to Communications
- Counts as a Directed Elective or Elective for all diplomas

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”.

### **INTRODUCTION TO BUSINESS**

- Grades 9-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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

plays in economic, social, and political environments.

### **PERSONAL FINANCIAL RESPONSIBILITY**

- Grades 9-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*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.

### **PREPARING FOR COLLEGE AND CAREERS**

(Freshman Requirement)

- Grade 9
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma

*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.

### **PRINCIPLES OF BUSINESS MANAGEMENT**

- Grades 10-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Principles of 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.

### **PRINCIPLES OF MARKETING**

- Grades 10-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Principles of 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.

### **WORK BASED LEARNING – MULT PATH CAPSTONE**

- Grades 11-12
- 2-3 credits semester, maximum of 6 credits
- 1-2 Semesters
- Required Prerequisites: Preparing for College and Careers; 4 credits of introductory and advanced courses related to a student's pathway
- A minimum of 70 hours of workplace experience and a minimum of 15 hours of workshops, seminars, and/or classroom activities is required for one credit
- A minimum of 140 hours of workplace experience and a minimum of 30 hours of workshops, seminars, and/or classroom activities is required for two credits
- Internship placement must match College and Career Plan
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and
- Core 40 with Technical Honors diplomas

Work Based Learning 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 students' skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating achievement and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course. In the stand-alone WBL courses, students have the opportunity to apply the

concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Therefore, at least two courses in a student's pathway would be prerequisite to the student enrolling in the stand-alone WBL courses. There are several models of Work Based Learning. A school may choose to use a single model or differentiate instruction by using multiple models depending on a student's pathway and career objectives. The models are:

*Apprenticeship, Cooperative, Internship, School Based Enterprise, Service Learning Based.*

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

### **WORK BASED LEARNING – BUS MKT CAPSTONE**

- Grades 11-12
- 1 Credit
- 1 Semester
- Teacher Nominated
- Counts as an Elective for all diplomas

The course in Career Information and Exploration provides students opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) decision making and planning. Opportunities are provided for students to observe various job situations through field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students. (Students must maintain a clean discipline record)

### **ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE**

- Grades 11-12
- 1-3 Credits, maximum of 6
- Recommended Prerequisites: Principles of Business Management or Principles of Marketing
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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.

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.

Application of Content and Multiple Hour Offerings Intensive laboratory applications are a component of this course and may be either school based or work based or a combination of the two. Work-based learning experiences should be in a closely related industry setting. Instructors shall have a standards-based training plan for students participating in work-based learning experiences. When a course is offered for multiple hours per semester, the amount of laboratory application or work-based learning needs to be increased proportionally.

Career and Technical Student Organizations (CTSOs) Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in Business Professional of America, DECA, or Future Business Leaders of America, the CTSOs for this area.

### **TECHNICAL/BUSINESS COMMUNICATION**

- Grades 10-12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: Computer Applications
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- May fulfill up to two graduation credits of the English/Language Arts requirement

*Technical/Business Communication* is a business course that provides students with the communication and problem-solving skills to function effectively in the workplace. Areas of study include written/oral/visual communication, listening, informational reading, Internet research/analysis, and electronic communication. Concepts addressed will include adapting communication to the situation, purpose, and audience. Students produce documents related to employee handbooks, instructional manuals, employment communication, organizational communication, business reports, and social and professional situations using word processing, presentation, multimedia, and desktop publishing software. Instructional strategies should include team projects, class or small group discussions, case studies or scenarios, community-based projects, technology, and business experiences.

### **WEB DESIGN**

- Grades 10-12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: IT Essentials or Introduction to Communications
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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

### **JAG**

- Grades 11-12
- 1-2 Credits
- 1-2 Semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

JAG is committed to helping students with graduating from high school, pursuing a college education and/or entering the career field. JAG develops future leaders for families, employers, communities, states and the nation. Curriculum includes: employability skills, guest speakers, internships, business trips, college visits, and career/college exploration. **Must be approved by JAG Specialist to enroll in the course.**

# ENGLISH/LANGUAGE ARTS

## SCOPE & SEQUENCE

9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
English 9 English 9 Honors <b>ELECTIVES</b> Intro to Journalism Speech Technical Theater Theater Arts	English 10 English 10 Honors <b>ELECTIVES</b> Intro to Journalism Newspaper Production Yearbook Production Etymology Speech Technical Theater Theater Arts	English 11 English 11 Honors <b>ELECTIVES</b> Intro to Journalism Newspaper Production Yearbook Production Etymology Speech Creative Writing Technical Theater Theater Arts	English 12 English 12 Honors /W131/L202 (Dual Credit) English 12 Honors 111/112 (Dual Credit) <b>ELECTIVES</b> Newspaper Production Yearbook Production Etymology Speech Creative Writing Technical Theater Theater Arts

### ENGLISH 9

- Grade 9
- 2 Credits
- 2 Semesters
- Credits: 2 credits, a two-term course with 1 credit per term
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*English 9*, an integrated English course based on *Indiana's Academic Standards for English/Language Arts in Grade 9* and the *Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis,

comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

## ENGLISH 9 - HONORS

- Grade 9
- 2 Credits
- 2 Semesters
- Core 40 & THD option, AHD requirement

Going beyond the minimums established in English 9, English 9-Honors students would cover the same material in greater depth and with additional, more challenging material. This is an integrated course in English covering reading, writing, speaking, listening, and thinking aspects of English simultaneously. With the class intended for college entrance, gifted, and other advanced students interested in more difficult work, pupils are selected on the basis of academic rating, educational plans, counselor conferences and teacher recommendations. No student will be allowed to continue to the 2nd term of the course without passing the first term of the course.

## ENGLISH 10

- Grade 10
- 2 Credits
- 2 Semesters
- 3rd Term may be required pending teacher recommendation
- Recommended Prerequisites: English 9 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*English 10*, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 10 and the *Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for

Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

## ENGLISH 10 - HONORS

- Grade 10
- 2 Credits
- 2 Semesters
- Core 40 & THD option, AHD requirement

For students of high ability and/or interest in English, English 10-Honors goes beyond what students study in English 10, stressing a more in-depth analysis of the works. The structure of English 10-Honors emphasizes reading, writing, speaking, listening, and thinking. Selections include novels, essays, short stories, poems, and plays. Tests and projects emphasize writing in response to the literature. More thorough comprehension and more sophisticated writing responses are expected of the students in English 10-Honors. Admission to this class follows English 9-Honors with a grade of a C or better, or the permission of a counselor and the English Department Chairperson.

## SPEECH

- Grades 9-12
- 1 or 2 Credits
- 1 or 2 Semesters
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*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.

### **ENGLISH 11**

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

*English 11*, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 11 and the *Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

### **ENGLISH 11 - HONORS**

- Grade 11
- 2 Credits
- 2 Semesters
- Core 40 and THD option, AHD requirement

English 11-Honors is a continuation of English 9-Honors and English 10-Honors. This class emphasizes the relationship between events occurring at a particular time and the writings of that particular time. Longer outside reading assignments, especially novels from the earlier years in American literature as well as contemporary and modern works of American authors, are stressed and compositions based on reading are frequently assigned. Considerable emphasis is placed on different kinds of writing, with frequent rewriting assignments aimed at helping the student to evaluate and improve writing skills. English 11-Honors includes a review of grammar fundamentals as well as advanced grammar and writing procedures. No student will be allowed to continue to the 2nd term of the course without passing the first term of the course. Admission to this class follows English 10-Honors with a grade of a C or better, or the permission of a counselor and the English Department chairman.

### **ENGLISH 12**

- Grade 12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*English 12*, an integrated English course based on *Indiana's Academic Standards for English/Language Arts for Grade 12* and the *Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral

communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information

### **ENGLISH 12 HONORS/W131/ LITERACY INTERPRETATION/ ENG L202/ INDIANA UNIVERSITY**

- Grade 12
- 2 Credits
- 2 Semesters
- Core 40 & THD option, AHD requirement
- **Dual Credit: Indiana University**

English 12 Honors/ W131 is a required, two-term course for those students who desire the Academic Honors Diploma. The purpose of this course is to prepare students for the rigor of college writing. It offers instruction and practice in the critical reading and writing skills required for college-level work, with an emphasis on written assignments that call for summary, critique, analysis, and arguments based on sources. The focus of the course is on writing from multiple sources to analyze an issue and argue a position. Skills include evaluating sources of information, summarizing sources, adopting a thoughtful position, advancing a clear thesis, and supporting one's views with evidence. The focus is on scholarly investigation of sources, critical reading, specific writing strategies, skills, and fluency. Each unit will include preliminary class work and assignments leading to major writing assignments to conclude each unit. Acceptance into English 12

Honors requires students to be on track to earn an academic honors diploma. In addition, for those desiring to earn dual credit from Indiana University, students must do all of the following: A) have met all English grade requirements for the academic honors diploma; B) have a minimum of a 2.7 on a 4.0 scale; C) fill out the application for the dual credit; D) pay the fee.

*English L202* is designed to develop critical skills essential to participation in the interpretive process. Through class discussion and focused writing assignments, introduces the premises and motives of literary analysis and critical methods associated with historical, generic, and/or cultural concerns.

