The Curriculum Guide is published to assist students and their families in making appropriate course selections. Lawrence North offers a wide range of courses and opportunities so students can achieve their goals. Included in the guide is information about graduation requirements, grading scales and programs like International Baccalaureate, Immersion, Advanced Placement and the Advanced College Project along with course descriptions.

Students are encouraged to review the information before making course selections. Then they will meet with their counselor to complete the selection process. Every attempt should be made to complete the process by mid-March. Students may change their course selections until the end of the first week of the new semester provided space is available.

Schedules may also be changed for the following reasons:

- To correct computer errors.
- To correct level placement when recommended and approved by the classroom teacher, parents and appropriate department leader within the first six weeks of the semester.
- To balance class size.
- To drop a second semester class upon teacher recommendation in cases where first semester mastery is needed for success in the second semester.
# Graduation Requirements

## Course and Credit Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>8 credits</td>
<td>Including a balance of literature, composition and speech.</td>
</tr>
</tbody>
</table>
| **Mathematics**           | 6 credits (in grades 9-12) | 2 credits: Algebra I  
2 credits: Geometry  
2 credits: Algebra II  
*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.* |
| **Science**               | 6 credits| 2 credits: Biology I  
2 credits: Chemistry I or Physics I or Int. Chemistry-Physics  
2 credits: any Core 40 science course |
| **Social Studies**        | 6 credits| 2 credits: U.S. History  
1 credit: U.S. Government  
1 credit: Economics  
2 credits: World History/Civilization or Geo/History of the World |
| **Directed Electives**    | 5 credits| World Languages  
Fine Arts  
Career and Technical Education |
| **Physical Education**    | 2 credits|                                                                               |
| **Health and Wellness**   | 1 credit|                                                                               |
| **Electives**             | 6 credits| (College and Career Pathway courses recommended)                               |

**40 Total State Credits Required**

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

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

---

### Core 40 with Academic Honors (minimum 47 credits)

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

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

### Core 40 with Technical Honors (minimum 47 credits)

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

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

---

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

GPA is calculated by dividing the total grade points each semester by the number of credit points. The GPA calculation includes 0.5 additional quality points for honors courses in the core academic areas and 1.0 additional quality points for AP (Advanced Placement), IB (International Baccalaureate) or ACP (Advance College Project)/ Dual College Credit. The grading scale is:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A +</td>
<td>4.333</td>
<td>98 - 100</td>
</tr>
<tr>
<td>A</td>
<td>4.000</td>
<td>93 - 97</td>
</tr>
<tr>
<td>A -</td>
<td>3.667</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B +</td>
<td>3.333</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B -</td>
<td>2.667</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C +</td>
<td>2.333</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C -</td>
<td>1.667</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D +</td>
<td>1.333</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>63 - 66</td>
</tr>
<tr>
<td>D -</td>
<td>0.667</td>
<td>60 - 62</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

The school year is divided into two semesters; each semester has 2 nine week grading periods. Class rank is determined by cumulative GPA each semester.

Advanced Placement, International Baccalaureate, and Indiana University Advance College Project

ADVANCED PLACEMENT (AP)

Advanced Placement courses provide in-depth study in a number of subjects and preparation for national tests administered by the College Board, which are given in May of each year. These examinations are scored on a scale of one to five with five being the highest score. Many students who perform well on the Advanced Placement exams, upon entering college, receive college credit and/or advanced placement in their college course work. Each college determines its own Advanced Placement policy and will specify the score on each exam necessary for credit or advanced standing. A significant number of colleges and universities grant advanced standing to students who begin their studies with credits earned through the Advanced Placement program. Curriculum will meet the requirements for taking the AP test. All students are expected to take the AP exam. The AP exam must be taken if the class is being completed as one of the requirements of the Core 40 with Academic Honors Diploma.

Advanced Placement Courses

<table>
<thead>
<tr>
<th>Psychology – AP</th>
<th>French – AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics – AP</td>
<td>German – AP</td>
</tr>
<tr>
<td>U.S. History – AP</td>
<td>Japanese – AP</td>
</tr>
<tr>
<td>World History – AP</td>
<td>Spanish – AP</td>
</tr>
<tr>
<td>Government – AP</td>
<td>Chemistry – AP</td>
</tr>
<tr>
<td>English Language and Composition – AP</td>
<td>Biology – AP</td>
</tr>
<tr>
<td>English Literature and Composition – AP</td>
<td>Physics – AP</td>
</tr>
<tr>
<td>Calculus AB – AP</td>
<td>Environmental Science – AP</td>
</tr>
<tr>
<td>Statistics – AP</td>
<td>Studio Art – AP, 2D (Drawing)</td>
</tr>
<tr>
<td>Calculus BC – AP</td>
<td>Studio Art – AP, 3D</td>
</tr>
<tr>
<td>Computer Science – AP</td>
<td>Studio Art – AP, 2D (Design)</td>
</tr>
<tr>
<td></td>
<td>Music Theory – AP</td>
</tr>
</tbody>
</table>
The International Baccalaureate (IB) Program is a rigorous pre-university course of studies leading to examinations that meet the needs of highly motivated secondary school students between the ages of 16 and 19 years. The Diploma Program’s grading system is criterion-referenced, which means that each student’s performance is measured against well-defined levels of achievement. These are consistent from one examination session to the next and are applied equally to all schools. The two-year program was born of efforts to establish a common curriculum and university entry credential for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision. They believe that students should share an academic experience that would emphasize critical thinking, intercultural understanding and exposure to a variety of points of view. The program offers unique components that enhance the traditional liberal arts curriculum.

**Theory of Knowledge (TOK)** is an interdisciplinary required course intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyze evidence that is expressed in rational argument. This course is taken during the second semester of junior year and first semester of senior year.

**Creativity, Action, Service (CAS)** is a key requirement of the diploma curriculum. It encourages students to share their energy and special talents with others. Students may, for example, participate in theatre or musical productions, sports and community service activities. Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work cooperatively with other people.

**Extended Essay** is a 4,000 word essay in which the student has the opportunity to investigate a topic of special interest. The essay requirement acquaints diploma candidates with the kind of independent research and writing skills expected by universities.

**Curriculum**

The International Baccalaureate has a two-year program that contains six academic areas surrounding a core. Subjects are studied concurrently, and students are exposed to the two great traditions of learning: the humanities and the sciences. Diploma candidates are required to select one route from each of the six subject groups. At least three and not more than four are taken at Higher Level (HL), the others at Standard Level (SL). HL courses represent 240 teaching hours; SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period.

**International Baccalaureate (IB) Routes**

- **Group 1**: English A1 (HL)
- **Group 2**: French B (SL), French B (HL), Spanish B (SL), Spanish B (HL), German B (SL), German B (HL), Japanese B (SL)
- **Group 3**: History of the Americas (HL), Economics (SL), Psychology (SL), Psychology (HL)
- **Group 4**: Physics (SL), Biology (SL), Biology (HL), Chemistry (SL)
- **Group 5**: Math Studies (SL), Mathematics (SL)
- **Group 6**: Music (SL), Music (HL), Visual Arts (SL), Visual Arts (HL), Theatre Arts (HL)

**Advance College Project (ACP)**

The Advance College Project (ACP) is for high school students who have adequate preparation and desire for more advanced work. Through the various courses available, the program allows a wide range of students to engage in college level work for college credit. The same general standards that apply for admission to Indiana University apply to students who wish to elect these courses for credit; however, acceptance does not constitute regular admission to Indiana University. Students who elect to take a course for credit will be charged tuition and books must be purchased, which usually is reflected in a larger book rental fee. Students eligible for free or reduced lunch will not be charged tuition fees.
# MSDLT Weighted Courses

## 1.0 Weight

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1002 GT</td>
<td>English 9 Lyceum</td>
<td>3020</td>
<td>Biology AP/ACP</td>
</tr>
<tr>
<td>1004 GT</td>
<td>English 10 Lyceum</td>
<td>3080</td>
<td>Physics AP</td>
</tr>
<tr>
<td>1058</td>
<td>English Lit &amp; Comp AP</td>
<td>3060</td>
<td>Chemistry AP/ACP</td>
</tr>
<tr>
<td>1056</td>
<td>English Lang &amp; Comp AP</td>
<td>3012</td>
<td>Environmental Science AP</td>
</tr>
<tr>
<td>1090 AC</td>
<td>Advanced Composition ACP</td>
<td>2026</td>
<td>French IV</td>
</tr>
<tr>
<td>1124</td>
<td>Advanced Advanced Composition and Lit 100</td>
<td>2032</td>
<td>French Language AP</td>
</tr>
<tr>
<td>1036</td>
<td>Genres of Literature ACP</td>
<td>2046</td>
<td>German IV</td>
</tr>
<tr>
<td>1096 F</td>
<td>Technical Communications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1562</td>
<td>U.S. History AP</td>
<td>2052</td>
<td>German Language AP</td>
</tr>
<tr>
<td>1542AC</td>
<td>U.S. History ACP</td>
<td>2064</td>
<td>Japanese III</td>
</tr>
<tr>
<td>1590</td>
<td>History, Higher Level IB (20th Century)</td>
<td>2066</td>
<td>Japanese IV AP</td>
</tr>
<tr>
<td>1560</td>
<td>U.S. Government &amp; Politics AP</td>
<td>2126</td>
<td>Spanish IV</td>
</tr>
<tr>
<td>1558</td>
<td>Psychology AP</td>
<td>2132</td>
<td>Spanish Language AP</td>
</tr>
<tr>
<td>1558IB</td>
<td>Psychology II IB</td>
<td>2134</td>
<td>Spanish Literature AP</td>
</tr>
<tr>
<td>1564</td>
<td>World History AP</td>
<td>4048</td>
<td>Studio Art 2D AP (Drawing)</td>
</tr>
<tr>
<td>1566</td>
<td>Economics AP</td>
<td>4210</td>
<td>Music Theory AP</td>
</tr>
<tr>
<td>1604</td>
<td>Psychology, Higher Level IB</td>
<td>4090</td>
<td>Visual Arts HL IB</td>
</tr>
<tr>
<td>0514</td>
<td>Humanities/ Multidisciplinary (Amer. Lit and US Hist AP)</td>
<td>4092</td>
<td>Visual Arts SL IB</td>
</tr>
<tr>
<td>056011</td>
<td>Theory of Knowledge</td>
<td>4240</td>
<td>Advanced Theatre Arts</td>
</tr>
<tr>
<td>056012</td>
<td>Theory of Knowledge</td>
<td>4206</td>
<td>Music Appreciation and History (I and II)/ IB Music</td>
</tr>
<tr>
<td>1534AC</td>
<td>Sociology ACP</td>
<td>4248</td>
<td>Theatre Production</td>
</tr>
<tr>
<td>1540GL</td>
<td>Government/ Constitutional Law</td>
<td>4052</td>
<td>Studio Art 3D AP</td>
</tr>
<tr>
<td>2562</td>
<td>Calculus AB AP</td>
<td>4050</td>
<td>Studio Art 2D AP (Design)</td>
</tr>
<tr>
<td>2572</td>
<td>Calculus BC AP</td>
<td>5536</td>
<td>Electronics/ A+ Computer Repair</td>
</tr>
<tr>
<td>2544</td>
<td>Statistics AP</td>
<td>5234CA</td>
<td>Network Topologies &amp; Cabling</td>
</tr>
<tr>
<td>2544</td>
<td>Statistics ACP</td>
<td>4802C</td>
<td>Civil Engineering and Architecture</td>
</tr>
<tr>
<td>2580AC</td>
<td>Survey of Calculus ACP</td>
<td>5217C</td>
<td>Medical Interventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5219C</td>
<td>Biomedical Innovations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5236CJ</td>
<td>Computer Science AP</td>
</tr>
</tbody>
</table>

## Weight 0.5

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1002H</td>
<td>English 9 Honors</td>
<td>3064AC</td>
<td>Chemistry I ACP</td>
</tr>
<tr>
<td>1004H</td>
<td>English 10 Honors</td>
<td>3024H</td>
<td>Biology Honors</td>
</tr>
<tr>
<td>1006H</td>
<td>English 11 Honors</td>
<td>3084AC</td>
<td>Physics ACP</td>
</tr>
<tr>
<td>1570H</td>
<td>Geography History of the World Honors</td>
<td>3084</td>
<td>Physics</td>
</tr>
<tr>
<td>1548H</td>
<td>World History Honors</td>
<td>3090</td>
<td>Geology ACP</td>
</tr>
<tr>
<td>1542</td>
<td>U.S. History Honors</td>
<td>3026G</td>
<td>Biology II – Genetics</td>
</tr>
<tr>
<td>2532H</td>
<td>Geometry Honors</td>
<td>3026G</td>
<td>Biology II – Genetics</td>
</tr>
<tr>
<td>2522H</td>
<td>Algebra II Honors</td>
<td>5218C</td>
<td>Principles of Biomedical Science</td>
</tr>
<tr>
<td>2534H</td>
<td>Pre-Calculus Honors</td>
<td>5216C</td>
<td>Human Body Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4564</td>
<td>Advanced Business Management ACP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4564</td>
<td>Finance ACP</td>
</tr>
</tbody>
</table>
Extracurricular Eligibility Procedures

1. The GPA requirements for extracurricular participation are:
   - Grade 9 – Pass 5 solid credits
   - Grade 10 – Pass 5 solid credits and a 1.667 average
   - Grade 11 – Pass 5 solid credits and a 1.834 average
   - Grade 12 – Pass 5 solid credits and a 2.0 average

2. In determining participation, the higher of the overall GPA or the current nine-week’s grading period GPA will be used.

3. Any Special Education student who plans to participate should have an IEP that states the appropriate eligibility standard.

4. High school credit awarded for summer school, correspondence classes, and evening classes will count toward the standard.

5. The superintendent or the superintendent’s designee may defer the implementation of the eligibility standard for a period not to exceed one (1) semester to allow for unforeseen circumstances.

6. Any student transferring from another high school shall have the remainder of that semester as a grace period to meet the appropriate grade level eligibility standard. A student enrolling during the third grading period of a semester will have the following semester as a grace period.

7. All coaches, teachers, guidance counselors, and all other appropriate staff will continue to give assistance to all students unable to meet the eligibility standard. Future discussion will be held in order to add an extracurricular position to coordinate these activities.

8. All students who represent the school as a result of tryouts, auditions, or elections are subject to the Extracurricular Eligibility Procedures and the constitution/standards of the organization/activity. Student participation in activities as part of a co-curricular course will be exempt from these procedures.

9. Review Committee – after review by this committee (appointed by the superintendent), any recommended changes will be made to the superintendent. This will be accomplished prior to January in order to facilitate scheduling and for printing in the student handbooks.
NCAA Academic Standards

The NCAA Eligibility Center verifies the academic and amateur status of all student-athletes who wish to compete in Division I or II athletics. Visit www.eligibilitycenter.org for the complete list of rules and registration.

College-bound student-athletes, who want to practice, compete and receive athletically related financial aid during their first year at a Division I or II school need to meet the following requirements:

- Graduate from high school.
- Complete a minimum of 16 core courses for Division I or II.
- Earn a minimum required grade-point average in core courses.
- Earn a qualifying test score on either the ACT or SAT.
- Request final amateurism certification from the NCAA Eligibility Center.

For Division I student-athletes who will enroll in COLLEGE August 1, 2016 and later, the requirements to compete in the first year will change. In addition to the above standards, students must:

- Earn at least a 2.3 grade-point average in core courses.
- Meet an increased sliding-scale standard (for example, an SAT score of 820 requires a 2.5 high school core course GPA)
- Successfully complete 10 of the 16 total required core courses before the start of their seventh semester in high school. Seven of the 10 courses must be successfully completed in English, math and science.

Students that earn at least a 2.0 GPA but not a 2.3 GPA and meet the current sliding scale standard (ex: an SAT score of 1,010 requires a 2.025 high school core course GPA) will be eligible for practice in the first term and athletically related financial aid the entire year, but not competition. Freshmen who are academically successful in the first term will earn the ability to continue to practice for the remainder of the year.

<table>
<thead>
<tr>
<th>NCAA DIV I SLIDING SCALE – 2014/2015</th>
<th>NCAA DIV I SLIDING SCALE – 2016 and beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE GPA</td>
<td>SAT (Verb/Math)</td>
</tr>
<tr>
<td>3.55</td>
<td>410</td>
</tr>
<tr>
<td>3.40</td>
<td>460</td>
</tr>
<tr>
<td>3.30</td>
<td>500</td>
</tr>
<tr>
<td>3.20</td>
<td>540</td>
</tr>
<tr>
<td>3.10</td>
<td>580</td>
</tr>
<tr>
<td>3.00</td>
<td>620</td>
</tr>
<tr>
<td>2.90</td>
<td>660</td>
</tr>
<tr>
<td>2.80</td>
<td>700</td>
</tr>
<tr>
<td>2.70</td>
<td>730</td>
</tr>
<tr>
<td>2.60</td>
<td>780</td>
</tr>
<tr>
<td>2.50</td>
<td>820</td>
</tr>
<tr>
<td>2.40</td>
<td>860</td>
</tr>
<tr>
<td>2.30</td>
<td>900</td>
</tr>
<tr>
<td>2.20</td>
<td>940</td>
</tr>
<tr>
<td>2.10</td>
<td>970</td>
</tr>
<tr>
<td>2.00</td>
<td>1010</td>
</tr>
<tr>
<td>1.99 - below</td>
<td>INELIGIBLE</td>
</tr>
</tbody>
</table>
INTRODUCTION

Business and industry surveys indicate that economic survival in the 21st century will demand that students know and understand both fundamental and technical concepts of business as well as possess the ability to execute these concepts in nearly any setting. All persons regardless of age, gender, and career aspirations, can benefit from participating in business, marketing, and information technology education. These programs provide a foundation for success for all students.

Looking to the future and adjusting and adapting as innovations emerge, the business, marketing and information technology education curriculum has changed dramatically over the years and now parallels the practices being implemented in business/industry both at home and abroad. As the explosion of technology began impacting businesses in an unprecedented manner, business, marketing, and information technology education quickly adjusted the curriculum to follow suit. When American businesses began to expand their frontiers to include global transactions, business, marketing, and information technology education began incorporating international content into the curriculum. Business, marketing, and information technology education has never been a static, stationary discipline; rather, it is an emerging, expanding, and challenging field.

The mission of Business, Marketing, and Information Technology Education in Indiana is to work cooperatively with business/industry to prepare all individuals to live and work as productive citizens in a changing global society by providing essential business, marketing, and information technology experiences, education, and training. These experiences should actively engage students using instructional strategies that rely on the use of technology and practices that reflect current and emerging business/industry procedures.

INTRODUCTION TO BUSINESS (INTRO BUSS)

4518

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.

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

PERSONAL FINANCIAL RESPONSIBILITY (PRS FIN RSP)

4540

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

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

See McKenzie Center for Innovation and Technology (MCIT) for additional business courses.
INTRODUCTION

A balance of reading, writing, listening, speaking, grammar, literature, and media studies are the most important academic functions in every area of learning—not just as individual subject areas. Reading and language arts is not just something we should do primarily to be used to develop a competent and competitive work force but, further, to connect ourselves more fully with others in our society and the world. Teachers, then, create a sense of community within the classroom as they share this knowledge and help students to understand all aspects of reading and the language arts, including the ability to think critically, and then act on this knowledge that empowers both teachers and students to expand beyond the classroom into the larger societal community.

The goal of the study of literature is to provide students with frequent and continual opportunities to: (1) learn and apply essential skills in reading and writing; (2) read widely to build a better understanding of various types of texts, genres, and cultures of our country and those in other parts of the world; (3) read well; (4) acquire new information that will assist in responding to the needs of the workplace and society as a whole; and (5) make reading a lifelong pursuit. Literature courses provide students with opportunities to respond to literature critically, reflectively, and imaginatively both in writing and speaking and to develop concepts and strategies for making independent critical evaluations of literature. These types of courses enhance students’ awareness of various cultures and develop a sense of identity. Literature courses include reading for pleasure and expose students to reading materials available in school media centers and public libraries.

The goal of composition is to provide students with frequent and continual opportunities to learn and apply essential skills in writing, using a process that includes: (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5) producing a final, corrected product. Strategies should include evaluating and responding to the writing of others. In addition to instruction in creating clear, coherent, and organized paragraphs and multi-paragraph essays for a variety of audiences and purposes, the courses teach strategies for collecting and transforming data for use in writing as well as teach criteria to use in the evaluation and revision of various types of writing. Instruction in grammar, usage, and mechanics is integrated with writing instruction so that students develop a common language for discussion. All writing in its final publication form follows accepted conventions of language, style, mechanics, and format.
**ENGLISH 11 (ENG 11)**

1006
1006H

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

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

**ENGLISH AS A NEW LANGUAGE (ENL)**

1012

*English as a New Language*, an integrated English course based on *Indiana’s English Language Proficiency (ELP) Standards*, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

- **Recommended Grade Level:** The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.
- **Recommended Prerequisites:** English proficiency placement test results
- **Credits:** A two-semester course, one credit per semester. The nature of this course allows for successive semesters of instructions at advanced levels (up to a maximum of four credits).
- **English/Language Arts credit (1012):** If ENL course work addresses *Indiana’s Academic Standards for English/Language Arts*, up to four (4) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- **World Language credit (2188):** If ENL course work addresses *Indiana’s Academic Standards for World Languages* and is taken concurrently with another English/Language Arts course, up to four (4) credits accrued may count as World Language credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

**AP, IB and Dual Credit Courses:**

**ENGLISH LANGUAGE AND COMPOSITION, ADVANCED PLACEMENT (LNG/COMP AP)**

1056

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

- **Recommended Grade Level:** Grade 11 (College Board does not designate when this course should be offered).
- **Recommended Prerequisites:** English 9H and English 10H 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 LANGUAGE AND COMPOSITION/UNITED STATES HISTORY, AP (INTERDIS)**

0504

Interdisciplinary Studies integrates the disciplines of American History, Literature, and the Arts. United States History and American Literature are taught in a daily block of time by a team of teachers. Various methodologies are utilized with an emphasis on discussion and group work. An honors designation will be indicated on the students’ transcript for successful completion of the course study. The History portion of the class follows the AP United States History curriculum. Students are expected to take the AP United States History test, which is administered in the spring semester and requires a registration fee. English students are expected to take the AP examination in American Literature administered by the College Board.
ENGLISH LITERATURE AND COMPOSITION, ADVANCED PLACEMENT (LIT/COMP AP)

1058

English Literature and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit.

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

GENRES OF LITERATURE, ACP (GENRES LIT)

1036

Genres of Literature, 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 of various literary genres, such as poetry, dramas, novels, short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Students analyze how each genre shapes literary understanding or experiences differently, how different genres enable or constrain the expression of ideas, how certain genres have had stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary times.

- **Recommended Grade Level:** Grades 12
- **Recommended Prerequisites:** Advanced Composition, ACP
- **Credits:** 1 credit
- **Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED COMPOSITION, ACP (ADV COMP)

1098

Advanced Speech and Communication, 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 of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports. ADVANCED COMPOSITION PROJECT: Students write job applications, resumes, and other informational documents that may include the development of flyers, posters, brochures, program agendas, or reports incorporating visual information in the form of pictures, graphs, or tables.

- **Recommended Grade Level:** Grades 12
- **Recommended Prerequisites:** English 9H, English 10H, or teacher recommendation
- **Credits:** 1 credit
- **Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FILM STANDARD LEVEL, IB (FILM S IB)

4272

Film Higher Level, International Baccalaureate is new to the International Baccalaureate Diploma Programme and does not yet have a description from the organization.

- **Recommended Grade Level:** Grades 11 and 12
- **Credits:** 2 semester course, 1 credit per semester
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

- **Recommended Grade Level:** Grades 12 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
**Advanced Speech and Communication, a course based on Indiana's Academic Standards for English/Language Arts and emphasizing the High School Speech and Communication Standards, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multi-media presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery.**

**ADVANCED SPEECH AND COMMUNICATION PROJECT:** Students complete a project, such as multi-media presentations that are reflective, reports or historical investigations, responses to literature, or persuasive arguments, which demonstrates knowledge, application, and speaking progress in the Advanced Speech and Communication course content.

- **Recommended Grade Level:** Grades 11 or 12
- **Recommended Prerequisites:** none
- **Credits:** 1 credit
- **Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

---

**Theory of Knowledge, International Baccalaureate** is unique to the International Baccalaureate Organization and is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. It is based on the curriculum published by the International Baccalaureate Organization. The 100-hour course challenges students to question the bases of knowledge, to see the consilience between the academic disciplines, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging appreciation of other cultural perspectives.

- **Recommended Grade Level:** Grades 11 and 12
- **Credits:** 2 semester course, 1 credit per semester
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

---

**English Language Arts Electives:**

**Language Arts Lab (LANG LAB)**

**Language Arts Lab** is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with Indiana's Academic Standards for English/Language Arts in Grades 9-12 and the Common Core State Standards for English/Language Arts, focusing on the Writing Standards (Standards 4, 5, and 6).

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

**Etymology (ETYMOLOGY)**

**Etymology** is 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.

- **Recommended Grade Level:** Grades 10, 11 or 12
- **Recommended Prerequisites:** None
- **Credits:** 1 credit
- **Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

**NOTE:** Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.
**World Literature (WORLD LIT)**

**1052C (MCIT)**

*World Literature*, 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 of ancient and modern representative works by major authors from six continents: Africa, Asia, Australia, Europe, North America, and South America. Students examine a wide variety of literary genres and themes. Students analyze how the ideas and concepts presented in the works are both interconnected and reflective of the cultures and historical periods of the countries represented by the authors.

- **Recommended Grade Level:** Grades 12
- **Recommended Prerequisites:** English 9, English 10 and English 11
- **Credits:** 1 credit
- **Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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

**DEBATE (DEBATE)**

**1070**

*Debate*, a 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 basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking). **DEBATE PROJECT:** Students complete a project, such as a mock debate or trial, participation in a forum, competition, or tournament, or an argument supporting or opposing different sides of a major issue, which demonstrates knowledge, application, and presentation progress in the Debate course content.

- **Recommended Grade Level:** Grades 10, 11 or 12
- **Recommended Prerequisites:** none
- **Credits:** 1 credit
- **Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma

**THEATER ARTS**

**4242**

*Theater Arts* provides students with the opportunity to analyze and interpret the emotion and intellectual content of drama. Participation in dramatic performances and expression of creative acting ability will be included. The basics principle of stage lighting, costumes, scenery and other elements of stage production will be included.

- **Recommended Grade Level:** Grades 10, 11 or 12
- **Recommended Prerequisites:** none
- **Credits:** 1 or 2 credits. The nature of this course allows for the second semester of instruction at an advanced level.
- **Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**COMPOSITION (COMP)**

**1090**

**1090C (MCIT)**

*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 of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature.