### **ENGLISH 12 HONORS/ENGLISH 111/ ENGLISH 112/ IVY TECH**

- Grade 12
- 2 Credits
- 2 Semesters
- Core 40 & THD option, AHD requirement
- **Dual Credit: Ivy Tech**

The main purpose of English 12 Honors/IVY Tech is to introduce students to the conventions of academic writing and critical thinking and to enhance the writing and communication skills of college-bound students through various college-level readings and writings. Topics for writing will be developed from reading about and discussing in-depth issues from different disciplinary fields and among the general public. Students will also work with readings that stretch them intellectually; readings may be challenging or may be in genres with which they are less familiar. While English 101 Honors is a primarily a writing course, it is also a course in rhetorical reading. Students learn how to engage with a variety of texts, how to understand a writer's argument, and how to actively critique and respond to the ideas of others. English 101 Honors will create the conditions that allow students to gain confidence as they discover what they think through writing, helping them

see that this process can be used in any subject, any discipline, and almost any situation that demands thought.

### **CREATIVE WRITING**

- Grades 11-12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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

### **ETYMOLOGY**

- Grades 10-12
- 1 Credit
- 1 Semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Etymology, a language studies course based on Indiana's Academic Standards for English/Language Arts and the Common Core State 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, Romance Languages*). Students analyze meanings of English words by examining roots, prefixes, 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.

### **INTRO TO JOURNALISM**

- Grades 9-11
- 1 Credit
- 1 Semester

The basic course in the publications division of the English Department is Introduction to Journalism. This class is open to freshman through juniors and is the prerequisite for taking Newspaper Production, and/or Yearbook Production. Students should have at least a "B" average in English and have strong writing skills. Enrollment will be limited. Students should have strong verbal communication skills because they will be required to do formal interviewing. They will have to interview adults in the community, faculty members, and students. They should be able to get along with others since a lot of group work is required. Typing is strongly recommended for students interested in publications work since students will be required to type all major stories. Students will only be allowed to join a production staff if they maintain a B average in Introduction to Journalism and have permission of the instructor.

## NEWSPAPER PRODUCTION

- Grade 10-12
- 1-2 Credits
- 1–2 Semesters

Journalism/News Production is an elective course open to sophomores, juniors, and seniors. (Freshmen may be accepted after completing Introduction to Journalism. This depends on enrollment numbers). Enrollment will be limited. One term of Introduction to Journalism with a "B" average and/or the permission of the instructor are necessary. Students may be required to work before or after school, during SRT, in the evenings, and/or on the weekends. The purpose of the course is to acquaint staff members with the various aspects of newspaper journalism while they put together a bi-monthly newspaper, The Peruvian. Stressing the practical aspects of journalism, staff members learn the process of handling each story from the assignment sheet, the interview, the writing, the editing, the headline writing, and the page make-up. Work includes writing of news stories, in-depth stories, columns, reviews, features, sports stories, and editorials; editing, headline writing, page make-up, and photography. Students are required to type in all stories. Students will also be learning about effective design for newspapers. They will be designing layouts using page design software. Students will also be taking digital pictures. While the actual publication of the newspaper is the obvious purpose of the course, staff members should also learn writing style, the importance of correct grammar, the importance of teamwork, and the pride necessary to put out a superior final product. The course may be repeated with permission of the instructor. Editors will be enrolled in this course for three (3) terms.

## YEARBOOK PRODUCTION

- Grades 10-12
- 1-2 Credits
- 1-2 Semesters

Journalism/Yearbook Production is an elective course open to sophomores, juniors, and seniors. (Freshmen may be accepted after completing Introduction to Journalism. This depends on the enrollment numbers.) One term of Introduction to Journalism with a "B" average and/or the permission of the instructor are necessary. Enrollment will be limited. Students may be required to work before or after school, during SRT, in the evenings, and/or on the weekends. The purpose of this course is to acquaint staff members with the various aspects of magazine journalism while they put together the school yearbook, The Narcissus. Stressing the practical aspects of journalism, staff members learn the process of handling each story from the assignment sheet, the interview, the writing, the editing, the headline writing, and the page make-up. Work includes theme development, page layout, copy, caption, and headline writing, picture planning, advertising, and all other work involved in the yearbook publication. Students will also be learning about effective design for yearbook. They will be designing layouts on page design software. Students will also be taking digital pictures and scanning pictures. They may be using a digital camera. While the actual publication of the yearbook is the obvious purpose of the course, staff members should also learn writing style, the importance of correct grammar, the importance of teamwork, and the pride necessary to put out a superior final product. The course may be repeated with permission of the instructor. Editors will be enrolled in this course for three (3) terms.

## TECHNICAL THEATRE

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

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

## THEATRE ARTS

- Grades 9-12
- 1-2 Credits
- 1-2 Semesters
- Credits: a 1-semester course for 1 credit. The nature of this course allows for two successive semesters (Theatre Arts I and Theatre Arts II) of instruction at this level, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

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

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

## LANGUAGE ARTS LAB

- Grades 10-12
- 1 Credit
- 1 Semester

Students who fail the verbal (or English) portion of the ECA exam, or are 10th graders needing an additional semester of English 10 to prepare for the ECA, are offered the opportunity to enroll in remediation. If a student also failed the math section, he/she will split each class working on math  $\frac{1}{2}$  of the time and English the other  $\frac{1}{2}$ . Students are coached in test taking strategies, with a particular emphasis on composition in a testing environment. Students practice reading comprehension, grammar and analyzing written materials with a goal of improving their own usage. Specific content is adjusted to meet the particular weaknesses of the class. This class is taken with a pass/fail grade.

# FAMILY AND CONSUMER SCIENCES (FACS)

## SCOPE & SEQUENCE

9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
<p>**Nutrition &amp; Wellness/Foods</p> <p>*Intro to Fashion &amp; Textiles</p> <p>**Preparing for College/Careers</p> <p>**Interpersonal Relationships</p> <p>**Human Development and Family Wellness</p> <p>* Introduction to Housing and Interior Design</p> <p>**Adult Roles and Responsibilities</p>	<p>**Nutrition &amp; Wellness/Foods</p> <p>***Intro to Fashion &amp; Textiles</p> <p>Advanced Nutrition &amp; Wellness/Foods</p> <p>**Interpersonal Relationships</p> <p>**Adult Roles &amp; Responsibilities</p> <p>Fashion &amp; Textile Careers I</p> <p>**Human Development &amp; Wellness</p> <p>*Intro. Housing &amp; Interior Design</p> <p>**Child Development</p>	<p>**Nutrition &amp; Wellness/Foods</p> <p>*Intro to Fashion &amp; Textiles</p> <p>Advanced Nutrition &amp; Wellness/Foods I and/or II</p> <p>**Adult Roles &amp; Responsibilities</p> <p>Fashion &amp; Textile Careers I</p> <p>**Human Development &amp; Wellness</p> <p>*Intro. Housing &amp; Interior Design</p> <p>**Child Development</p> <p>Biochemistry of Foods</p> <p>Advanced Child Development</p> <p>Education Professions (Dual Credit)</p> <p>Nutrition Science Careers I</p>	<p>**Nutrition &amp; Wellness/Foods</p> <p>*Intro to Fashion &amp; Textiles</p> <p>Advanced Nutrition &amp; Wellness/Foods I and/or II</p> <p>**Adult Roles &amp; Responsibilities</p> <p>Fashion &amp; Textile Careers I</p> <p>**Human Development &amp; Wellness</p> <p>Fashion &amp; Textile Careers I</p> <p>**Human Development &amp; Wellness</p> <p>*Intro. Housing &amp; Interior Design</p> <p>**Child Development</p> <p>Biochemistry of Foods</p> <p>Advanced Child Development</p> <p>Education Professions (Dual Credit)</p> <p>Nutrition Science Careers I</p>

**\*\*DESIGNATES A CLASS WHICH CAN BE USED AS A HEALTH CREDIT SUBSTITUTE**

The Health and Wellness credit may be waived for a student if the student's transcript includes three (3) credits of the following Family and Consumer Sciences courses:

- A. Preparing for College and Careers
- B. Adult Roles and Responsibilities
- C. Child Development
- D. Interpersonal Relationships
- E. Nutrition and Wellness/Foods (One credit)
- F. Human Development and Wellness

**\*DESIGNATES A CLASS WHICH CAN BE USED AS A FINE ARTS CREDIT**

- A. Intro to Fashion & Textiles
- B. Intro to Housing & Interior Design

## **\*\*PREPARING FOR COLLEGE AND CAREERS**

(Freshman Requirement)

- Grade 9
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma. Qualifies as one of the F&CS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).

*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 post-secondary education options. 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.

## **\*\*INTERPERSONAL RELATIONSHIPS**

- Grades 9-12
- 1 Credit
- 1 Semester
- Qualifies as one of the F&CS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Interpersonal Relationships* is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of interpersonal relationships. Direct, concrete language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

## **\*\*ADULT ROLES AND RESPONSIBILITIES**

- Grades 9-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- 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. For more information, please see 511 IAC 6-7.1-4(c)(6).

*Adult Roles and Responsibilities* builds knowledge skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. A project-based approach that utilizes higher order thinking, communication, leadership, and management is recommended in order to integrate suggested topics into the study of individual and family issues. The focus is on becoming independent, contributing, and responsible participants in family, community, and career settings. Topics include living independently and family formation; financial management; analysis of personal standards, needs, aptitudes and goals; integration of family, community, and career responsibilities; consumer choices and decision making related to nutrition and wellness, housing, and transportation; relationship of technology and environmental issues to family and consumer resources; and community roles and responsibilities of families and individuals. This course is designed for students who may not have had other F&CS classes and is recommended for all students regardless of their career cluster or pathway, in order to build skills needed for assuming the roles and responsibilities they will encounter as they prepare to complete high school and enter the adult world.

## **\*\*NUTRITION AND WELLNESS/FOODS**

- Grades 9-12
- 1 Credit
- 1 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. For more information, please see 511 IAC 6-7.1-4(c)(6)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Nutrition and Wellness/Foods* 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/cooking 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 and the sampling of new food are required components. 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.

## ADVANCED NUTRITION AND WELLNESS/FOODS I

- Grades 10-12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: Nutrition and Wellness, and Adv. I in order to take Adv. II
- Credits: 1 Credit per Semester, maximum of 2 semesters, 2 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Advanced Nutrition and Wellness/Foods I* is a course which provides an extensive study of nutrition and foods. This course is recommended for all students wanting to improve their knowledge of foods nutritional values and functions in recipes. This course builds on the foundation established in *Nutrition and Wellness/Foods*, which is a required prerequisite. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes. Topics include further study of major nutrients, exploration of the effects of ingredients in recipes, analysis skills to determine high quality food products, 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. Topics of study include: baking basics, pies and pastries, dairy products, meat and poultry, yeast breads, cultural foods, and alternative protein sources. 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.

## ADVANCED NUTRITION AND WELLNESS/FOODS 2

- Grades 11-12 or Grade 10 with Instructor Approval
- 1 Credit
- 1 Semester
- Prerequisite: Pass Nutrition and Wellness/Foods **and** Advanced Nutrition and Wellness/Foods I with a C or better
- Credits: 1 Credit per Semester, maximum of 2 semesters, 2 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Advanced Nutrition and Wellness/Foods 2* is a course which provides an extensive study of nutrition and foods. 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/Foods 2* 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/Foods* and *Advanced Nutrition and Wellness/Foods I* which are required prerequisites. 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, and 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. Topics of study include: careers in the food field, nutrition and food preparation over the human life cycle, cakes, cake decorating, cupcake wars, candy making, budgeting and a chili or breakfast cook-off. This course is the third 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.

## BIOCHEMISTRY OF FOODS

- Grades 11-12 (or permission of instructor)
- 2 Credits
- 2 Semesters
- Recommended Prerequisites: Biology I, Chemistry I, and Nutrition and Wellness
- Credits: 1 credit per semester, 2 semesters, 2 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Chemistry of Foods is an integrated course that provides in-depth study of the application of science principles to scientific investigation of the production, processing, preparation, evaluation, and utilization of food. The course utilizes the scientific method to study scientific concepts and theories in the context of nutrition and foods. Students are expected to achieve academic standards and competencies from chemistry, biochemistry, biology, and some physics at the analysis, synthesis, and evaluation levels in this specialized area of study. Students develop critical reasoning, mathematical, and writing skills through a variety of higher-level learning strategies and laboratory experiments that require measuring, recording, graphing, and analyzing data; predicting and evaluating laboratory results; and writing laboratory reports. The course highlights nutrition concepts and explores the various relationships between food science and nutrition. This course is recommended for all students regardless of their career cluster or pathway, in order to build science proficiencies in chemistry, physics and biology.

## NUTRITION SCIENCE CAREERS I/HOSP 104/IVY TECH

- Grades 11-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisites: Nutrition and Wellness, Advanced Nutrition and Wellness, Advanced Life Science Foods
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with

Academic Honors and Core 40 with  
Technical Honors diplomas

*Nutrition Science Careers I* is an instructional program that introduces students to careers in nutrition, dietetics, food science, food research and development, and related careers. The course of study includes topics and issues in nutrition; food science topics and issues; topics related to management of daily living needs of individuals and families; nutrition and foods for children and the elderly; topics related to cleaning and maintenance, purchasing, and food preparation; managing operations in food production, food science, or food research and development establishments; related research, development, and testing. Intensive laboratory experiences with industry applications are a required component of this course of study. Work-based experiences in food and nutrition science careers are strongly encouraged.

## \*INTRODUCTION TO FASHION AND TEXTILES

- Grades 9-12
- 1 Credit
- 1 Semester
- Counts as a Fine Arts Credit for the Core 40 with Academic Honors Diploma
- Counts as a Fine Arts Credit for the Core 40 with Academic Honors Diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Introduction to Fashion and Textiles* is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods

and their properties, design, and production; and consumer skills. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design; selection, production, alteration, repair, and maintenance of apparel and textile products; product research, development, and application of technical tools and equipment utilized in the industry. Visual arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

### **FASHION AND TEXTILES CAREERS I**

- Grades 10-12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: Preparing for College and Careers; Introduction to Fashion and Textiles Foundations, Entrepreneurship and Marketing courses
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Fashion and Textiles Careers I* focuses on knowledge and skills needed for occupations and continuing education related careers in fashion, apparel, and other textiles management, production, and services. Instruction and laboratory experiences may include basic commercial applications of design, production, and selection of apparel and textile products; demonstration and instruction of related tools and equipment; and commercial maintenance of apparel and textile products. Intensive laboratory experiences are a required component of this course of study. Work based experiences in the fashion and textiles industry are strongly encouraged and are required for students who take this course for multiple credits per semester. This course is a core component of four-year career plans for the career clusters of Personal & Commercial Services; Manufacturing & Processing; and Art,

A/V Technology & Communications. It is recommended for students with interests in apparel, textiles, and fashion career pathways and provides the foundation for continuing study that leads to related careers.

### **\*\*HUMAN DEVELOPMENT AND WELLNESS**

- Grades 9-12
- 1 Credit
- 1 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. For more information, please see 511 IAC 6-7.1-4(c)(6)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Human Development and Wellness* is valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of these topics. This course provides the foundation for continuing and post-secondary education in all career areas by

visiting the hospital nine times during the course.

### **\*INTRODUCTION TO HOUSING AND INTERIOR DESIGN**

- Grades 9-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Introduction to 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 will be addressed. Direct, concrete mathematics proficiencies will be applied. A project based approach will be utilized requiring higher-order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries.

### **\*\*CHILD DEVELOPMENT**

- Grades 10-12
- 1 Credit
- 1 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. For more information, please see 511 IAC 6-7.1-4(c)(6).
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Child Development* is an introductory course that is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. A simulation-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. Biology 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.

\*\* Includes a Real Care Baby simulation for approximately 5 days. Failure to do this simulation results in a failure of the entire course.

## ADVANCED CHILD DEVELOPMENT

- Grades 11-12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: Child Development
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**\*\*\*Frequent filed trips to observe and interact with children ages 3-8 is required.**

*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 will occur. This course provides a foundation for continuing and post-secondary

education in all career areas related to children, child development, and nurturing of children.

## EDUCATION PROFESSIONS I, II/EDUC 101/IVY TECH

- Grades 11-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisites: Child Development and Advanced Child Development or Human Development and Wellness, Nutrition and Wellness
- Credits: 1-3 credits per semester, maximum of 2 semesters, 6 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Dual Credit: Ivy Tech**

*Education Professions I* 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. 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* teacher. Articulation with postsecondary programs is encouraged.

# HEALTH & PHYSICAL EDUCATION

## SCOPE & SEQUENCE

9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Physical Education I Elective PE (Weights) Health & Wellness	Physical Education I Elective PE (Weights) Elective PE (Advanced) Health & Wellness	Physical Education I Elective PE (Weights) Elective PE (Advanced) Health & Wellness	Physical Education I Elective PE (Weights) Elective PE (Advanced) Health & Wellness

### HEALTH & WELLNESS EDUCATION

- Grades 9-12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: 8th grade health education
- Fulfills the Health & Wellness requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas

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

and other drug-free lifestyle and promoting human development and family health. This

course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

### PHYSICAL EDUCATION I & II

- Grades 9-12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: Grade 8 Physical Education
- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity

Physical Education I and II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students

with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

### NON-TRADITIONAL PHYSICAL EDUCATION WAIVER

Peru High School students are required to take two semesters of Physical Education to graduate. Both credits may be earned through non-traditional PE. A student can receive one (1) credit for participation in each qualifying activity. Each activity can only be used once to obtain a PE credit. The maximum number of credits that can be earned through non-traditional PE is two (2) which will meet the graduation requirement. A student must participate in one of the activities listed below and receive a grade of "A". Students that have not completed the requirement will be scheduled into a core physical education section in their 3rd year of high school.