- **Recommended Grade Level:** Grades 12
- **Recommended Prerequisites:** English 9, English 10 and English 11
- **Credits:** 1 or 2 credits. The nature of this course allows for the second semester of instruction at an advanced level.
- **Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**JOURNALISM (JRNALISM)**

**1080 Beginning Newspaper**

**1082 Beginning Yearbook**

*Journalism*, 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 of communications history including the legal boundaries and the ethical principles that guide journalistic writing. It includes a comparison study of journalistic
writing to other types of writing. Students prepare for a career path in journalism by working on high school publications or media staffs. JOURNALISM PROJECT for the second credit: Students complete a project, such as a special feature magazine or mini-documentary on a topic of interest or concern. The project demonstrates knowledge, application, and progress in Journalism course content.

- **Recommended Grade Level:** Grades 9, 10, or 11
- **Recommended Prerequisites:** None or teacher recommendation
- **Credits:** 1 or 2 credits  
  Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level.
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma**

- **English/Language Arts credit (1080):** If Journalism course work addresses Indiana’s Academic Standards for English/Language Arts and the student also takes a two-credit English Advanced Placement course plus corresponding AP exams or a two-credit English dual credit course, up to two (2) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

NOTE: This is not a student publications course. The designated school newspaper or yearbook course is Student Publications (1086).

**STUDENT PUBLICATIONS (STDNT PUBS)**

1086 Newspaper  
1088 Yearbook

Student Publications, a course based on the High School Journalism Standards and the Student Publications Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

- **Recommended Grade Level:** Grades 9, 10, 11, or 12
- **Recommended Prerequisites:** Journalism, Mass Media, or teacher recommendation
- **Credits:** 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels. May be offered over three- or four-years by subtitling the course Beginning, Intermediate, or Advanced.
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or two (2) credits accrued as an English/Language Arts requirement for the General Diploma only if the course work addresses Indiana’s Academic Standards for English/Language Arts.

NOTE: This is the designated school newspaper or yearbook course.
Family and Consumer Sciences

INTRODUCTION

Family and Consumer Sciences has roots in both academic and career/technical (vocational) education and easily reaches beyond the education system into the community as it focuses on the needs of individuals and families. Essential preparation for success of all students includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied contexts. As the future members and leaders of tomorrow’s families, workplaces, and communities, students need to be able to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives.

ADVANCED CHILD DEVELOPMENT (ADVCHLDDEV)

5360

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

- **Recommended Grade Level:** 10, 11, 12
- **Recommended Prerequisites:** Child Development
- **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 (ADV NTRN WEL)

5340

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

- **Recommended Grade Level:** 10, 11, 12
- **Recommended Prerequisites:** Nutrition and Wellness
- **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**

CHILD DEVELOPMENT (CHLD DEV)

5362

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

- **Recommended Grade Level:** 10, 11, 12
EARLY CHILDHOOD EDUCATION I (ECE I)

5412

*Early Childhood Education* prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. The course provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula, and services available to young children. Students examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education teacher. Student laboratory/field experiences may be either school-based or "on-the-job" in community-based early childhood education centers or in a combination of the two.

- **Recommended Grade Level:** 11, 12
- **Recommended Prerequisites:** Child Development and Advanced Child Development
- **Credits:** 1 credit per semester, maximum of 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

EARLY CHILDHOOD EDUCATION II (ECE II)

5406

*Early Childhood Education II* prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. *ECE II* is a sequential course that builds on the foundational knowledge and skills of *Early Childhood Education I*, which is a required prerequisite. In *ECE II* students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of *ECE II* include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. These include rigorous levels of self-critique and reflection; performance assessments by instructors, parents, and other professionals; comprehensive assessment of knowledge through a standardized exam; and other professional documentation. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in *ECE I* and *ECE II*. These experiences may be either school-based or "on-the-job" in community-based early childhood education centers, or in a combination of the two. A standards-based plan for each student guides the early childhood education experiences. Students are monitored in these experiences by the *Early Childhood Education II* teacher.

- **Recommended Grade Level:** 12
- **Recommended Prerequisites:** Early Childhood Education I
- **Credits:** 1 to 2 credits per semester, maximum of 2 semesters, 4 credits maximum
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

EDUCATION PROFESSIONS I (ED PROF I)

5408

*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
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.

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

**INTERPERSONAL RELATIONSHIPS (INTRP RLT)**

5364
**INTRODUCTION TO HOUSING AND INTERIOR DESIGN**  
*(INT HSINT DES)*

5350

*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 utilize higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana’s College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

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

---

**NUTRITION AND WELLNESS** *(NTRN WLNS)*

5342

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

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

---

**PREPARING FOR COLLEGE AND CAREERS** *(PREP CC)*

5394

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

- **Recommended Grade Level:** 9
- **Recommended Prerequisites:** None
- **Credits:** 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
Physical Education I and II, as well as Elective Physical Education are based on Indiana’s Academic Standards for Physical Education, and identify 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. Through a variety of instructional strategies, students practice skills that demonstrate: competency in motor skills and movement patterns needed to perform a variety of physical activities; understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities; regular participation in physical activity to achieve and maintain a health-enhancing level of physical fitness; responsible personal and social behavior that respects self and others in physical activity settings; value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction; and physical activity as critical to the development and maintenance of good health.

HEALTH & WELLNESS EDUCATION (HLTH&WELL)

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.

- Credits: 1 credit, 1 semester course
- Fulfills the Health & Wellness requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas

PHYSICAL EDUCATION I (L) (PHYS ED)

3540 Girls PE
3542 Boys PE

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP’s and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: None
- 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
- 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.

Physical Education Electives

Weight Training (ELECT PE)

3564

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively improve physical conditioning. Weight Training and Conditioning offers students the opportunity to develop muscular strength, coordination, agility, and physical endurance. Use of the weight equipment, conditioning and aerobic activities are offered on alternating days.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: Physical Education I and recommendation of varsity coach
- Credits: 1 credit per semester
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
PE LEADER and LIFEGUARD *(ELECT PE)*

3560FL Female PE Leader
3560ML Male PE Leader
3598 Lifeguard

*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.

- **Recommended Grade Level:** 10 – 12
- **Recommended Prerequisites:** Physical Education I and II
- **Credits:** 1 credit per semester. There is no maximum amount of credits that may be earned provided that there is no course or skill level duplication.
- **Counts:** as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

---

**ALGEBRA I (ALG I)**

2520

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

- **Credits:** A two credit course
- **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
- **Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9
- **Qualifies as:** a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

---

**ALGEBRA ENRICHMENT (ALG ENRICH)**

2516

*Algebra Enrichment* is a mathematics support course for *Algebra I*. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of *Algebra Enrichment* align with the critical areas of *Algebra I*: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas *Algebra I* contains exclusively grade-level content, *Algebra Enrichment* combines standards from high school courses with foundational standards from the middle grades.

- **Credits:** A two credit course
- **Counts as:** a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Algebra Enrichment is designed as:** a support course for Algebra I. As such, a student taking Algebra Enrichment must also be enrolled in Algebra I during the same academic year.
ALGEBRA II (ALG II)

2522
2522H

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.

- **Recommended Prerequisite:** Algebra I
- **Credits:** A two credit course
- **Fulfills** the Algebra II/Integrated Mathematics III requirement for 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

CALCULUS AB, ADVANCED PLACEMENT (CALC AB AP)

2562

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, graph, and limits; (2) derivatives; (3) integrals; and (4) polynomial approximations and series. 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.

- **Recommended Grade Level:** Grades 11 or 12
- **Recommended Prerequisite:** Calculus AB
- **Credits:** A two credit course
- **Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FINITE MATHEMATICS (FINITE)

2530

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.

Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory. Technology, such as computers and graphing calculators, should be used frequently.

- **Recommended Prerequisite:** Algebra II or Integrated Mathematics III
- **Credits:** A two credit course based on Indiana’s Common Core Standards for Finite Mathematics
- **Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
Geometry formalizes and extends students’ geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the Geometry course: Congruence and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school INCC 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.

- **Recommended Prerequisite:** Algebra I
- **Credits:** A two credit course
- **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

**PRE-CALCULUS/TRIGONOMETRY (PRECAL/TRIG)**

**2564**
**2564H**

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.

- **Recommended Prerequisite:** Algebra II and Geometry or Integrated Mathematics III
- **Credits:** A two-credit course
- **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 (PROB/STAT)**

**2546**

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.

- **Recommended Prerequisite:** Algebra II or Integrated Mathematics III
- **Credits:** A one credit course
- **Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

**STATISTICS, AP, ACP (STAT AP)**

**2570**

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

- **Recommended Grade Level:** Grades 11 or 12
- **Recommended Prerequisite:** Algebra II or Integrated Mathematics III
- **Credits:** 1 or 2 semester course. 1 credit per semester. Due to the level of rigor, it is recommended that AP Statistics be offered as a 2 semester, 2 credit course. Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

<table>
<thead>
<tr>
<th>Grade</th>
<th>IB Math SL or AP</th>
<th>IB Math Studies SL or AP</th>
<th>Academic Honors or Core 40</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Grade</td>
<td>Algebra</td>
<td>Pre Algebra</td>
<td></td>
</tr>
<tr>
<td>8th Grade</td>
<td>Geometry</td>
<td>Algebra</td>
<td></td>
</tr>
<tr>
<td>9th Grade</td>
<td>Alg II / Alg II H</td>
<td>Geometry / Geo H</td>
<td>Algebra I</td>
</tr>
<tr>
<td>10th Grade</td>
<td>Pre Cal / Pre Cal H</td>
<td>Alg II / Alg II H</td>
<td>Geometry</td>
</tr>
<tr>
<td>11th Grade</td>
<td>AP Calculus AB</td>
<td>Pre Cal / Pre Cal H</td>
<td>Algebra II</td>
</tr>
<tr>
<td>12th Grade</td>
<td>AP Calculus BC</td>
<td>AP Stats</td>
<td>Finite or Pre Cal</td>
</tr>
</tbody>
</table>
AVID 1
0500

AVID is an elective course for students who have met selection requirements and display the willingness to participate in a rigorous academic curriculum. In the class, students will learn strategies for school success including organizational skills, time management skills, and note taking skills. In addition to being guided toward more challenging courses, students will benefit from weekly tutorial sessions. College preparation will be emphasized through such activities as SAT and ACT test practice, college campus visits, and guest speakers.

- **Recommended Grade Level:** 9
- **Recommended Prerequisite:** Students are selected to participate.
- **Credits:** a 2 semester course; 2 credits
- **Counts as an Elective credit for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

AVID 2, AVID 3 and AVID 4 are continuations of previous AVID courses.

- **Recommended Grade Level:** 10, 11 and 12
- **Recommended Prerequisite:** Students are selected to participate.
- **Credits:** a 2 semester course; 2 credits
- **Counts as an Elective credit for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

CAREER EXPLORATION INTERNSHIP (CARR EXP)
0530

The Career Exploration Internship course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a cooperative education program where students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through various departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher, for the purpose of helping the student make the connection between academic learning and their work-related experiences. Specific instructional objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

- **Recommended Grade Level:** 9-10
- **Recommended Prerequisite:** None
- **Credits:** A 2-credit course over 2 semesters.
- **This course is exploratory in nature and, as such, does not qualify for reimbursement under the career-technical (vocational) funding formula.

COLLEGE-ENTRANCE PREPARATION (COL-ENT PREP)
0532

College-Entrance Preparation utilizes individual student score reports from the PSAT to prepare students for the SAT assessment. Based on score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science (all 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 best prepare students for overall college-readiness.

Being "college ready" means being prepared for any postsecondary education or training experience, including study at two- 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.

- **Recommended Grade Level:** 11
- **Recommended Prerequisite:** Algebra II (or concurrent enrollment in Algebra II)
- **Credits:** a 1 semester course; 1 credit
- **Counts as an Elective credit for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
COMMUNITY SERVICE (COMM SERV)

0524

Community Service is a course created by public law IC 20-30-14 allowing seniors the opportunity of earning up to two high school credits for completion of approved community service projects or volunteer service that “relates to a course in which the student is enrolled or intends to enroll.”

For each student who wishes to earn credit for community service or volunteer service under this law, the student, a teacher of the student, or a community or volunteer service organization must submit an application to the high school principal including:

1. The name of the community service organization or volunteer service organization the student intends to assist.
2. The name, address, and telephone number of the director or the supervisor of the community service organization or volunteer service organization and, if different from the director or supervisor, the name, address, and telephone number of the individual assigned by the community or volunteer service organization to supervise the student at the activity site.
3. The nature of the community service or volunteer service performed by the student with a certification that the service performed by the student is voluntary.
4. The total number of hours the student intends to serve the community service organization or volunteer service organization during the school year.
5. A written statement by the director or the supervisor of the community service organization or volunteer service organization certifying that the information included in the application is an accurate reflection of:
   a. the student’s expectations with regard to the number of hours of service contemplated to be performed; and
   b. the community service organization’s or the volunteer service organization’s need to acquire the student’s service.
6. A description of:
   a. the educational or career exploration benefits the student and the school should expect to gain from the student’s community or volunteer service participation; and
   b. the service and benefit the community or volunteer service organization expects to gain from the student’s participation.
7. A description of how the community or volunteer service activity relates to a course in which the student is enrolled or intends to enroll.
8. The manner and frequency in which the student and the community or volunteer service activity will be evaluated.
9. The name of the certificated school employee who will be responsible for monitoring and evaluating the student’s activity and performance, including assigning to the student a grade for participation under this section.
10. Any other information required by the principal.

MUSICAL THEATRE (MUS THTR)

0518

Musical Theatre is based on the Indiana Academic Standards for Theatre. Students in this course study the history of musical theatre and its place in today’s society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. This class may be taught collaboratively among music, theatre, dance, and visual arts faculty. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

- **Recommended Grade Level:** 9, 10, 11, or 12
- **Laboratory course**
- **Credits:** a 1-semester course for 1 credit
- **Does not fulfill the Fine Arts requirement of the Core 40 with Academic Honors diploma but counts as an Elective for any diploma**

PEER TUTORING (PEER TUTR)

0520

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

- **Recommended Grade Level:** 10, 11 or 12
- **Recommended Prerequisites:** None
- **Credits:** One credit per semester up to 2 credits
- **Counts as an Elective for all diplomas**
**INTRODUCTION**

All band, choir, dance, orchestra and theater courses are considered co-curricular. 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.