Qualifying Activities:

Football	Track and Field	Wrestling	Gymnastics
Cross Country	Baseball	Tennis	Volleyball
Golf	Soccer	Swing Choir	S. Marching Band
Basketball	Cheerleading	Softball	

*Elective Physical Education*, a course based on selected standards from *Indiana's Academic Standards for Physical Education*, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. 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

### ELECTIVE PHYSICAL EDUCATION (Weight Lifting or Advanced PE)

- Grades 9-12
- Credits: 1-2
- 1-2 Semesters
- Recommended Prerequisites: Physical Education I and II

opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. *Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11*

# MATHEMATICS

## SCOPE & SEQUENCE

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Algebra I Geometry Algebra II	Algebra I Geometry Algebra II Pre-Calculus/Trig	Algebra I Geometry Algebra II Pre-Calculus/Trig Calculus (AB) Probability & Statistics/ Finite Math	Algebra I Geometry Algebra II Pre-Calculus/Trig Calculus (AB) AP Calculus (BC) Probability & Statistics/Finite Math

### MATHEMATICS LAB

- Grades 9-12
- 1 Credit
- 1 Semester
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Clarifying information can be appended to the end of the course title to denote the content covered in each course
- By Teacher Recommendation

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

*Example: Mathematics Lab* used to support students in *Algebra I* can be recorded on the transcript as *Mathematics Lab – Algebra I*.

### ALGEBRA I

- Grades 9-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisite: Pre-Algebra or 8th Grade Math
- Fulfills the Algebra I/Integrated Mathematics I requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a mathematics course for the General Diploma

Algebra I is a course, which provides a development of the algebraic skills and concepts necessary for students who may take other advanced college-preparatory courses. In particular, the instructional program in this course will provide for the use of algebraic skills in a wide range of problem-solving situations. The concept of function will be emphasized throughout the course. Topics will include properties of real numbers, solution and evaluation of equalities and inequalities, graphing of linear equations and solution sets, basic operations with polynomials, solving quadratic equations and systems of equations, use of exponents, and introductory topics from statistics, and probability. Topics will refine algebraic skills needed to successfully complete the End of Course Assessment (ECA), the

Scholastic Aptitude Test (SAT), and the Core 40 End of Course Assessment (ECA).

## GEOMETRY

- Grades 9-12
- 2 Credits
- 2 Semester
- Recommended Prerequisite: Algebra I
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

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

## GEOMETRY – HONORS

- Grades 9-12
- 2 Credits
- 2 Semester
- Recommended Prerequisite: Algebra I
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

Going beyond the standards established in Geometry, Geometry-Honors students would cover the same material in greater depth and

with additional, more challenging material. This is an integrated course in Geometry. With the class intended for college entrance, gifted, and other advanced students interested in more difficult work, pupils are selected on the basis of academic rating, educational plans, counselor conferences and teacher recommendations. No student will be allowed to continue to the 2nd term of the course without passing the first term of the course.

## ALGEBRA II

- Grades 9-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisite: Algebra I
- Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

*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.

## ALGEBRA II - HONORS

- Grades 9-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisite: Algebra I
- Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core

40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

Going beyond the standards established in Algebra II, Algebra II-Honors students would cover the same material in greater depth and with additional, more challenging material. This is an integrated course in Algebra II. With the class intended for college entrance, gifted, and other advanced students interested in more difficult work, pupils are selected on the basis of academic rating, educational plans, counselor conferences and teacher recommendations. No student will be allowed to continue to the 2nd term of the course without passing the first term of the course.

### **PROBABILITY AND STATISTICS/FINITE MATH**

- Grades 12
- 2 Credits (1 Credit for Prob&Stats/1 Credit for Finite)
- 2 Semesters
- Recommended Prerequisite: Algebra II or Integrated Mathematics III
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Probability and Statistics* includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged.

*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.

### **PRE-CALCULUS/TRIGONOMETRY HONORS/ MATH 136 & 137/IVY TECH**

- Grades 10-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisite: Algebra II and Geometry or Integrated Mathematics III
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Dual Credit: Ivy Tech**

*Pre-Calculus/Trigonometry* is a two-credit course that combines the material from *Trigonometry* and *Pre-Calculus* into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses (TI-83+, 84 CALCULATORS ARE USED).

### **PRE-CALCULUS/TRIGONOMETRY**

- Grade 12
- 2 Credits
- 2 Semesters

- Recommended Prerequisite: Algebra II and Geometry or Integrated Mathematics III
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Pre-Calculus/Trigonometry* is a two-credit course that combines the material from *Trigonometry* and *Pre-Calculus* into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses (TI-83+, 84 CALCULATORS ARE USED).

### **CALCULUS (AB)/MATH 211/IVY TECH**

- Grades 10-12
- Credits: 2
- 2 Semesters
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisite: Pre-Calculus
- **Dual Credit: Ivy Tech**

*Calculus AB, Advanced Placement* is a course based on content established by the College Board. *Calculus AB* is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically,

numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results (TI 83+, 84 CALCULATORS ARE USED). A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

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

### **CALCULUS, ADVANCED PLACEMENT (BC)**

- Grades 11-12
- 3 Credits
- 3 Terms
- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. The content of *Calculus BC* is designed to qualify the student for placement and credit in a course that is one course beyond that granted for *Calculus AB*.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisite: Calculus, (AB)
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Calculus BC, Advanced Placement* is a course based on content established by the College Board. *Calculus BC* is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.

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# MULTIDISCIPLINARY

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## COLLEGE ENTRANCE PREPARATION

- Grade 11 – 1<sup>st</sup> Semester, Grade 10 – 2<sup>nd</sup> Semester
- 1 Semester
- 1 Credit
- Recommended Prerequisite: Algebra II (or concurrent enrollment in Algebra II)
- Counts as an Elective credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

College-Entrance Preparation utilizes individual student score reports from the PSAT, PLAN, and/or Accuplacer to prepare students for the SAT, ACT, Accuplacer and/or Compass college readiness assessments. Based on student score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science sections of college admission and placement exams. As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment. Teachers are encouraged to use a curriculum with longitudinal, successful results. Course may also include college selection and application units, to better prepare students for overall college-readiness. Being “college ready” means being prepared for any postsecondary education or training experience, including readiness for study at two-year and four-year institutions leading to a postsecondary credential (i.e., a certificate, license, Associate’s or Bachelor’s degree). Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit bearing college courses without the need for remedial coursework.

# MUSIC

## SCOPE & SEQUENCE

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Marching Band	Marching Band	Marching Band	Marching Band
Beginning Concert Band	Intermediate Concert Band	Advanced Concert Band	Advanced Concert Band
Jazz Ensemble/New Line Chorus	Jazz Ensemble	Jazz Ensemble	Jazz Ensemble
Vocal Jazz	Chorus	Chorus	Chorus
Dance Choreography (Tigerettes)	Vocal Jazz	Vocal Jazz	Vocal Jazz
Dance Performance	Dance Choreography (Tigerettes)	Dance Choreography (Tigerettes)	Dance
Music Theory	Dance Performance	Dance Performance	Choreography (Tigerettes)
Music History (Dual Credit)	Music Theory	Music Theory	Dance Performance
Applied Music (Guitar)	Music History (Dual Credit)	Music History (Dual Credit)	Music Theory
Applied Music (Percussion)	Applied Music (Guitar)	AP Music Theory (Dual Credit)	Music History (Dual Credit)
Piano (Dual Credit)	Applied Music (Percussion)	Applied Music (Guitar)	Applied Music (Guitar)
	Piano (Dual Credit)	Applied Music (Percussion)	Applied Music (Percussion)
		Piano (Dual Credit)	Piano (Dual Credit)

## **MUSIC THEORY AND COMPOSITION (LAB)**

- Grades 9-12
- 1 Credit
- 1 Semester
- 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 two Fine Arts credits (if taken for 2 semesters) for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Music Theory and Composition* is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and

theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

## **MUSIC HISTORY & APPRECIATION/ HUMA118/IVY TECH**

- Grades 9-12
- 2 Credits
- 2 Semesters
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Dual Credit: IPFW**

*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.

## **MUSIC THEORY/MUS T109/IPFW**

- Grades 9-12
- 2 Credits
- 2 Semesters
- 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. Must be taken 2 semesters in order to earn dual 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 the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Dual Credit: Ivy Tech**

Students will gain knowledge and facility in the elements of the musical language and apply this knowledge through singing and playing the piano. The students will gain facility in aural and visual identification in writing and performing the musical elements of rhythm, melody, and harmony. Some applied music background (band/choir) is recommended.

## **APPLIED MUSIC/ GUITAR**

- Grades 9-12
- 1 Credit
- 1-2 Semesters
- Core 40, THD & AHD elective

Applied music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive

small group or private instruction designed to develop and create, and respond to music. This course may be taken all four years of High School.

### **APPLIED MUSIC/ PERCUSSION**

- Grades 9-12
- 1 Credit
- 1-2 Semesters
- Core 40, THD & AHD elective

Applied music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and create, and respond to music. This course may be taken all four years of High School.

### **APPLIED MUSIC/ PIANO/ MUS-P111**

- Grades 9-12
- 1 Credit
- 1-2 Semesters
- Core 40, THD & AHD elective
- **Dual Credit: IPFW**

Students will learn piano skills at an individualized pace and learn to play with proper posture, hand position, fingering, rhythm, and articulation. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students will study a variety of keyboard literature, styles, and make interpretive decisions.

### **CONCERT BAND (LAB) (Includes Marching Band)**

- Grade 9-12
- 1 Credit per semester
- Core 40, THD & AHD elective

Membership is by audition and consent of the instructor. Membership in the junior high band satisfies the audition requirement. Students must attend summer band camp.

Time outside of the school day may be scheduled for dress 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.

### **CONCERT BAND (LAB)**

- Grade 9-12
- 1 Credit per semester
- Core 40, THD & AHD elective

Concert Band (Marching Band/1 Semester) is a requirement to be eligible for this course. Time outside of the school day may be scheduled for dress 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.

### **JAZZ ENSEMBLE (LAB)**

- Grades 9-12
- 1 Credit per semester
- Core 40, THD & AHD elective

Membership is by **audition only** with the certification and consent of the instructor. Students selected for this group will also perform with the marching band and concert band. Students must attend summer band camp. This course may be taken all four years of high school. A limited amount of time outside of the school day may be scheduled for dress rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and music goals. Student must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.

### **DANCE CHOREOGRAPHY (LAB)**

- Grades 9-12
- 1 Credit
- 1 Semester
- Core 40, THD & AHD elective

(Tigerettes) Membership is by audition only with the certification and consent of the band director. Members will perform utilizing various dance and flag skills. Students for this class will be required to attend rehearsals and performances scheduled before and after the end of the regular school day. Students must also attend summer band camp.

### **DANCE PERFORMANCE (LAB)**

- Grades 9-12
- 1 Credit
- 1 Semester
- Core 40, THD & AHD elective

Dance Choreography (1 Semester) is a requirement to be eligible for this course. Students will continue developing various dance and flag skills. Students for this class will be required to attend rehearsals and performances scheduled before and after the end of the regular school day.

### **CHORUS (LAB)**

- Grade 9-12
- 1 Credit per semester
- 1-2 Semesters
- Core 40, THD & AHD elective

Students are encouraged to enroll in all 3 terms, or 1 Term and 2, or 3. Membership is by audition and consent of the instructor. Membership in the junior high choir satisfies the audition requirement. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.

### **VOCAL JAZZ (LAB)**

- Grades 9-12
- 1 Credit per semester
- 1-2 Semesters
- Core 40, THD & AHD elective

All 3 terms preferred. Membership is by audition only with the certification of the instructor. Students selected for this vocal ensemble should be exceptional vocal music students. Students must purchase the appropriate attire. This course may be taken all 4 years of high school. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A number of public performances may serve as a culmination of daily rehearsal and music goals. Student must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.

# SCIENCE

## SCOPE & SEQUENCE

One of the following sequences **MUST** be completed before a student may be enrolled in any other Science course:

- Physical & Life Science then Int. Chemistry/Physics then Biology I
- Integrated Chemistry/Physics then Biology I
- Biology I (2) then Chemistry I

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
*Physical Science & Life Science Int. Chemistry/Physics Biology I (Potential Dual Credit) PLTW-Biomedical Sciences (Dual Credit)  *Does not count towards Core 40 diploma requirement *Teacher Recommendation	Biology I (Potential Dual Credit) Int. Chemistry/Physics Chemistry I PLTW-Biomedical Sciences (Dual Credit) PLTW-Human Body Systems (Dual Credit)	Biology I (Potential Dual Credit) PLTW-Biomedical Sciences (Dual Credit) PLTW-Human Body Systems (Dual Credit) PLTW Medical Interventions (Dual Credit) Anatomy/Physiology AP Biology Int. Chemistry/Physics Chemistry I Chemistry II Physics Environmental Science AP Environmental Science Chemistry of Foods	Biology I (Potential Dual Credit) PLTW-Biomedical Sciences (Dual Credit) PLTW-Human Body Systems (Dual Credit) PLTW Medical Interventions (Dual Credit) Anatomy/Physiology AP Biology Int. Chemistry/Physics Chemistry I Chemistry II Physics Environmental Science AP Environmental Science Chemistry of Foods

**PHYSICAL SCIENCE (LAB)** (Counselor/Science teacher approval)

- Grade 9-10
- 1 Credit
- 1 Semester
- Fulfills the physical science requirement for the General Diploma

*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. Students enrolled in Physical Science will explore the structure and properties of

matter, the nature of energy and its role in chemical reactions and the physical and chemical laws that govern Earth's interconnected systems and forces of nature.

**LIFE SCIENCE (LAB)** (Counselor/Science teacher approval)

- Grade 9-10
- 1 Credit
- 1 Semester
- Fulfills the life science requirement for the General Diploma only

*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, the sources and patterns of genetic inheritance and variation leading to biodiversity, and the relationships of living organisms to each other and to the environment as a whole.

### **BIOLOGY I (LAB)**

- Grades 9-12
- 2 Credits
- 2 Semesters
- Fulfills the life science requirement for the General diploma, Fulfills Biology credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Biology 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.

### **ANATOMY & PHYSIOLOGY**

- Grades 11-12
- 2 Credits
- 2 Semesters
- Required Prerequisite: First-Year course of same discipline (Biology)
- Recommended Prerequisite: Chemistry, Introduction to Health Care Systems
- Counts as a Life Science Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

*Anatomy & Physiology* is a course in which students investigate and apply concepts associated with human anatomy and physiology. Concepts covered include the process of homeostasis and the essentials of

human function at the level of genes, cells, tissues, and organ systems. Students will understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields. The course should include ample laboratory experiences that illustrate the application of the standards to the appropriate cells, tissues, organs, and organ systems. Dissection is both appropriate and necessary. Students should be able to use basic laboratory equipment such as microscopes, balances, and pipettes.

### **PLTW PRINCIPLES OF THE BIOMEDICAL SCIENCES (PBS)/BIOL 10011/IUPUI**

- Grades 9-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisites: Biology I or concurrent enrollment in Biology I is required
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Fulfills a Core 40 Science elective requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- **Dual Credit: IUPUI**

*PLTW Principles of the Biomedical Sciences* provides an introduction to this field through “hands-on” projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person’s life. Key biological concepts included in

the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.

### **PLTW HUMAN BODY SYSTEMS (HBS)/BIOL 10012/IUPUI**

- Grades 10-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisites: Biology I or concurrent enrollment in Biology I is required
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Fulfills a Core 40 Science elective requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- **Dual Credit: IUPUI**

*PLTW Human Body Systems* is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions.

### **PLTW MEDICAL INTERVENTION (MI)/BIOL 10013/IUPUI**

- Grades 11-12
- 2 Credits
- 2 Semesters

- Recommended Prerequisites: Biology I or concurrent enrollment in Biology I is required
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Fulfills a Core 40 Science course requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- **Dual Credit: IUPUI**

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

### **BIOMEDICAL INNOVATION (BI)/PLTW BIOT 107/IUPUI**

- Grade 12
- 2 Credits
- 2 Semesters
- Recommended Prerequisites: Principles of the Biomedical Sciences, Human Body Systems, and Medical Interventions
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Fulfills a Core 40 Science course requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with

Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma

- **Dual Credit: IUPUI**

Students design innovative solutions for the health challenges of the 21st century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project with a mentor or advisor from a university, hospital, research institution, or the biomedical industry. Throughout the course, students are expected to present their work to an audience of STEM professionals. This course is designed for 12th grade students.

### **AP BIOLOGY (LAB)**

- Grades 11-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisite: Biology I and Chemistry I
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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

### **INTEGRATED CHEMISTRY/PHYSICS (LAB)**

- Grades 9-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisite: Algebra I (may be taken concurrently with this course)
- Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

*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.

### **ENVIRONMENTAL SCIENCE (LAB)**

- Grades 11-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisite: Two credits in Core 40 and AHD science coursework
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*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.

### **AP ENVIRONMENTAL SCIENCE**

- Grades 11-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisite: Biology and Chemistry
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

*Environmental Science, Advanced Placement* is a course based on content established by the College Board. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

### **CHEMISTRY I, GENERAL (LAB)**

- Grades 10-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisite: Algebra I
- Fulfills the requirement for physical science for the General diploma. Fulfills Chemistry credit for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

*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.

### **CHEMISTRY II, GENERAL (LAB)**

- Grades 11-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisite: Chemistry I, Algebra II
- Fulfills physical science requirement for the General diploma. Fulfills Chemistry credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

*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.

## PHYSICS I, GENERAL (LAB)

- Grades 11-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisite: Algebra II
- Credits: A two credit course
- Fulfills the physical science requirement for the General diploma. Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

*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.

## PHYSICS II

- Grade 12
- 2 Credits
- 2 Semesters
- Recommended Prerequisite: Physics I, Pre-Calculus/Trigonometry (can be taken concurrently)
- Fulfills the physical science requirement for the General diploma, Fulfills Core 40 science credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

Physics II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Physics II investigate physical phenomena and the theoretical models that are useful in understanding the interacting systems of the macro- and microcosms. Students extensively explore the unifying themes of physics, including such topics and applications of physics as mechanics, wave motion, electricity, magnetism, electromagnetism, atomic and nuclear physics, and thermodynamics, etc., in laboratory activities aimed at investigating physics questions and problems concerning personal needs and community issues related to physics.