**BAND**

**INTERMEDIATE CONCERT BAND**

4168W Concert Band Woodwinds
4168B Concert Band Brass

Students taking this course are provided with a balanced and comprehensive study of music through concert band literature. Course work emphasizes individual technique, musical performance, social skills and teamwork. Responsibility, self-direction and organization are stressed. Leadership opportunities are provided. All students capable are expected to participate in the LNHS marching band and encouraged to participate in the LNHS pep band.

- **Recommended Grade Level:** 9, 10, 11 or 12
- **Recommended prerequisite:** Moderate level of performance on a band instrument. Enrollment is by audition.
- **Credits:** A two credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

**ADVANCED CONCERT BAND**

4158W Wind Ensemble Woodwinds
4158B Wind Ensemble Brass
4170W Symphonic Band Woodwinds
4170B Symphonic Band Brass

Students taking this course are provided with a balanced and comprehensive study of music through concert band literature. Course work emphasizes individual technique, musical performance, social skills and teamwork. Responsibility, self-direction and organization are stressed. Leadership opportunities are provided. All students capable are expected to participate in the LNHS marching band and encouraged to participate in the LNHS pep band.

- **Recommended Grade Level:** 9, 10, 11 or 12
- **Recommended prerequisite:** Advanced level of performance on a band instrument. Enrollment is by audition.
- **Credits:** A two credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
INSTRUMENTAL ENSEMBLE

4170P Advanced Percussion Ensemble
4168P Intermediate Percussion Ensemble
4160P Beginning Percussion

Students taking this course are provided with a balanced and comprehensive study of music through solo, chamber ensemble and concert band literature. Course work emphasizes individual technique, musical performance, social skills and teamwork. Responsibility, self-direction and organization are stressed. Leadership opportunities are provided. In addition to the classroom curriculum, all students capable will perform with the concert band program. All students capable are expected to participate in the LNHS marching band and encouraged to participate in the LNHS pep band.

- **Recommended Grade Level:** 9, 10, 11 or 12
- **Recommended prerequisite:** Intermediate to advanced level of performance on percussion instruments. Enrollment is by audition.
- **Credits:** A two credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

JAZZ ENSEMBLE

4164 Advanced Jazz Band
4164FA Jazz Band

Students taking this course are provided with a balanced and comprehensive study of music through instrumental jazz literature. Course work emphasizes the study and performance of a variety of styles associated with American jazz literature. Responsibility, self-direction, organization and performance skills are stressed. Leadership opportunities are provided. All students capable are expected to participate in the LNHS marching band and encouraged to participate in the LNHS pep band. Student participants must be enrolled in a concert band and/or orchestra class. Jazz instruments include saxophone, trumpet, trombone, guitar, vibraphone, piano, bass (electric and/or acoustic) and drum set.

- **Recommended Grade Level:** 9, 10, 11 or 12
- **Recommended prerequisite:** Moderate to advanced level of performance on a jazz band instrument. Enrollment is by audition.
- **Credits:** A one credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ORCHESTRA

INTERMEDIATE ORCHESTRA

4172 Sinfonia

Students taking this course are provided with a balanced study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive and effective domains. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading.

- **Recommended Grade Level:** 9, 10, 11 or 12
- **Recommended prerequisite:** Moderate level of performance on a string instrument. Enrollment is by audition.
- **Credits:** A two credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED ORCHESTRA

4174 Chamber Orchestra
4176 Concertino

Students taking this course are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight reading.

- **Recommended Grade Level:** 9, 10, 11 or 12
- **Recommended prerequisite:** Advanced level of performance on a string instrument. Enrollment is by audition.
- **Credits:** A two credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CHOIR

BEGINNING CHORUS

4182 Descants
4186G Gospel

Students taking Beginning Chorus develops musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (3) female chorus, (3) mixed chorus or any combination thereof. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students.

- **Recommended Grade Level:** 9
- **Recommended prerequisite:** Enrollment is by audition
- **Credits:** A two credit course
• Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTERMEDIATE CHORUS

4188NE New Edition

Intermediate chorus will provide students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. In addition, developmentally appropriate repertoire with emphasis on sight-reading, critical listening skills, and vocal technique will be studied. Intermediate chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. After school rehearsals and performances are required.

• **Recommended Grade Level:** 10, 11 or 12
• **Recommended prerequisite:** Moderate level of vocal technique. Enrollment is by audition.
• **Credits:** A two credit course
• **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

ADVANCED CHORUS

4188ND New Dimension
4188HS Hip Street Women’s Show Choir
4180 Chamber Singers

Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer’s intent in order to connect the performer with the audience. The choral repertoire must be of the highest caliber. Mastery of basic choral technique must be evident. Areas of refinement include acapella singing, sight reading, and critical listening skills.

• **Recommended Grade Level:** 10, 11 or 12
• **Recommended prerequisite:** Advanced level of vocal technique. Enrollment is by audition.
• **Credits:** A two credit course
• **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

MUSICAL THEATRE

4184

Musical theater classes provide sequential instruction in musical theater production. Activities and experiences are designed to develop students’ ability to: (1) participate in performing, staging, directing, and choreographing works studied; (2) listen to, describe, analyze, and interpret works viewed and performed; (3) understand the historical background of musical theater; and (4) compose and stage original one-act and/or complete works for the class, school, and/or the public. The class may be taught collaboratively among music, theater, dance, and the visual arts faculty.

• **Recommended Grade Level:** 10, 11 or 12
• **Recommended prerequisite:** Interest in American Musical Theater. Enrollment is by audition.
• **Credits:** A two credit course
• **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

DANCE

DANCE PERFORMANCE: BALLET, MODERN, JAZZ, OR ETHNIC-FOLK

4146 Beginning Dance
4152 Intermediate Dance
4146DC Advanced Dance Company
4146CG Advanced Dance and Prop Company

Sequential and systematic learning experiences are provided in the specific genre offered, whether it is ballet, modern, jazz, or ethnic-folk. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings and images through movements. The performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility and study of dance performance as an artistic discipline and as a form of artistic communication.

• **Recommended Grade Level:** 9, 10, 11 or 12
• **Recommended prerequisite:** Beginning to advanced level of dance technique. Intermediate and Advanced course enrollment is by audition.
• **Credits:** A two credit course
• **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
ELECTRONIC MUSIC TECH

4202

Be the first to compose your own original song or make your own mix! Technology is integrated into music in many ways through digital instruments, notation programs, sequencing, recording, mixing, effects, editing and producing. This course starts with the basics of music technology using our newly expanded music lab. Take advantage of LN’s unique opportunity to introduce you to the world of music technology.

- **Recommended Grade Level:** 9, 10, 11 or 12
- **Recommended prerequisite:** Music Theory I, II
- **Credits:** A 1 credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MUSIC THEORY & COMPOSITION I, II

4208

Any of your favorite performers make music look easy. However, they didn’t get where they are without an understanding of the basics of music. Music Theory is the foundation needed to become the performer or composer of tomorrow. To begin your understanding of music, place this on your class schedule today.

- **Recommended Grade Level:** 9, 10, 11 or 12
- **Recommended prerequisite:** None
- **Credits:** A two credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MUSIC THEORY, AP

4210

To be an accomplished musician, the deeper understanding of music begins with theory which is usually not covered in high school. Through this course, students will develop the foundation to become a great instrumentalist, vocalist and composer, in preparation for college. See your counselor to take your first college music class here at LN.

- **Recommended Grade Level:** 10, 11 or 12
- **Recommended prerequisite:** Music Theory I, II, or passing score on music essentials placement test
- **Credits:** A two credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PIANO

4204 Piano I
4220 Piano II
4222 Piano III

Because of its ability to cover all music styles, piano has become the basis for music in general. Sign up to learn how to play any keyboard music and become a great musician.

- **Recommended Grade Level:** 9, 10, 11 or 12
- **Recommended prerequisite:** No piano experience for Beginning Piano I course. For Intermediate Piano II, one semester Piano I or moderate prior experience required. Intermediate Piano III requires Piano I, Piano II or moderate prior piano experience.
- **Credits:** A one credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MUSIC APPRECIATION

4206

In taking this course in the study of music history students will be able to explore the similarities; differences and links in music from within our own culture and that of others across time. Although music may vary considerably from one culture to another, music also shares many similarities. This course uses music to document our constantly changing world. Take advantage of LN’s unique opportunity to introduce you to the world of studying cultures using music.

- **Recommended Grade Level:** 9, 10, 11 or 12
- **Recommended prerequisite:** None
- **Credits:** A one credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MUSIC APPRECIATION, IB

4212

IB music appreciation provides an appropriate foundation for further studies in music history at university level. It also provides an enriching and valuable course of study for students who may pursue other careers. This course provides students with the opportunity to engage in the world of music history as lifelong participants. IB assessments and testing required.

- **Recommended Grade Level:** 10, 11 or 12
- **Recommended prerequisite:** Music Theory
- **Credits:** A two credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
ANATOMY AND PHYSIOLOGY (A & P)

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

- **Recommended Grade Level:** Grade 11,12
- **Recommended Prerequisites:** Biology
- **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**
- **Fulfills a Core 40 Science course requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

BIOLOGY I (L) (BIO I)

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

- **Recommended Grade Level:** 10
- **Credits:** A two credit course
- **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 II (L) (BIO II)

* Biology II is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth’s living organisms to each other and to the environment in which they live. In these courses, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

GENETICS

3026G

This course covers the interaction of inherited traits and the environment. Basic laws of inheritance, genetic engineering, and bioethics are discussed. Lab activities include recombinant DNA, human chromosome analysis, and DNA studies.

- **Recommended Grade Level:** 10, 11 or 12
- **Recommended Prerequisite:** Biology I
- **Credits:** Two semesters, one credit each semester
- **Counts as life science course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

MARINE BIOLOGY

3026M

This course presents the marine environment with specific study of marine biomes, marine ecology, historical development, and career opportunities. Dissection is required. There are two optional, non-required field experiences offered. 1.) Earn your PADI scuba certificate, and 2.) Obtain PADI certificate and take field experience dive trip in the fall semester.

- **Recommended Grade Level:** 10, 11 or 12
- **Recommended Prerequisite:** Biology I
- **Credits:** One credit course
- **Counts as life science course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

VERTEBRATE ZOOLOGY

3026VZ

This course is a study of diverse vertebrate organisms including their life histories, defense mechanisms, reproduction, and economic value. Students will conduct projects with live animals and will perform computer simulations of dissection.

- **Recommended Grade Level:** 10, 11 or 12
- **Recommended Prerequisite:** Biology I
- **Credits:** One credit course
- **Counts as life science course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
investigations according to accepted procedures.

by theory and by evaluating and communicating the results of those
gained from observation of natural phenomena and
experimentation by designing and conducting investigations guided
by theory and by evaluating and communicating the results of those
investigations according to accepted procedures.
- **Recommended Grade Level**: 9-10
- **Credits**: A two credit course
- Fulfills the earth and space science requirement for the General Diploma. Fulfills Core 40 science credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**GEOLOGY, ACP**

3090

Geology is an introduction to the origin and classification of minerals and rocks. Relationships between rock types, rock structures, surficial geological processes of running water, subsurface water, glaciation, wind, tides and landform evolution are covered. Geologic time is analyzed.

- **Recommended Grade Level**: 10, 11 or 12
- **Credits**: A one credit course
- Fulfills the earth and space 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
- Dual credit available through Indiana University’s Advanced College Project

**ENVIRONMENTAL SCIENCE, ADVANCED PLACEMENT (L)**

(ENVSCI AP)

3012

*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.

- **Recommended Grade Level**: 12
- **Recommended Prerequisite**: Biology and Chemistry
- **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
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

**INTEGRATED CHEMISTRY-PHYSICS (L)**

(ICP)

3108

*Integrated Chemistry-Physics* is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- **Recommended Grade Level**: 9
- **Recommended Prerequisite**: Algebra I (may be taken concurrently with this course)
- **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

**PHYSICS I (L)**

(PHYS I)

3084

*Physics I* is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- **Recommended Grade Level**: 11-12
- **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 II (L)**

(PHYS II)

3086

*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.

- **Recommended Grade Level**: 11-12
- **Recommended Prerequisite**: Physics I, Precalculus/Trigonometry (can be taken concurrently)
- **Credits**: 2 semester course, 1 credit per semester
- 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 B, ADVANCED PLACEMENT (L) (PHYS B AP)**

3080

*Physics B, Advanced Placement* is a course based on content established by the College Board that is the equivalent of a terminal, one year college physics course. AP Physics B should provide instruction in each of the content areas (1) Newtonian Mechanics (35%); (2) Fluid Mechanics and Thermal Physics (15%); (3) Electricity and Magnetism (25%); (4) Waves and Optics (15%); and (5) Atomic and Nuclear Physics (10%).

- **Recommended Grade Level:** 12
- **Recommended Prerequisite:** Physics I, Pre-Calculus/Trigonometry
- **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**
- **Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas**

---

**20TH CENTURY AMERICAS, IB 1538**

This course is the in depth study of the 20th Century of the Americas; United States, Canada, and Latin America. The course follows the IB survey class in American history. The purpose of 20th Century Americas is to allow students a more detailed exploration of topics such as the causes and effects of the two World Wars and the rise and the rule of single party states that caused the Second World War. Other topics will include the colonial expansion that introduces the century and causes the First World War as well as the Cold War that ends the century. 20th Century Americas will include various novels and first person sources for a critical interpretation of historical events. This course is weighted for those who participate in the International Baccalaureate examination program.