## SCIENCE RESEARCH, INDEPENDENT STUDY (L)

- Grades 11-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisite: Two credits in Core 40 and AHD science coursework (this course may be taken concurrently with a Core 40 and AHD science course)
- Counts as a science course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Science Research, Independent Study* is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will complete a science fair project to be exhibited at a regional science fair and/or state science symposium, an end-of-course project, such as a scientific research paper, or some other suitable presentation of their findings.

# SOCIAL STUDIES

## SCOPE & SEQUENCE

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Citizenship/Civics Geography/History of the World Indiana Studies	Citizenship/Civics Geography/History of the World World History/ Civ Modern World Civ Ethnic Studies Indiana Studies	Citizenship/Civics US History I/II AP US History I/II World History/ Civ Modern World Civ Ethnic Studies Indiana Studies Law Education Psychology Sociology Current Issues	Citizenship/Civics US Government AP US History I/II World History/ Civ Modern World Civ Ethnic Studies Indiana Studies Law Education Economics Psychology Sociology Current Issues

### CITIZENSHIP AND CIVICS

- Grades: 9-12
- 1 Credit
- 1 Semester
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*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.

### INDIANA STUDIES

- Grades 9-12
- 1 Credit
- 1 Semester
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*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.

## LAW EDUCATION

- Grades 11-12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: United States Government or teacher recommendation
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Law Education* provides an understanding of the American legal system and its basis in the United States Constitution. The course is designed to promote an understanding of society and its system of laws by indicating how citizens may effectively function within the law. Ways of dealing with interpersonal conflict in order to secure constructive change are included, along with the development of critical thinking and problem solving skills. Case studies, field trips, simulations, and mock trials will be used in this course whenever feasible.

## WORLD GEOGRAPHY AND HISTORY OF THE WORLD

- Grades 9-10
- 2 Credits
- 2 Semesters
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

*Geography and History of the World* is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing. The historical

geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. Using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21<sup>st</sup> Century.

## WORLD HISTORY AND CIVILIZATION

- Grades 10-12
- 2 Credits
- 2 Semesters
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

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

## MODERN WORLD CIVILIZATION

- Grades 10-12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: World History and Civilization
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Modern World Civilization* provides students an in-depth look at the twentieth and twenty-first century world. It is a study of different cultures as they exist in the world today, including comparative analysis of the various types of government, economic, and social systems. International relationships are examined partly from the viewpoint of national interests, including the successes and failures of diplomacy.

## ETHNIC STUDIES

- Grades 10-12
- 1 Credit
- 1 Semester
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*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.

## UNITED STATES HISTORY

- Grade 11
- 2 Credits
- 2 Semesters
- Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

*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.

## AP UNITED STATES HISTORY

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

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

## UNITED STATES GOVERNMENT

- Grade 12
- 1 Credit
- 1 Semester
- Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

*United States 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, political, and civic activities and the need for civic and political engagement of citizens in the United States.

## CURRENT PROBLEMS/ISSUES/EVENTS

- Grades 10-12
- 1 Credit
- 1 Semester
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Current Problems, Issues, and Events* 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.

## SOCIOLOGY

- Grades 11-12
- 1 Credit
- 1 Semester
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*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.

## PSYCHOLOGY

- Grades 11-12
- 1 Credit
- 1 Semester
- Credits: 1 or 2 semester course. 1 credit per semester. This course and corresponding exam are intended to be comparable to the corresponding one-semester college level course.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Psychology* is the scientific study of mental processes and behavior. The course is divided into six content areas and uses the scientific methods to explore research methods and ethical consideration. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of the course focus on learning, memory, information processing, and language. Personality, Assessment, and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. The Biological Basis focuses on the way the brain and nervous system function, including sensation, perception, motivation, and emotion.

## ECONOMICS

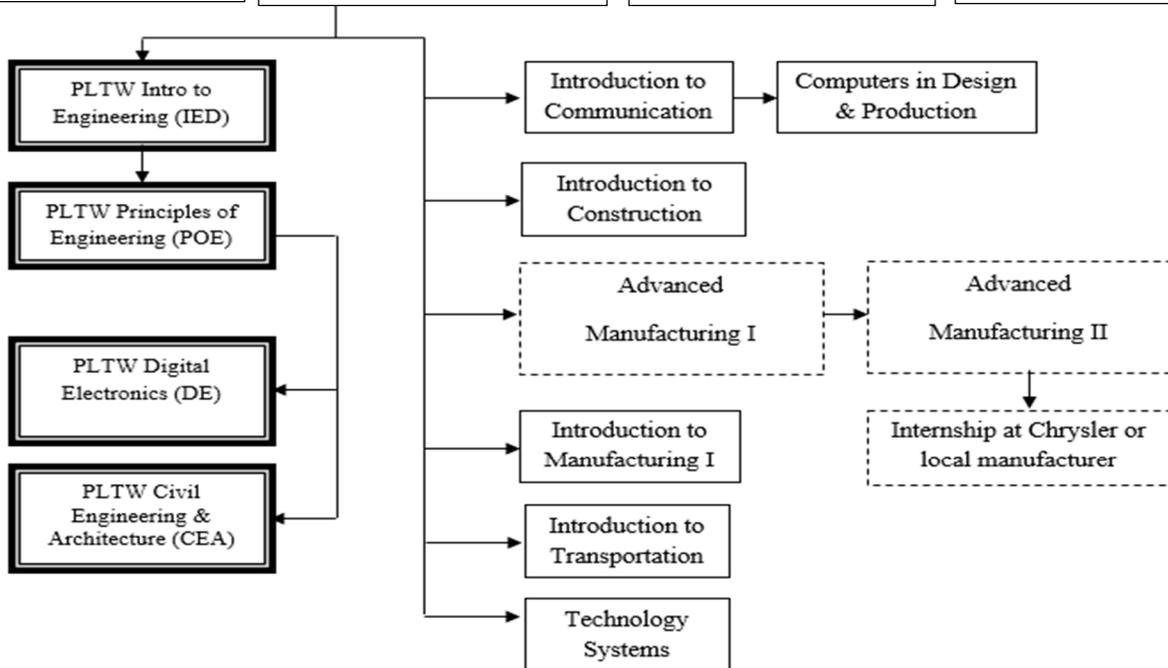
- Grades 12
- 1 Credit
- 1 Semester
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma
- Qualifies as a Quantitative Reasoning course

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

# TECHNOLOGY AND ENGINEERING EDUCATION

## SCOPE & SEQUENCE

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
PLTW – Intro to Engineering Design			
Intro to Communication	PLTW - Principles of Engineering	PLTW - Principles of Engineering	PLTW - Principles of Engineering
Intro to Construction	Intro to Communication	PLTW - Digital Elec	PLTW - Digital Elec
Intro to Manufacturing	Intro to Construction	PLTW – Civil Eng. & Architecture	PLTW – Civil Eng. & Architecture
Intro to Transportation	Intro to Manufacturing	Intro to Communication	Intro to Communication
	Intro to Transportation	Intro to Construction	Intro to Construction
		Intro to Manufacturing	Intro to Manufacturing
		Intro to Transportation	Intro to Trans
		Adv Manf. I	Adv. Manf. I
		Adv Manf II	Adv. Manf. II



## **INTRODUCTION TO ENGINEERING DESIGN/PLTW DESN 101/IVY TECH**

- Grades 9-12
- 2 Credits
- 2 Semesters
- Recommended Grade Level: Grade 9-12
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Dual Credit: Ivy Tech**

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.

## **PRINCIPLES OF ENGINEERING/PLTW DSN 104/IVY TECH**

- Grades 10-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisites: Introduction to Engineering Design
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Dual Credit: Ivy Tech**
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

*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.

## **CIVIL ENGINEERING AND ARCHITECTURE/PLTW DESN 105/IVY TECH**

- Grades 11-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisites: Introduction to Engineering Design, Principles of Engineering
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Dual Credit: Ivy Tech**
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

*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.

### **DIGITAL ELECTRONICS/PLTW EECT 112/IVY TECH**

- Grades 11-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisites: Introduction to Engineering Design, Principles of Engineering
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Dual Credit: Ivy Tech**
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

*Digital Electronics* is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry software will be used to develop and evaluate the product design. This course engages students in critical thinking and problem-solving skills, time management and teamwork skills.

### **INTRODUCTION TO COMMUNICATIONS**

- Grades 9-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*Introduction to Communications* is a course that specializes in identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major goals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Using the base knowledge student will use the design process to solve design projects in each communication area.

## COMPUTERS IN DESIGN AND PRODUCTION

- Grades 10-12
- 1-2 Credits
- 1-2 Semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the courses specified in the sequence of courses for all Career Clusters and all of Indiana's College and Career Pathway Plans

Computers in Design and Production is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills for electronics, manufacturing, precision machining, welding, and architecture career pathways. Students apply ingenuity using tools, materials, processes, and resources to create solutions as it applies in the electronics, manufacturing, precision machining, welding, and architecture. The content and activities should be developed locally in accordance with available advanced technologies in the school. Course content should address major technological content related to topics such as: Architectural drawing and print design, design documentation using CAD systems; assignments involving the interface of CAD, CNC, CAM, and CIM technologies; computer simulation of products and systems; publishing of various media; animation and related multimedia applications; 3-D modeling of products or structures; digital creation and editing of graphics and audio files; control technologies; and automation in the modern workplace.