- **Recommended Grade Level:** Grade 11
- **Recommended Prerequisites:** Completion of AP U. S. History
- **Credits:** A 2 semester course, 1 credit per semester
- **Fulfills the 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**

---

**AFRICAN AMERICAN HISTORY (AFR STUDIES) 1500**

*African American History* will cover African American History—Literature and the Arts from the African origins prior to the development of European contact through the model Civil Rights Movement. The African American History course will not be taught with the emphasis of afro centrism, but as a cultural recognition of ethnic contributions to American society. The heritage and cultural contributions of African Americans will be strongly emphasized. The course will provide a foundation for strengthening the understanding and skills needed for successful interaction in a multicultural society.

- **Recommended Grade Level:** 10, 11 or 12
- **Recommended Prerequisites:** none
- **Credits:** 1 credit
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
ECONOMICS (ECON)

1514

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

- **Recommended Grade Level:** Grades 11 or 12
- **Recommended Prerequisites:** None
- **Credits:** 1 semester course, 1 credit
- **Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma
- **Qualifies as a Quantitative Reasoning course for the General diploma only**

ECONOMICS, AP (MICRO-ECON)

1554

Microeconomics, AP is a course based on content established by the College Board. The course gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economics system. Topics include: (1) basic economic concepts, (2) the nature and functions of product markets, (3) factor markets, and (4) market failure and the role of government.

- **Recommended Grade Level:** Grade 12
- **Recommended Prerequisites:** None
- **Credits:** 1 or 2 semester course. 1 credit per 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 for the General, Core 40, AHD, and THD diplomas**

GEOGRAPHY AND HISTORY OF THE WORLD (GEO-HST WLD)

1570
1570H

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 21st Century.

- **Recommended Grade Level:** None
- **Recommended Prerequisites:** None
- **Credits:** 2 semester course, 1 credit per semester
- **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**

LAW EDUCATION (LAW ED)

1526

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.

- **Recommended Grade Level:** Grades 10, 11 or 12
- **Recommended Prerequisites:** United States Government or teacher recommendation
- **Credits:** 1 semester course, 1 credit
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
PSYCHOLOGY, AP (PSYCH AP)

1558

Psychology, Advanced Placement is a course based on content established by the College Board. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes. Topics include: (1) history and approaches, (2) research methods, (3) biological bases of behavior, (4) sensation and perception, (5) states of consciousness, (6) learning, (7) cognition, (8) motivation and emotion, (9) developmental psychology, (10) personality, (11) testing and individual differences, (12) abnormal psychology, (13) treatment of psychological disorders, and (14) social psychology.

- **Recommended Grade Level:** Grades 11 or 12
- **Recommended Prerequisites:** None
- **Credits:** 1 or 2 semester course, 1 credit per semester
- **Counts as an Elective for** the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PSYCHOLOGY STANDARD LEVEL, IB, AP (PSY S IB)

1558IB

Psychology Standard Level, International Baccalaureate is divided into four required parts: biological, cognitive, learning, and humanistic psychology. Students must fulfill two options in the following areas: comparative psychology, cultural psychology, psychology of dysfunctional behavior, health psychology, lifespan psychology, psychodynamic psychology, or social psychology. The research methodology of ethics and qualitative and quantitative research must be undertaken and students must design and implement three experimental studies. This course is based on the curriculum published by the International Baccalaureate Organization.

- **Recommended Grade Level:** Grades 11 or 12
- **Credits:** 2 semester course, 1 credit per semester
- **Counts as a Social Studies Course for** the General diploma or as an elective for any diploma

SOCIOLGY ACP (SOCIOLOGY)

1534

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students will describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students will examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students will also analyze the role of individuals in the community and social problems in today's world.

- **Recommended Grade Level:** Grades 11 or 12
- **Recommended Prerequisites:** None
- **Credits:** 1 semester, 1 credit
- **Counts as an Elective for** the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Dual credit available through Indiana University’s Advanced College Project**

UNITED STATES GOVERNMENT (US GOVT)

1540

*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.

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

US GOVERNMENT AND CONSTITUTIONAL LAW, AP (US GOVT AP)

1560

*Government and Politics: United States, Advanced Placement* is a course based on content established by the College Board. Topics include: (1) constitutional underpinnings of United States government, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties. Students will study US Supreme Court decisions and will have the opportunity to sit with a judge in the courts and to prepare briefs and to argue before local attorneys in a moot court.

- **Recommended Grade Level:** Grade 12
- **Recommended Prerequisites:** Successful completion of United States History AP or ACP
UNITED STATES HISTORY (US HIST)

1542

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.

- **Recommended Grade Level:** 11
- **Recommended Prerequisites:** None
- **Credits:** 2 semester course, 1 credit each semester
- **Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma**

UNITED STATES HISTORY, AP, ACP (US HIST AP)

1562
1562AC (ACP)

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.

- **Recommended Grade Level:** Grade 11
- **Recommended Prerequisites:** None
- **Credits:** 2 semester course, 1 credit each semester
- **Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma**

WORLD HISTORY, ADVANCED PLACEMENT (WLD HST AP)

1576

World History, Advanced Placement is a course that provides students with the content established by the College Board. The course will have a chronological frame from the periods 8000 B.C.E. to the present. AP World History focuses on five overarching themes: Interaction Between Humans and the Environment, Development and Interaction of Cultures, State-Building, Expansion, and Conflict, Creation, Expansion, and Interaction of Economic Systems, Development and Transformation of Social Structures.

- **Recommended Grade Level:** None
- **Recommended Prerequisites:** None
- **Credits:** A 1 or 2 semester course, 1 credit per semester
- **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**
INTRODUCTION TWO DIMENSIONAL ART & ADVANCED TWO-DIMENSIONAL ART

4000
Students will create works of art in a variety of media, critique those experiences, explore art history, write art reports, investigate art careers, participate in art exhibitions and portfolio display. During the second semester students will continue to explore a variety of media requiring advanced technical aptitude as well as increased creative application of those techniques.

- **Recommended Grade Level:** 9, 10, 11 or 12
- **Recommended prerequisite:** None
- **Credits:** A two credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION 3-DIMENSIONAL ART

4002
Students will create and decorate original three-dimensional artwork from a variety of materials to include: clay, glazes plaster-treated gauze, and stained glass. They will also learn to operate many different pieces of equipment such as a pottery wheel, slab rolling table, pug mill, and glass cutter.

- **Recommended Grade Level:** 10, 11 or 12
- **Recommended prerequisite:** Intro. to 2-D Art and Advanced 2-D Art.
- **Credits:** A two credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CERAMICS & SCULPTURE

4044
Students will learn to use and master a variety of equipment which may include band saw, miter box, power-rotary tool, Ringmaster-lathe, cordless drill, glass cutter, pottery wheel, pug mill, and clay extruder. Students will explore careers related to the content area.

- **Recommended Grade Level:** 10, 11 or 12
- **Recommended prerequisite:** Intro. to 2-D Art, Advanced 2-D Art, Intro. to 3-D Art and Advanced 3-D Art.
- **Credits:** A two credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

DRAWING

4060
Students create drawings using a variety of materials. A wide range of subjects and techniques, reflection and critique of personal and historic art, career reviews, and exhibition of work are included in this creative course.

- **Recommended Grade Level:** 10, 11 or 12
- **Recommended prerequisite:** Introduction to 2-D Art and Advanced 2-D Art.
- **Credits:** A two credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PAINTING

4064
Students will explore the medium of painting and learn how to skillfully render images through paint application. They will apply skills developed in 2D Design to create more advanced and focused works of art. Students will use different types of paint including tempera, acrylic, watercolor, oil pastels, and oil paint. Students will have the opportunity to paint subject matter of their choice and experiment with different styles of painting.

- **Recommended Grade Level:** 10, 11 or 12
- **Recommended prerequisite:** Intro. to 2-D Art, Advanced 2-D Art.
- **Credits:** A two credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

DIGITAL DESIGN

4082
Students will create computer images employing the elements and principles of art. The course will lead to understanding computers for drawing, design, animation, 3-D rendering and web design.

- **Recommended Grade Level:** 10, 11 or 12
- **Recommended prerequisite:** None
- **Credits:** A two credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

VISUAL COMMUNICATIONS

4086
Students in Visual Communication will create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Projects will include posters.
Students will study works of art throughout history, in order to gain an understanding and appreciation for visual arts. The course will consist of class discussions, slide study, group activities, hands on projects, and research projects. Each semester students will attend a field trip to a nearby museum or gallery to see works of art that pertain to a movement or style of art studied in class. The non-artist student pursuing the Academic Honors Diploma, or college, may seriously want to consider this fine art class. First semester covers Prehistoric Art through 1492 Art. Second semester covers 1492 Art through Modern Art.

- **Recommended Grade Level:** 11 or 12
- **Recommended prerequisite:** None
- **Credits:** A one or two credit course
- **Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**ART HISTORY**

**PHOTOGRAPHY 1**

Photography 1 is a course for the beginning photographer. Students will learn the control of basic photographic principles such as exposure, focus, subject selection and depth of field. This course will also focus on the exploration into composition, stylistic approach, and metering for daylight, studio light and night scenes. This course also offers a glimpse into shooting a live model in a studio setting and using flash when shooting inside. The class will use adobe Photoshop to edit photographs and iMovie to make a final portfolio. Students will use the school cameras in class; there is no need to bring in your DSLR to school. Kids should have a thumb drive to save or transfer work from home to school.

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

**ADVANCED PHOTOGRAPHY**

Photography 3 and 4 is a course for the amateur photographer wanting to refresh his or her skills, and for the serious student who wishes to continue on with photography knowledge. Review of basic photographic principles such as exposure, focus, subject selection and depth of field is the primary focus of this course, along with an
exploration into composition, stylistic approach, and metering for daylight, studio light and night scenes. Photojournalism students will learn theory and history to obtain and report with a camera under deadline conditions. Assignments will be within the high school and extend into the community. An emphasis will be placed on students publishing assignments to begin portfolios. This course also offers lighting techniques such as back light, side light and natural light. We concentrate on funny projects while learning Adobe Photoshop. The students will learn through lectures, studio workshops, slide shows and field trips. Critiques of student work will stress positive achievements toward instilling the confidence to tackle more challenging photographic work. Students are encouraged to discuss ideas and concepts with both the instructors and fellow students in an environment that welcomes input and exploration. Students will use the school cameras in class; there is no need to bring in your DSLR to school. Kids should have a thumb drive to save or transfer work from home to school.

- **Recommended Grade Level:** Grade 10 - 12
- **Recommended Prerequisites:** Successful completion of Intro to Photography
- **Credits:** 2 credits, 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

**COMMUNICATION PROCESSES/VIDEO**

**LEVEL I VIDEO**

4810

Students will learn the basics of video camera usage, video editing, and DVD creation on Macintosh computers. Student will be required to create several projects and also practice in the school’s television studio.

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

**LEVEL II VIDEO**

4812

Students produce the daily television news/sports show "Cat's Eye." Responsibilities may include anchoring, studio camera, audio controls, video segment editing and interviewing. Students will be required to video.

- **Recommended Grade Level:** Grade 10 - 12
- **Recommended Prerequisites:** Level I Video
- **Credits:** 2 credits, 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

---

**World Languages**

**FRENCH LANGUAGE COURSES**

**FRENCH I (FREN I)**

2020

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

- **Recommended Grade Level:** 9-11
- **Recommended Prerequisites:** None
- **Credits:** A 2-credit course
- **Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

**FRENCH II (FREN II)**

2022

French II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for French 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 French-speaking culture; recognize basic routine 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 French language and culture outside of the classroom.

- **Recommended Grade Level:** 9-12
- **Recommended Prerequisites:** French I
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

**FRENCH III (FREN III)**

2024

French III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for French 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 French-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 French language and culture outside of the classroom.

- **Recommended Grade Level:** 10-12
- **Recommended Prerequisites:** French I and II
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

**FRENCH IV (IB SL) (FREN IV)**

2026

French 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 French-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 French language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native French speakers.

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** French I, II and III
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

**FRENCH V (AP and IB HL) (FREN V)**

2028

French V, a course based on Indiana’s Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of French-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of French-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student’s own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native French speakers.

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** French I, II, III and IV
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

**GERMAN LANGUAGE COURSES**

**GERMAN I (GER I)**

2040

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

- **Recommended Grade Level:** 9-11
- **Recommended Prerequisites:** None
- **Credits:** A 2-credit course
- **Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

**GERMAN II (GER II)**

2042

German II, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for German 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 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 German-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 German language and culture outside of the classroom.

- **Recommended Grade Level:** 10-12
- **Recommended Prerequisites:** German I and II
- **Credits:** A 2-credit course
- **Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

**GERMAN IV (IB SL) (GER IV)**

2046

German 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 German-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 German language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native German speakers.

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** German I, II and III
- **Credits:** A 2-credit course
- **Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

**GERMAN III (GER III)**

2044

German III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for German 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 German-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 German language and culture outside of the classroom.

- **Recommended Grade Level:** 9-11
- **Recommended Prerequisites:** German I and II
- **Credits:** A 2-credit course
- **Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

**GERMAN II (GER II)**

2042

German II, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for German 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 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 German-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 German language and culture outside of the classroom.

- **Recommended Grade Level:** 10-12
- **Recommended Prerequisites:** German I and II
- **Credits:** A 2-credit course
- **Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
GERMAN V (AP and IB HL) (GER V)

2048

German V, a course based on Indiana’s Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of German-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of German-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student’s own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native German speakers.