## INTRODUCTION TO MANUFACTURING

- Grades 9-12
- 1 Credit
- 1 Semester
- Credits: 1 credit per semester, 2 semesters maximum, maximum of 2 credits

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

*Introduction to Manufacturing* is a course that specializes in how people use modern manufacturing systems with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a background toward developing engineering & technological literacy. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Students will apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students will investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling.

## ADVANCED MANUFACTURING I/ADMF 101/IVY TECH

- Grades 10-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisites: Introduction to Advanced Manufacturing
- Credits: Maximum of 2 semesters, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Dual Credit: Ivy Tech**

Advanced Manufacturing I, is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and

Manufacturing Trends. Industrial Technology and Software Controls covers wiring and schematic diagrams used to design, install, and repair electrical/electronic equipment such as wireless communication devices, programmable controllers. Course content will include basic theories of electricity, electronics, digital technology, and basic circuit analysis. Activities include experiences in: soldering; use of an oscilloscope, meters, signal generators and tracers; bread boarding; circuit simulation software; and troubleshooting. Understanding and using the underlying scientific principles related to electricity, electronics, circuits, sine waves, and Ohm's Law are integral to this course. Manufacturing Trends covers basic concepts in manufacturing operations and plant floor layout in the production environment. Applications of Computer Numerical Control (CNC), and lathe and turning operations are developed as a foundation for machining operations. Coordinate system concepts are introduced as relevant to machining processes, as well as fluid and mechanical power, welding, and lean manufacturing.

### **ADVANCED MANUFACTURING II/ADMF 102/IVY TECH**

- Grade 11-12
- 2 Credits
- 2 Semesters
- Prerequisites: Advanced Manufacturing I
- Counts as a Directed Elective or Elective for all Diplomas
- Qualifies as a quantitative reasoning course
- **Dual Credit: Ivy Tech**

Advanced Manufacturing II builds on classroom and lab experiences students experienced in Advanced Manufacturing I. Domains include safety and impact, drafting principles, manufacturing programming, CAD/CAM and CNC technologies, automation and robotics, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students continue this course with the goal of being a skilled machine

operator, repair technician, or management at any company that produces goods and services using advanced manufacturing techniques. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

### **WORK BASED LEARNING CAPSTONE, TRADE, AND INDUSTRY**

- Grade 12
- 2-3 credits semester, maximum of 6 credits
- 1-2 Semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

The course in Career Information and Exploration provides students opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) decision making and planning. Opportunities are provided for students to observe various job situations through field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students. (Students must maintain a clean discipline record)

### **INTRODUCTION TO CONSTRUCTION/CONT 101 & 102/IVY TECH**

- Grades 9-12
- 1-2 Credit
- 1 Semester
- Recommended Grade Level: Grade 10
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Dual Credit: Ivy Tech**

*Introduction to Construction* is a course that will offer hands-on activities and real world experiences related to the skills essential in

residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

## **INTRODUCTION TO TRANSPORTATION**

- Grades 9-12
- 1 Credit
- 1 Semester
- Credits: 1 credit per semester, 2 semesters maximum, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

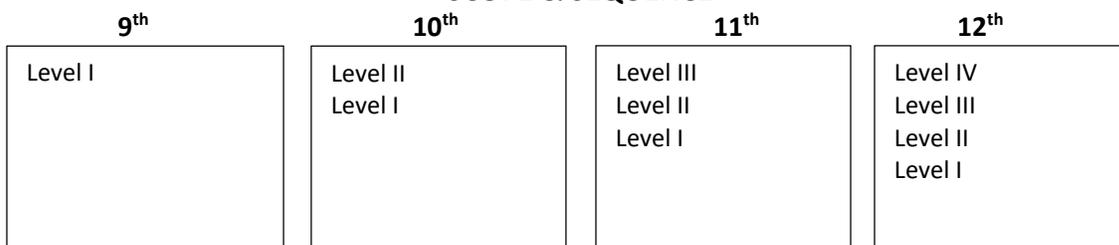
*Introduction to Transportation* is an introductory course designed to help students become familiar with fundamental principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation of people, cargo and goods. Students will gain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

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# WORLD LANGUAGE

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## SCOPE & SEQUENCE



### SPANISH LEVEL I

- Grades 9-12
- 2 Credits
- 2 Semesters
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

*Spanish 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.

### SPANISH LEVEL II

- Grades 10-12
- 2 Credits 2 Semesters
- Recommended Prerequisites: Spanish I
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

*Spanish II*, 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.

### **SPANISH LEVEL III/SPAN 102/IVY TECH**

- Grades 11-12
- 2 Credits
- 2 Semesters
- Recommended Prerequisites: Spanish I and II
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- **Dual Credit: Ivy Tech**

*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.

### **SPANISH LEVEL IV/SPAN 103/IVY TECH**

- Grade 12
- 2 Credits
- 2 Semesters
- Recommended Prerequisites: Spanish I, II and III
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- **Dual Credit: Ivy Tech**

*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.

## AMERICAN SIGN LANGUAGE I

- Grades 9-12
- 2 Credits
- 2 Semesters
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a
- Directed Elective or Elective for any diploma

American Sign Language I is a course that introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a Functional-notional approach, and discusses cultural features of the deaf community. Emphasis is placed on development of receptive and expressive language skills. Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogues; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and examine other methods developed to write ASL, including Sign Writing. Students also learn to recognize the difference between the pathological and psychological definitions of deafness, recognize the widespread use of ASL throughout the United States, and develop an understanding of the relationship between languages and cultures as a whole.

## AMERICAN SIGN LANGUAGE II

- Grades 10-12
- 2 Credits
- 2 Semesters
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a
- Directed Elective or Elective for any diploma

American Sign Language II is a course that continues the focus on frequently used signs through a functional- - notional approach and the discussion of the cultural features of the deaf community. Emphasis is placed on further development of receptive and expressive communication skills in American Sign Language

(ASL). Through this course, students are given the opportunity to watch and understand short stories, dialogues and poetry in ASL; continue to develop visual discrimination skills; begin to understand various dialects of ASL by interacting with ASL users within the deaf community; begin to use classifiers appropriately; continue the mastery of the current GLOSSING system used in texts to write ASL; and begin to write in GLOSS their own simple dialogues, poetry and translations. Students will also learn to examine some of the political issues associated with the deaf community, and will further develop an understanding of the relationship between languages and cultures as a whole.

## AMERICAN SIGN LANGUAGE III

- Grades 11-12
- 2 Credits
- 2 Semesters
- Required Prerequisites: American Sign Language I and II
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Recommended Prerequisites: none
- Directed Elective or Elective for any diploma

American Sign Language III is a course that continues to focus on the students' non-verbal communication skills at advanced levels of competency. American Sign Language is used exclusively in the class as students communicate using more complex structures of the language on a variety of topics, moving from concrete to more abstract concepts. This course provides opportunities for students to learn to express themselves in advanced situations, using more sophisticated vocabulary and structure; apply advanced grammatical features, such as descriptors, classifier use and various numbering systems; and develop the ability to discuss topics related to historical and contemporary events and issues within the hearing-impaired community. Students will also build on narrative skills and learn to relay information they've read or heard through explanation of more complex ideas. This course

further emphasizes the development of spontaneous language responsive behaviors through activities designed for this purpose.

### **RUSSIAN I 2100 (RUS I)**

- Grades 9-12
- 2 Credits
- 2 Semesters
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Recommended Prerequisites: none
- Directed Elective or Elective for any diploma

Russian I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Russian language learning, and to various aspects of Russian-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 Russian-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 Russian language and culture outside of the classroom.

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# SPECIAL LEARNING

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*Courses in this department are only scheduled based on case conference decision and only if students meet the requirements stated in the course description.*

## **TRANSITION LIFE SKILLS I**

- Grades 9-10
- 2 Credits
- 2 Semesters

This section of Transition Life Skills is for students who are still on a diploma course of study but past or current GQE scores indicate that they will not pass. These students will learn organizational and social skills that will help them become successful at the high school level and in work environments.

## **TRANSITION LIFE SKILLS II**

- Grades 11-12
- 2 Credits
- 2 Semesters

This section of Transitions Life Skills is for students who are non-diploma track. Independent living skills will be emphasized. These students will typically be scheduled to go Instructional strategies include peer teaching, group discussions, hands-on activities, small group instruction, drill and practice, and modeling. This course is a credit course as an elective but does not count toward English credits needed for graduation.

## **FUNCTIONAL MATH**

- Grades: 9-12
- 1 Credit per semester

Functional Math is designed to bridge the gap for students who have had a special education math or have a math disability before scheduling Algebra I. This class is offered for those students who are on a Certificate track to gain a better understanding of math and strengthen their math abilities for independent living. It is also offered for those on a General

to Heartland Career Center for the remainder of their day. This may include either taking a specific class to build job skills or the Transition class to work on a job site. Students will have the opportunity to work on obtaining their driver's permit if a case conference committee deems it appropriate for the individual.

## **FUNCTIONAL ENGLISH**

- Grades: 9-12
- 1 Credit
- 1 Semester

In this class, grades level range from grades 9-12. Students in this class are typically on certificate track. Basic English skills are emphasized. This course covers independent reading, writing/typing, the writing process, comprehension, grammar, and parts of speech. Students will do work based on their reading level ability and English state standards.

Diploma track that need to strengthen their math abilities before moving on to Algebra I. There is a focus on basic math facts, math operations, decimals, fractions, ratios and proportions, graphs, geometry, and Algebra. This course is a credit course as an elective but does not count toward math credits needed for graduation.

## **DEVELOPMENTAL READING**

- Grades: 9-12
- 1 Credit per semester

This class is designed for students who are struggling readers and need to improve their comprehension skills and fluency in reading. This class is built around stations. Students will read independently and keep a reading log, have a teacher-directed group discussion, participate in a listening station that works on spelling and sight words, and reading fluency. Some of the activities offered are computer based. The students also have the opportunity to improve their writing skills.

## **RESOURCE**

- Grades: 9-12
- 0 Credit
- 1-2 Semesters

Resource is offered to students who need extra time working on homework and to help support their general education classes. They will receive one-on-one instruction with the resource room aide or Special Education teacher when needed. Students do not receive a credit for resource. Freshmen are strongly encouraged to take one term at the beginning of their freshman year. Students in 9-12 can request a resource period. Resource can be taken all three terms if needed.

**Dual Credit Courses**

Spanish I  
 Spanish II  
 Spanish III  
 Spanish IV  
 Computer Science I, II  
 Intro to Construction  
 Intro to Construction  
 Advanced Manufacturing I  
 Advanced Manufacturing II  
 Drawing II  
 Photography  
 Education Professions  
 Food & Nutrition Careers I & II  
 PLTW Engineering Systems  
 PLTW Biomedical Sciences  
 Pre-Calculus/Trig Term 1  
 Pre-Calculus/Trig Term 2  
 Calculus AB  
 English 12 Honors/ Eng111  
 English 12 Honors/ Eng112  
 English 12 Honors/W131  
 English 12 Honors/L202  
 Music Theory  
 Music History & Appreciation  
 Applied Music – Piano

**Teacher**

Mary Yates  
 Mary Yates  
 Mary Yates  
 Mary Yates  
 Gerald Przybyszewski  
 Rob Hileman  
 Rob Hileman  
 Rob Hileman  
 Rob Hileman  
 Mike Applegate  
 Mike Applegate  
 Melanie Kiefer  
 Melanie Kiefer  
 Rob Hileman/Tom Elliot  
 Valerie Doud  
 Eric Isenburg/ Chris Makowski  
 Eric Isenburg/ Chris Makowski  
 Josh Murray  
 Amy Lancaster  
 Tim Connor  
 Tim Connor  
 Tim Connor  
 Jason Gornto  
 Jason Gornto  
 Jason Gornto

**Ivy Tech Course**

SPAN 101  
 SPAN 102  
 SPAN 202  
 SPAN 202  
 Ivy Tech  
 CONT 101 and 102  
 BCOT 104 and 114  
 ADMF 101  
 ADMF 102  
 ARTS 100  
 PHOTO 104  
 EDUC 101  
 HOSP101  
 All PLTW courses  
 All PLTW courses  
 MATH 136  
 MATH 137  
 MATH 211  
 ENG 111  
 ENG 112  
 Indiana University  
 Indiana University  
 MUS T109  
 HUMA 118  
 MUS-P11

**Advanced Placement Credits**

AP Calculus (BC)  
 AP Environmental Science  
 AP US History  
 AP Studio Art (Drawing, 2D, & 3D)

Josh Murray  
 Valerie Doud  
 Lindsey Cary  
 Mike Applegate

Pending College Acceptance  
 Pending College Acceptance  
 Pending College Acceptance  
 Pending College Acceptance

**Dual Credit Courses- Heartland Career Center- Wabash**

Auto Service Technology  
 Building Trades Technology  
 Business Technology Lab  
 Computer Networking/Programming  
 Design/Graphics Technology  
 Law Enforcement  
 Machine Tool Technology  
 Medical Careers Technology  
 Robotics, Computers and Electronics  
 Welding Technology

HCC instructor  
 HCC instructor

Dual credit-Ivy Tech  
 Dual credit- Ivy Tech

**Math Credits**

All students are required to earn six math credits (three years of math) during high school. Students must also take math or quantitative reasoning courses each year of high school. Math credits earned prior to entering grade nine may meet specific course requirements and may count towards the credit requirements for a diploma, but six math credits must be earned while in high school. PHS requires each student to take the highest level of math available. *Minimum math courses required: Algebra I, Geometry, Algebra II*

**Quantitative Reasoning Courses 2016-2017**

The following courses satisfy the “Mathematics or quantitative reasoning course” in each year of high school for the **General, Core 40, AHD, and THD diplomas**. Please note that only courses listed under “Mathematics” count toward the mathematics credit requirement. Courses listed with a “\*” count for math credit for General Diploma only.

**Advanced Placement**

Biology, Advanced Placement (3020)  
Calculus AB, Advanced Placement (2562)  
Calculus BC, Advanced Placement (2572)  
Chemistry, Advanced Placement (3060)  
Environmental Science, Advanced Placement (3012)

**Business, Marketing, IT**

Accounting (4524)  
\*Business Math (4512)  
Computer Programming I (4634)  
Computer Programming II (5236)  
Global Economics (4558)

**Engineering and Technology**

Civil Engineering and Architecture (4820)  
Digital Electronics (4826)  
Principles of Engineering (4814)

**Mathematics**

Algebra I (2520)  
Algebra II (2520)  
Calculus AB, Advanced Placement (2562)  
Calculus BC, Advanced Placement (2572)  
Geometry (2532)  
Pre-Calculus/Trigonometry (2564)  
Quantitative Reasoning (2550)

**Science**

Biology, Advanced Placement (3020)  
Chemistry I (3064)  
Chemistry II (3066)  
Environmental Science, Advanced Placement (3012)  
Physics I (3084)  
Physics II (3086)

**Social Studies**

Economics (1514)

**Technology**

Advanced Manufacturing II (5606)

## Glossary

**Advanced Placement Courses:** classes that provide an opportunity to earn college credit while a student is in high school. Indiana high schools offer these courses in English, math, science, and other subjects. There is a fee for AP exams, but the State of Indiana pays for AP tests in math, science, and English language/composition.\*

**Career Academic Sequence:** electives that are selected in order to explore and prepare for a career area. The electives should be selected in a deliberate manner from one department. Examples would include Business Foundations, Computer Applications, Digital Communications I, and Accounting I from the Business department or Intro to 2D Art, Adv. 2D Art, Drawing I, and Painting I from the Art department.

**Class Rank:** rating which compares one student's cumulative grade point average (GPA) to other members of his class. A student's class rank is often considered by colleges when determining admission and scholarship qualification.

**Core 40 Diploma:** Indiana students must complete this diploma's requirements for admission to Indiana's four-year colleges. This diploma is also highly recommended for students planning to seek admission into a two-year college, military, and/or the workforce.

**Core 40 with Academic Honors Diploma (AHD):** this diploma offers the highest level of academic recognition given by the State of Indiana to high school students. (It) improves chances of being accepted for admission at most colleges and universities.\*

**Core 40 with Technical Honors Diploma (THD):** this diploma provides Indiana's highest recognition for students in career-technical programs. Earning this diploma tells colleges and employers that (a student has) completed a rigorous preparation for higher education and work.\*

**Credit:** high school credit is earned when a student completes one term of a high school level course and passes that course with a grade of D- or better. Most courses are worth one credit for one term. Courses identified as being worth more than 1 credit require a student to either be in the class for more than one period a day or require a student to take the course for more than one term.

**Directed Elective:** electives that must come from World Language, Fine Arts, and/or Career/Technical subject areas.

**Electives:** courses that a student can choose but is not required taking in order to earn his/her diploma.

**Flex Credits:** credits that must come from additional Career Academic Sequence, workplace learning (coop or internship), advanced college credit courses, or any combination of additional academic courses (English, math, science, social studies).

**Grade Point Average (GPA):** is the overall average grade of all a student's high school level grades combined (total of all high school grades divided by total of attempted credits).

**ISTEP + End of Course Assessment (ECA):** taken by all of Indiana's 10th graders. It is a state requirement that all students must pass this exam in order to obtain their diploma. Math and English skills are tested, and the test may be retaken until a student passes.

**Prerequisite:** a course which must be taken before a student enrolls in another related course (i.e. Spanish I is a prerequisite for Spanish II).

**Quantitative Reasoning:** A quantitative reasoning 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."\*\*

**Requirement:** a course that a student must earn credit in to obtain his diploma. Note that requirements vary for each diploma and may also include specific stipulations in regards to grades and sequence of courses.

**Semester:** Two 18-week periods of instruction into which the academic year is divided.

\*Reynolds, Sue. "Indiana Academic Terms You Need to Know." PREP 2005-2006 edition: 11.

\*\*Indiana Department of Education. *Quantitative Reasoning Courses*. Updated 6/25/2014. Retrieved from <http://www.doe.in.gov/achievement/ccr/quantitative-reasoning-courses>.