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** German I, II, III and IV
- **Credits:** A 2-credit course
- **Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

ENGLISH AS A NEW LANGUAGE

ENGLISH AS A NEW LANGUAGE (ENL)

1012

English as a New Language, an integrated English course based on Indiana’s English Language Proficiency (ELP) Standards, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

- **Recommended Grade Level:** The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.
- **Recommended Prerequisites:** English proficiency placement test results
- **Credits:** A two-semester course, one credit per semester. The nature of this course allows for successive semesters of instructions at advanced levels (up to a maximum of four credits).
  - English/Language Arts credit (1012): If ENL course work addresses Indiana’s Academic Standards for English/Language Arts, up to four (4) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
  - World Language credit (2188): If ENL course work addresses Indiana’s Academic Standards for World Languages and is taken concurrently with another English/Language Arts course, up to four (4) credits accrued may count as World Language credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

SPANISH LANGUAGE COURSES

LANGUAGE FOR HERITAGE SPEAKERS I (LHS I)

2190

Language for Heritage Speakers I is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and
students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- **Recommended Grade Level:** 9-11
- **Recommended Prerequisites:** None
- **Credits:** A 2-credit course
- **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 (SPAN II)**

Spanish II, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; describe contributions from the target culture; and recognize and use situation-appropriate greetings and forms of address, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

- **Recommended Grade Level:** 9-12
- **Recommended Prerequisites:** Spanish I
- **Credits:** A 2-credit course
- **Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

**SPANISH III (SPAN III)**

Spanish III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and
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 the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Spanish speakers.

- **Recommended Grade Level:** 10-12
- **Recommended Prerequisites:** Spanish I, II and III
- **Credits:** A 2-credit course
- **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 IMMERSION

**SPANISH IMMERSION CURRICULUM**

This program is a continuation of the K-8 program. Students in the program wanting to meet the requirements for the Academic Honors Diploma need to complete two years of the Immersion Program at Lawrence North. In order to complete the Spanish Immersion Program, students must take approved courses each year so that they have a minimum of 12 credits from the approved courses.

**REQUIRED COURSES FOR THE IMMERSION PROGRAM**

The following courses must be taken by all students in the program:

- Spanish Immersion I — 2 credits Grade 9
- World Cultures (Replaces Modern World Studies) Grade 9
- Spanish Immersion II — 2 credits Grade 10
- Culture and Diversity — 2 credits Grade 10 or 11
- AP Spanish Literature — 2 credits Grade 11 or 12

In addition to the courses listed above as required courses, students may select from the courses listed below:

- IB (SL) — 2 credits Grade 11 or 12
- IB (HL) — 4 credits Grade 11 & 12
- Spanish Language and Culture through Cinema — 2 credits Grade 11 or 12
• Spanish Immersion III – 2 credits
• Cadet Teaching at Forest Glen — 2 credits Grade 12

Overseas Experience offered by the school which includes a homestay and course work. Program run by the Colegio Maravillas in Málaga, Spain. During the overseas experience students will visit Málaga, Sevilla, Córdoba and Granada. Students will be eligible for this experience after Grade 10. (Summer — 1/2 credit)

WORLD CULTURES

2142

World Cultures is taught in Spanish and examines various cultures in the world which are different from and, at the same time, similar to our own. Objectives for the class will be for students to develop a global perspective of their own relationship to the rest of the world. This class replaces Modern World Studies for the Immersion Program students.

• Recommended Grade Level: 9
• Recommended Prerequisites: Completion of middle school program
• Credits: A 2-credit course
• Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

IMMERSION SPANISH I

2144

Immersion Spanish I is designed to help students in the immersion program to expand and enhance their language skills. Students will work on eliminating errors in their writing and on expanding vocabulary. This is a review of previously learned structures. More complex structures will be taught to enhance oral and written communication.

• Recommended Grade Level: 9
• Recommended Prerequisites: Completion of middle school program
• Credits: A 2-credit course
• Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

IMMERSION SPANISH II

2146

Spanish Immersion II provides opportunities for students in the Spanish immersion program to continue to expand and enhance their language skills by improving oral and written communication skills, as well as refining their listening and reading skills. At the end of this course students should plan to take the AP Language Exam.

• Recommended Grade Level: 10
• Recommended Prerequisites: Completion of Spanish Immersion I
• Credits: A 2-credit course
• Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

CULTURE AND DIVERSITY

2148

Culture and Diversity is a course in which students will explore the cultures and diversity of Spain and various Latin American countries. Topics to be covered will be geography and the regions of Spain, geography and culture regions of selected Latin American countries, art and architecture, contemporary life, folklore and movie.

• Recommended Grade Level: 10-11
• Recommended Prerequisites: Participation in the ninth immersion program or native speakers with strong skills in Spanish who have been recommended for the program.
• Credits: A 2-credit course
• 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 LANGUAGE AND CULTURE through CINEMA

2132

Spanish Language and Culture through Cinema is designed to use films from the Spanish-speaking world as springboards for classroom discussion. Students hear Spanish as it is spoken and are encouraged to discuss the social and cultural aspects of Spanish-speaking cultures. Each movie covered has been selected for their quality, interest and cultural value. This course will focus on four aspects of the Spanish language: conversation, composition, culture and film.
**Recommended Grade Level:** 11 or 12  
**Recommended Prerequisites:** Successful completion of Spanish Immersion I & II, Hispanic students with strong Spanish skills and students who have completed Spanish IV and above.  
**Credits:** A 2-credit course  
**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 LITERATURE, AP**

**2130**

*AP Spanish Literature* is a two-semester course. It is intended to be the equivalent of a third-year college introduction to Hispanic Literature course. It covers selected authors and works from the literature of Spain and Latin America and centers on the understanding and analysis of literary texts. By the end of the course, student language ability can generally be equated to that of college students who have completed the typical fifth or sixth semester Spanish Language course in composition, conversation, and grammar. Students will be expected to read some of the pieces from the reading list during the summer prior to enrolling in the course. Students would be expected to take the AP Spanish Literature Exam in May.

**Recommended Grade Level:** 11 or 12  
**Recommended Prerequisites:** Completion of previous immersion courses or completion of AP Spanish Language course.  
**Credits:** A 2-credit course  
**Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

**OVERSEAS EXPERIENCE**  
(Summer experience)

This elective course is part of the Spanish Immersion Program, but is open to students who have completed Spanish III or higher in the regular program. Students participate in a minimum 21-day homestay/study program in a Spanish-speaking country. In order to get credit, students must participate in pre-departure sessions, go on planned excursions, and submit a project based on their experiences. Students must pay for the cost of trip and complete an application for the trip. Students interested should contact one of the Spanish teachers. The Overseas Experience offered by the school which includes a homestay and course work. The program is run by the Colegio Maravillas in Málaga, Spain. During the overseas experience students will visit Málaga, Sevilla, Cordoba, and Granda. Students will be eligible for this experience after Grade 10.

**Recommended Grade Level:** 10, 11 or 12  
**Recommended Prerequisites:** Completion of previous immersion courses or completion of AP Spanish Language course.  
**Credits:** .5 credit
**McKenzie Center for Innovation and Technology**

**INTRODUCTION**

Available to students from LN and LC, the McKenzie Center for Innovation and Technology houses state-of-the-art equipment and materials in the classrooms and labs. The Center embraces rigorous academic programs and diverse technological career courses, which prepare its college and career-bound students for post-secondary education at two and four-year colleges, military service, workplace entry, or advanced technical training in a variety of business, medical, and industrial fields. The low teacher-student ratio, nurturing environment, cutting edge technology, and broad array of career programs, focused and motivated students, dual-credited courses and national certifications are continually cited as advantages by McKenzie students.

**AUTO SERVICE TECHNOLOGY**

2 Sem. 6 Cr. Grades 10-11-12
3 blocks each semester
Course code for first year: 5510C (first year)
Course code second year: 5546C (second year)

RECOMMENDED PREPARATION: Successful completion of Algebra 1. The student must pass the first year in order to enroll in the second year program.

COURSE DESCRIPTION: Students taking the automotive program will learn and practice skills needed to enter into the automotive field. Students that successfully complete the first year and who meet the criteria outlined by AYES and the AYES Business & Industry Council of the automotive program may qualify for a summer internship. In the second year the student who successfully completes the summer internship will return to school in the fall to three weeks of classroom/lab instruction. Then they will return to the automotive facility that the student interned at for three more weeks of on-the-job training for the last two blocks of each day. This continues the entire second year. This prepares students for entry-level service technicians, parts personnel and service advisors. Students meeting the qualifications set by the colleges (IVY Tech Community College, Vincennes University and other private post-secondary schools) we partner with may receive dual college credit.

**AUTO COLLISION REPAIR TECHNOLOGY**

2 Sem. 6 Cr. Grades 10-11-12
3 Blocks each semester
Course Code 5544C (first year)
Course Code 5514C (second year)

RECOMMENDED PREPARATION: Successful completion of Algebra I. The student must pass the first year in order to enroll in the second year program.

REQUIREMENTS: Coveralls and safety shoes for lab work.

COURSE DESCRIPTION: First semester: safety, metal repair power tools, and fillers. Second semester: MIG welding. Non-structural analyst, Third semester: computerized estimating, paint surface prep, and single stage topcoats. Fourth semester: introduction to custom painting and airbrushing, frame pulling, measuring and structural analysis, and senior projects. This prepares students for entry-level collision repair technicians, parts personnel and service advisors. Students must meet the qualifications set by the colleges. Tours of the facility or student shadowing experiences are available and encouraged upon request. Skilled collision repair technicians are highly paid and in demand. This experience can lead to shop ownership, management of an independent shop or a new car dealership.

Students meeting the qualifications set by the colleges (IVY Tech Community College, Vincennes University and other private post-secondary schools) we partner with may receive dual college credit.

**BUSINESS / MARKETING / FINANCE**

**PREPARING FOR COLLEGE AND CAREERS / PERSONAL FINANCIAL RESPONSIBILITY**

1 Sem. 1 Cr.
Course code: 5394C
RECOMMENDED PREPARATION: None

COURSE DESCRIPTION: This course 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.

**PERSONAL FINANCIAL RESPONSIBILITY**

1 Sem. 1 Cr.
Course code: 4540C
RECOMMENDED PREPARATION: Paired with Preparing for College and Careers

COURSE DESCRIPTION: 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 application through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.
PRINCIPLES OF MARKETING
1 Sem. 1 Cr
Course code: 5914C
RECOMMENDED PREPARATION: None
COURSE DESCRIPTION: 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.

PRINCIPLES OF MANAGEMENT / INTRO. TO BUSINESS
1 Sem. 1 Cr
Course code: 4562C
RECOMMENDED PREPARATION: None
COURSE DESCRIPTION: 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.

SPORTS AND ENTERTAINMENT MARKETING
1 Sem. 1 Cr
Course code: 5984C
RECOMMENDED PREPARATION: None
COURSE DESCRIPTION: Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace.

MERCHANDISING
1 Sem. 1 Cr
Course code: 5962C
RECOMMENDED PREPARATION: None
COURSE DESCRIPTION: Merchandising is a specialized marketing course providing instruction of marketing practices that support the sale of products to retail consumers. Emphasis is placed on oral and written communications, problem solving and critical thinking skills as they relate to product design, selling, pricing, distribution, retail promotion, visual merchandising, retail cycles, retail theories, and career opportunities in the retail industry. This course can focus on a specific retail sector, such as fashion, sporting goods, or electronics.

INFORMATION AND COMMUNICATION TECHNOLOGY
1 Sem. 1 Cr
Course code: 4528C
RECOMMENDED PREPARATION: None
COURSE DESCRIPTION: 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.

COMPUTER PROGRAMMING I VISUAL BASIC GAMING
2 Sem 2 Cr. Grades 10-11-12
Course Code: 4534C
RECOMMENDED PREPARATION: None
COURSE DESCRIPTION: Computer programming is an Information Technology course designed to expose students to computer programming using the Microsoft Visual Basic environment. Instructional strategies in the first semester include debugging, modifying, and creating business applications. In the second semester, students will create computer games using VB.NET. Unity3d will be explored as an introduction to 3D game programming.

GRAPHIC IMAGING DESIGN
2 Sem 2 Cr
Course code: 5572C
RECOMMENDED PREPARATION: None
COURSE DESCRIPTION: Graphic Imaging Technology will include organized learning experience that focus on theory and laboratory activities in pre-press, press and finishing operations. Emphasis will be placed on elements of design and layout leading to computerized electronic image generation, plate preparation, pressroom operations, and finishing techniques. Instructional activities will enhance student’s language arts skills through the use of proofreading, spelling, and punctuation exercises. The course will include actual production processes in conjunction with classroom assignments embracing the technologies of printing, publishing, packaging, electronic imaging, and their allied industries.

AP COMPUTER SCIENCE
2 Sem 2 Cr
Course code: 5236C
RECOMMENDED PREPARATION: Computer Programming I
COURSE DESCRIPTION: AP Computer Science is both a college prep course for potential Information Technology majors and a foundational course for students planning to study in other technical fields such as engineering, physics, chemistry, architecture or geology. The course emphasizes programming methodology and procedures using the Java programming language. Instruction includes preparation for the AP Computer Science exam. Hands-on projects include the utilization of the Grid World Case Study and the Finch Robot.

WEB DESIGN
1 Sem. 1 Cr
Course code: 4574C
RECOMMENDED PREPARATION: None
COURSE DESCRIPTION: Web Design is a business course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Areas of
instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies should include peer teaching, collaborative instruction, project-based learning activities, and school and community projects.

**ACCOUNTING**
2 Sem. 2 Cr  
Course code: 4524C  
RECOMMENDED PREPARATION: None  
COURSE DESCRIPTION: 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.

**BUSINESS LAW AND ETHICS**
1 Sem. 1 Cr  
Course code: 4560C  
RECOMMENDED PREPARATION: None  
COURSE DESCRIPTION: Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses.

**ENTREPRENEURSHIP & NEW VENTURES**
2 Sem. 2 Cr Grades 10-11-12  
Course code: 5966C  
Recommended Preparation: None  
Course Description:  
Entrepreneurship is the process of starting and managing your own business. This class is specifically designed for students who hope to open their own business in the future. Each student will complete a business plan – an actual proposal that describes every part of a new business. This plan is used to obtain financing as well as guide the opening and management of a business. The development of the plan includes self-directed research. Topics covered will include free enterprise, marketing, financing, tax laws, human resource management, and purchasing. Students will have the opportunity to compete in regional, state, and international competitions to earn recognition and scholarships through DECA – an association of marketing students. Successful completion of Entrepreneurship prepares students to continue to Advanced Marketing and Co-op during their senior year where students can learn and earn through a paid internship.

**ACP ADVANCED BUSINESS MANAGEMENT IU**
1 Sem. 1 Cr  
Course code: 5268  
RECOMMENDED PREPARATION: Paired with ACP Finance  
COURSE DESCRIPTION: Advanced Business Management prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business administration, management, and finance. Individual experiences will be based upon the student’s career and educational goals.

**ACP FINANCE IU**
1 sem. 1 Cr  
Course code: 5268  
RECOMMENDED PREPARATION: Paired with Business ACP IU  
COURSE DESCRIPTION: Paired with ACP Advanced Business Management ABOVE

**PRINCIPLES OF MARKETING**  
(Formerly Marketing Foundations)  
2 Sem. 2 Cr. Grades 10-11-12  
Course code: 5914C  
Recommended Preparation: None  
COURSE DESCRIPTION:  
Why are there some many different styles of jeans, cars, and athletic shoes? How does a manufacturer determine the needs of the customer and how to reach a targeted audience? How does a company successfully sell a product? These questions are answered in Principles of Marketing and begin the students journey into skills, strategies should include peer teaching, collaborative instruction, project-based learning activities, and school and community projects.  

**AP COMPUTER SCIENCES / COMPUTER PROGRAMMING II**  
(Formerly Computer Programming )  
2 Sem. 2 Cr. Grades 11-12  
Course Code: 5236CJ  
*This is a weighted (1.0) course  
Prerequisite: Algebra II  
RECOMMENDED PREPARATION: Computer Programming / VB Gaming  
Students earn 3 credits at Vincennes University. Counts toward Academic Honors Diploma.  
COURSE DESCRIPTION: AP Computer Science is both a college prep course for potential Information Technology majors and a foundational course for students planning to study in other technical fields such as engineering, physics, chemistry, architecture or geology. The course emphasizes programming methodology and procedures using the Java programming language. Instruction includes preparation for the AP Computer Science exam. Hands-on projects include the utilization of the Grid World Case Study and the Finch Robot.
WEB DESIGN
1 Sem. 1 Cr. Grades 11-12
Course Code: 5236CF (Fall)
Course Code: 5236CS (Spring)
COURSE DESCRIPTION: Students will learn about and apply various web page design and layout skills using HTML and Macromedia Dreamweaver. A majority of design activities will focus on the layout and design using specific themes and functions associated with websites on the internet. The internet will be used as a primary resource for class assignments, with additional emphasis on utilizing effective research skills. Students earn 3 credits at Vincennes University. Counts toward Academic Honors Diploma.

COOPERATIVE (CO-OP) PROGRAMS
The following programs are designed to give the student work experience as part of his/her total learning experience. Each student will study specific Business/Industry skills and responsibilities. The student will then be released to their work placement. The placement will be secured through efforts of the program coordinator, student, and employer. Students enrolled in the program will receive credit for the related class, and for the work experience. The student must provide his/her own transportation to and from job situations and be willing to work a minimum of fifteen hours per week. Each student applying for a co-op program must be interviewed by a coordinator prior to being accepted.

STRATEGIC MARKETING
2 Sem. Up to 6 Cr. Grade 12
One year program (6 credits)
Course Code: 5918C (Strategic Marketing Class)
Course code: 5918CA (1 Block, Marketing Field Experience)
Course code: 5918CB (2 Blocks, Marketing Field Experience)
RECOMMENDED PREPARATION: Employment and transportation COURSE DESCRIPTION: Strategic Marketing builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology and economics. The relationship between consumer behavior and marketing activities will be reviewed. This program combines related classroom instruction with paid on-the-job training. The course is designed for the student who is interested in earning credit for working a part-time job while finishing their final year of academic classes. Students attend classes in the morning and are given early release to their worksite each day. The work placement will be secured through efforts of the program coordinator, student, and employers. Students enrolled in the program will receive credit for the related class, and for the work experience. In the related class, students will have the opportunity to study: job seeking skills, ethics, safety, career exploration, finance, budgeting, insurance, credit, taxes and labor laws.
HEALTH SCIENCES

INTRO. TO MEDICAL CAREERS /MEDICAL TERMINOLOGY
2 Sem.  2 Cr.
Course Code:  5274C     Grades 10-11
RECOMMENDED PREPARATION:  Biology 1-2 and Algebra I
COURSE DESCRIPTION:  This course prepares students with language skills necessary for effective, independent use of health and medical reference materials.  It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings taught within the context of body systems.  The course builds skills in pronouncing, spelling, and defining new words encountered in verbal or written information.  Dual credit with post-secondary education is available. *Academic Honors available.

HEALTH SCIENCES I
2 Sem.  4 Cr.
Course Code:  5211C      Grades 11-12
RECOMMENDED PREPARATION:  Biology 1-2 and Algebra I or permission of the teacher and completed application. COURSE DESCRIPTION:  This course is designed to help the student gain an understanding of the health field, career options, wellness, and disease concepts through the use of project based learning. This course is highly recommended for any student who thinks he/she is interested in a Health Career or a Biomedical profession. The curriculum includes CPR-First Aid certification.

HEALTH SCIENCES II
2 Sem.  6 Cr.     Grade 12
3 Blocks each semester
Course Code:  5284C
RECOMMENDED PREPARATION:  Successful completion of an interview, positive teacher recommendations, and successful completion of Introduction To Health Care Specialties, Medical Terminology, or Biomedical Science classes. Completion or concurrent enrollment in Anatomy and Physiology is required. COURSE DESCRIPTION:  Numerous job shadowing opportunities in various allied health fields, veterinary health, or state certification as a nursing assistant are options dependent upon available facilities. The student will continue to explore the changing face of the health care field, available careers, medical language, and postsecondary programs. Learning will be enhanced by guest speakers in the health care profession, hands-on in-class labs, and second semester clinical experiences.

BIOMEDICAL SCIENCES

PLTW – Project Lead the Way

PBS
PRINCIPLES OF BIOMEDICAL SCIENCES (PBS) (PLTW)
2 Sem.  2 Cr.     Grades 9–10
Course Code  5218C
(Weighted Class) .5 Weight
RECOMMENDED PREPARATION:  Successful completion or concurrent enrollment in Biology I
COURSE DESCRIPTION:  This honors-level course provides an introduction to the biomedical sciences through exciting “hands-on” projects and problems.  Student work involves the study of human medicine, research processes, biomedical technology, and an introduction to a wide variety of careers.  Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases.  The course is designed to provide an overview of all the courses in the Biomedical Sciences program. Dual credit with post-secondary education is available.
This is a Core 40 science course, but it does not replace Biology 1.

HBS
HUMAN BODY SYSTEMS (HBS) (PLTW)
2 Sem.  2 Cr.     Grades 10–12
Course Code:  5216C
(Weighted Class) .5 Weight
RECOMMENDED PREPARATION:  Successful completion of (PBS) Principles of Biomedical Sciences.
COURSE DESCRIPTION:  This honors-level course will engage students in the study of basic human physiology, especially in relationship to human health.  Students will use a variety of electronic sensors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems.  Students will gain communication skills through modeling, writing, and presenting, and technical skills through computer software. Dual credit with post-secondary education is available.
This is a Core 40 science course, but it does not replace Biology 1.

MEDICAL INTERVENTIONS (MI) (PLTW)
2 Sem.  2 Cr.    Grades 11-12
Course Code:  5217C
(Weighted Class) 1.0 Weight
RECOMMENDED PREPARATION:  Successful completion of (HBS) Human Body Systems and (PBS) Principles of Biomedical Sciences.
COURSE DESCRIPTION:  This advanced course focuses on complex microbiology lab techniques while exploring the design and development of various medical technologies.  In addition, students review the history of organ transplants and gene therapy, and stay updated on cutting-edge developments via current scientific literature. Dual credit with post-secondary education is available.
This is a Core 40 science course.
BIOTECHNICAL ENGINEERING (BE)
2 Sem 2 Cr Grades 11-12
Course Code: 4818C
(Weighted Class) 1.0 Weight
COURSE DESCRIPTION:
The focus of this class combines biomechanics, genetic engineering and forensics. Students involved in either the pre-engineering or biomedical sciences tracts are encouraged to enroll. Biotechnical Engineering should introduce students to the fundamental aspects of biotechnology and the engineering technologies related to this emerging field. Instruction will emphasize how engineering and technology processes can be used to create new products. Engineering principles will be used in conjunction with scientific knowledge to explore and investigate such areas as: development of biomedical devices; pharmaceutical and medical therapies; and agricultural research and development. Students will learn how new products are developed and produced and will have opportunities to discuss the impact of these technological advances on society.

BIOMEDICAL INNOVATIONS (BI) (PLTW)
2 Sem. 2 Cr. Grade 12
Course Code: 5219C
(Weighted Class) 1.0 Weight
RECOMMENDED PREPARATION: Successful completion of (PBS) Principles of Biomedical Sciences, (HBS) Human Body Systems and (MI) Medical Interventions.
COURSE DESCRIPTION: In this capstone course students will design and conduct experiments related to the diagnosis, treatment, and prevention of disease and illness. They will apply their knowledge and skills to answer questions or to solve problems related to the biomedical sciences. They may work with a mentor or advisor from a university, hospital, physician’s office, or industry as they complete their work. Students will be expected to do original, independent research and then present the results of their work to an adult audience. Dual credit with post-secondary education is available.

NETWORK FUNDAMENTALS
Computer Networking Services
2 Sem. 2 Cr. Grades 10-11-12
One Block Daily
Course Code: 5234CA (Weighted Class) 1.0 Weight
RECOMMENDED PREPARATION: Complete A+
COURSE DESCRIPTION: This class is designed to prepare students to achieve CompTIA Network+ Certification and is the perfect follow-up to the A+ Certification course. Students will learn the transmission capabilities of various cables as well as networking topologies. This comprehensive skills-based course includes hands-on exercises that simulate real-world applications to help students learn to specifically install and maintain local area networks. Students learn the basics and protocols of TCP/IP and the internet. This course is designed for those interested in gaining the skills that provide industry credentials in the field of networking. (This is a dual credit course which also qualifies for the academic honors diploma.)

INFRASTRUCTURE SYSTEMS
Also available to 3rd year students after successful completion of A+ and Network+:
Server + Linux + Wireless
Security + CISCO/CCNA Cloud Computing
2 SEM 2 Cr. Grades 11-12
Course Code: 4588

INTERACTIVE MEDIA (Digital Media)
2 Sem. 4 Cr. Grades 10-11-12
Course Code: 5232CA
(Weighted Class) .5 Weight
RECOMMENDED PREPARATION: College-level reading & comprehension are required, and a comfort level with computers is also helpful.
COURSE DESCRIPTION: This exciting, hands-on course gets students creating computer graphics, 3D animation, audio, video games, and video. Beginning with the fundamentals of computers and the computer as a design tool, students will progress to master these areas. First we begin with an in-depth look at media- what sells, who the buyers are, and which careers power the visual communications industry. The graphics curriculum includes graphic design fundamentals, scanning, digital photography, and mastery of Adobe Photoshop. Digital Media’s audio component includes basic physics of audio, hands-on mixing experience, mastery of looping and editing software, direct-to-disk recording, and audio for video. In our video component students will learn to shoot, edit, and manipulate high quality DV video footage using Final Cut Pro. Film, lighting, and DVD authoring are also studied. 3D animation is a growing field for the digital multimedia specialist, and we explore and create compelling content. We take an introductory look at video game creation with Unity 3D, make websites, and discuss emerging technology. In all areas of media we strive for excellence, professionalism and fun. Workstations are up-to-date and allow for high speed work in a cutting edge area. All our work will be created using industry-standard software, currently Adobe’s Creative Suite 6. If you are interested in careers in video games, video production, graphic design- this could be the class for you. Our first year students earn 6 credits at Ivy Tech Community College and may take a national certification exam for Adobe Photoshop CS6. Counts toward Academic Honors Diploma.

INFORMATION TECHNOLOGY

COMPUTER TECH SUPPORT / A+ CERTIFICATION
2 Sem. 4 Cr. Grades 9-10-11 Two blocks each semester
Course Code 5230C (Weighted Class) 1.0 Weight
COURSE DESCRIPTION: This course is designed to prepare students to become computer service technicians by passing two nationally recognized exams. (CompTIA A+ Certification) The course will cover all the system components of a computer. (Peripheral devices, storage, networking, printing, mobile devices, operating systems and security) The students will have an opportunity to research and build their own computer, troubleshoot different operating systems and secure their computers from viruses. Students completing this program may head into Computer Engineering or Computer Technology programs at the post-secondary level. (This is a dual credit course which also qualifies for the academic honors diploma.)

DIGITAL MEDIA

STUDENT-CENTERED LEARNING & INNOVATIONS

BIOENGINEERING遅れ

BIOTECHNICAL ENGINEERING (BE)
2 Sem 2 Cr Grades 11-12
Course Code: 4818C
(Weighted Class) 1.0 Weight
COURSE DESCRIPTION:
The focus of this class combines biomechanics, genetic engineering and forensics. Students involved in either the pre-engineering or biomedical sciences tracts are encouraged to enroll. Biotechnical Engineering should introduce students to the fundamental aspects of biotechnology and the engineering technologies related to this emerging field. Instruction will emphasize how engineering and technology processes can be used to create new products. Engineering principles will be used in conjunction with scientific knowledge to explore and investigate such areas as: development of biomedical devices; pharmaceutical and medical therapies; and agricultural research and development. Students will learn how new products are developed and produced and will have opportunities to discuss the impact of these technological advances on society.

BIOMEDICAL INNOVATIONS (BI) (PLTW)
2 Sem. 2 Cr. Grade 12
Course Code: 5219C
(Weighted Class) 1.0 Weight
RECOMMENDED PREPARATION: Successful completion of (PBS) Principles of Biomedical Sciences, (HBS) Human Body Systems and (MI) Medical Interventions.
COURSE DESCRIPTION: In this capstone course students will design and conduct experiments related to the diagnosis, treatment, and prevention of disease and illness. They will apply their knowledge and skills to answer questions or to solve problems related to the biomedical sciences. They may work with a mentor or advisor from a university, hospital, physician’s office, or industry as they complete their work. Students will be expected to do original, independent research and then present the results of their work to an adult audience. Dual credit with post-secondary education is available.

NETWORK FUNDAMENTALS
Computer Networking Services
2 Sem. 2 Cr. Grades 10-11-12
One Block Daily
Course Code: 5234CA (Weighted Class) 1.0 Weight
RECOMMENDED PREPARATION: Complete A+
COURSE DESCRIPTION: This class is designed to prepare students to achieve CompTIA Network+ Certification and is the perfect follow-up to the A+ Certification course. Students will learn the transmission capabilities of various cables as well as networking topologies. This comprehensive skills-based course includes hands-on exercises that simulate real-world applications to help students learn to specifically install and maintain local area networks. Students learn the basics and protocols of TCP/IP and the internet. This course is designed for those interested in gaining the skills that provide industry credentials in the field of networking. (This is a dual credit course which also qualifies for the academic honors diploma.)

INFRASTRUCTURE SYSTEMS
Also available to 3rd year students after successful completion of A+ and Network+:
Server + Linux + Wireless
Security + CISCO/CCNA Cloud Computing
2 SEM 2 Cr. Grades 11-12
Course Code: 4588

INTERACTIVE MEDIA (Digital Media)
2 Sem. 4 Cr. Grades 10-11-12
Course Code: 5232CA
(Weighted Class) .5 Weight
RECOMMENDED PREPARATION: College-level reading & comprehension are required, and a comfort level with computers is also helpful.
COURSE DESCRIPTION: This exciting, hands-on course gets students creating computer graphics, 3D animation, audio, video games, and video. Beginning with the fundamentals of computers and the computer as a design tool, students will progress to master these areas. First we begin with an in-depth look at media- what sells, who the buyers are, and which careers power the visual communications industry. The graphics curriculum includes graphic design fundamentals, scanning, digital photography, and mastery of Adobe Photoshop. Digital Media’s audio component includes basic physics of audio, hands-on mixing experience, mastery of looping and editing software, direct-to-disk recording, and audio for video. In our video component students will learn to shoot, edit, and manipulate high quality DV video footage using Final Cut Pro. Film, lighting, and DVD authoring are also studied. 3D animation is a growing field for the digital multimedia specialist, and we explore and create compelling content. We take an introductory look at video game creation with Unity 3D, make websites, and discuss emerging technology. In all areas of media we strive for excellence, professionalism and fun. Workstations are up-to-date and allow for high speed work in a cutting edge area. All our work will be created using industry-standard software, currently Adobe’s Creative Suite 6. If you are interested in careers in video games, video production, graphic design- this could be the class for you. Our first year students earn 6 credits at Ivy Tech Community College and may take a national certification exam for Adobe Photoshop CS6. Counts toward Academic Honors Diploma.

INFORMATION TECHNOLOGY

COMPUTER TECH SUPPORT / A+ CERTIFICATION
2 Sem. 4 Cr. Grades 9-10-11 Two blocks each semester
Course Code 5230C (Weighted Class) 1.0 Weight
COURSE DESCRIPTION: This course is designed to prepare students to become computer service technicians by passing two nationally recognized exams. (CompTIA A+ Certification) The course will cover all the system components of a computer. (Peripheral devices, storage, networking, printing, mobile devices, operating systems and security) The students will have an opportunity to research and build their own computer, troubleshoot different operating systems and secure their computers from viruses. Students completing this program may head into Computer Engineering or Computer Technology programs at the post-secondary level. (This is a dual credit course which also qualifies for the academic honors diploma.)
INTERACTIVE MEDIA II
(Advanced Interactive Media)
2 Sem. 4 Cr. Grades 11-12
Two blocks/full year course
Course Code: 5232CB
(Weighted Class) .5 Weight
RECOMMENDED PREPARATION: Complete Interactive Media with “B” or better and instructor’s approval.
COURSE DESCRIPTION: This dynamic course allows students to further pursue the areas of 3D, graphics, audio, and video. While continuing to work in all these areas of media, we will focus on learning 3D video games, 2D interactive experiences, and visual concepts. IM workstations are up-to-date and allow for high speed work in a cutting edge area. Advanced Photoshop work is studied and video post-production is also more in-depth with Adobe’s AfterEffects software. Students compete in state and local competitions, create video projects for local businesses, and learn software as a class. In addition we look deeper into Unity 3D and create a working video game. In all four areas we strive for professionalism and creativity. Students earn 3 more credits at Ivy Tech Community College of Indiana for a total of 9 credits and may take the national certification exam for Adobe Photoshop CS6. Counts toward Academic Honors Diploma.

CULINARY ARTS

CULINARY ARTS and HOSPITALITY MANAGEMENT
(Food Industries)
2 Sem. 6 Cr. Grades 10-11-12
3 Blocks each semester
Course Code: 5440CA (first year)
Course code: 5440CB (second year)
RECOMMENDED PREPARATION: Suggest Nutrition and Wellness
COURSE DESCRIPTION: The student will participate in the management and the operation of Bernie’s Place restaurant. Through this experience, students will develop skills in table service, cashiering, baking, salad preparation, quantity food production, breakfast, cleaning and sanitation, menu planning and more. Practical experience will be gained in the use of commercial restaurant equipment and dealing with the public. Program completion can lead to opportunities for entry into food service area in positions found in cafeterias, schools, hotels, fast food service plants, factories, clubs, and restaurants. By maintaining a “B” in the ProStart curriculum, receiving a SERVSAFE certification, and receiving a “B” in a food industry internship, students may earn 9 hours of college credit.

COSMETOLOGY

COSMETOLOGY
2 Sem. 8 Cr. Grades 11-12
4 Blocks each semester
Course Code: 5802CB (first year)
Course Code: 5806 C (second year)
RECOMMENDED PREPARATION: Successful completion of 1-2 for acceptance into 3-4.
COURSE DESCRIPTION: A two-year course designed to complete 1,500 hours of combined theory and hands-on skills needed to complete requirement for licensure of a cosmetologist. First year students learn basic skills, sanitation rules, and are provided realistic hands-on experiences in a laboratory environment along with oral communication skills needed for job placement. When students successfully follow the prescribed curriculum and laboratory hours, they will be able to take the state board exam for cosmetology and obtain a license to work in a salon. The cost of the required student fee is $465 for 1st year and $180 for 2nd year.

CRIMINAL JUSTICE

CRIMINAL JUSTICE I
2 Sem. 4 Cr. Grades 11-12
Two year program (8 credits total)
Course Code: 5822 C
RECOMMENDED PREPARATION: None
COURSE DESCRIPTION: Introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. This course provides an introduction to the purposes, functions, and history of the three primary parts of the criminal justice system as well as an introduction to the investigative process. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as preparation of public reports.
www.pltw.org
PLTW’s curriculum makes math and science relevant for students. By engaging in hands-on, real-world projects, students understand how the skills they are learning in the classroom can be applied in everyday life. This approach is called activities-based learning, project-based learning, and problem-based learning.

9th Grade – IED or POE if recommended by 8th grade counselor and PLTW teacher
10th Grade – IED, POE, DE or CIMS
11th Grade – IED, POE, DE, CIMS, CEA, AE, BE or EDD
12th Grade – IED, POE, DE, CIMS, CEA, AE BE or EDD

**IED**
**INTRODUCTION TO ENGINEERING DESIGN (IED) (PLTW)**
2 Sem. 2 Cr. Grades 9-10-11-12
Course Code: 4812C
RECOMMENDED PREPARATION: Enrollment in Algebra 1
COURSE DESCRIPTION: This is an introductory course that develops student problem solving skills with emphasis placed on project based activities, and the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. Students will experience a problem-solving design process and how it is used in industry to manufacture a product. Computer Aided Design (CAD) will also be used to analyze and evaluate the product design. The equipment used and the techniques learned is state-of-the-art, and is currently being used by engineers throughout the United States. This is the first of seven pre-engineering courses.

**INTRODUCTION TO ENGINEERING DESIGN (NON PLTW)**
1 SEM. 1 Cr. Grades 9-10-11-12
Course Code: 4802
RECOMMENDED PREPARATION: Currently enrolled in PLTW IED 1st semester
COURSE DESCRIPTION: Continued IED without the PLTW ECA. Must have approval from teacher, counselor and principal.

**POE**
**PRINCIPLES OF ENGINEERING (POE) (PLTW)**
2 Sem. 2 Cr.
Course Code: 4814C Grades 9-10-11-12
RECOMMENDED PREPARATION: Successful completion of Algebra I.
COURSE DESCRIPTION: This is a “hands-on” course applying engineering principles. The course exposes students to major concepts they’ll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. Students develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

**CIMS**
**COMPUTER INTEGRATED MANUFACTURING SYSTEMS - CIMS (PLTW)**
Weighted Class 1.0 Weight
2 Sem. 2 Cr. Grades 10-11-12
Course Code: 4810C
RECOMMENDED PREPARATION: Successful completion of IED or POE and Algebra I
COURSE DESCRIPTION: This course simulates the use of the computer in the manufacturing environment. We use nine different software packages and eight different machines to produce programs which allow these machines to operate individually and to communicate with each other. Real parts are designed and produced in this course. Starting with the design of a part and employing the “cell” concept of manufacturing, robots will load blank material into a CNC operated mill to produce a part and then palletize the finished parts simulating the manufacturing process. Students utilize computers applications to communicate with these machines and write programs which control the simulations. Dual credit with post-secondary education is available.

**CEA**
**CIVIL ENGINEERING AND ARCHITECTURE (CEA) (PLTW)**
2 Sem. 2 Cr. Grades 11-12
Course Code: 4820C
Weighted Class 1.0 Weight
RECOMMENDED PREPARATION: Concurrent enrollment in Principles of Engineering is suggested as well as Algebra II.
COURSE DESCRIPTION: This course places its emphasis on civil and architectural engineering. Students will take part in project based learning and solving real-world problems as they relate to civil and architectural engineering. Units will include project and site planning and building design. Students will work in teams and learn the skills required for jobs and post secondary education.

**DE**
**DIGITAL ELECTRONICS (DE) (PLTW)**
2 Sem. 2 Cr. Grades 10-11-12
Course Code: 4826C
RECOMMENDED PREPARATION: Completion of either: Introduction to Engineering (IED) or Principles of Engineering (POE)
COURSE DESCRIPTION: Digital Electronics is a course of study in applied digital logic. This course is patterned after the first semester course in Digital Electronics taught in two and four year colleges. Students will study the application of Boolean logic to the solution of problems. Such circuits are found in watches, calculators, video games, computers, and thousands of other devices. The use of smart circuits is present in virtually all aspects of our lives, and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering/technology. Using MultiSIM, the industry standard, students will test and analyze simple and complex digital circuitry. Students will design circuits using MultiSIM, export their designs to a printed circuit auto-routing program that generates printed circuit boards, and construct the design using chips and other components.

**AE**

**AEROSPACE ENGINEERING (AE) (PLTW)**

2 Sem. 2 Cr. Grades 11-12

Course Code: 4816C

(Weighted Class) 1.0 Weight

RECOMMENDED PREPARATION: Completion of: Introduction to Engineering (IED) or Principles of Engineering (POE)

COURSE DESCRIPTION: Aerospace Engineering is a “one of a kind” partnership between Rolls-Royce Aerospace Engineering and McKenzie Center for Innovation and Technology. This course engages students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, biomedical sciences, material sciences, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Using 3-D design software, students work in teams utilizing hands-on activities, projects and problems and are exposed to various situations encountered by aerospace engineers. Rolls-Royce engineers will partner with the instructor to add relevant problems encountered by those in the field. Students will also be exposed to the world of defense contracts and the requirements and standards that companies must uphold to employ those who work on defense contract projects.

**BE**

**BIOENGINEERING (BE)**

2 Sem 2 Cr. Grades 11-12

Course Code: 4818C

(Weighted Class) 1.0 Weight

COURSE DESCRIPTION: The focus of this class combines biomechanics, genetic engineering and forensics. Students involved in either the pre-engineering or biomedical sciences tracts are encouraged to enroll. Biotechnical Engineering should introduce students to the fundamental aspects of biotechnology and the engineering technologies related to this emerging field. Instruction will emphasize how engineering and technology processes can be used to create new products. Engineering principles will be used in conjunction with scientific knowledge to explore and investigate such areas as: development of biomedical devices; pharmaceutical and medical therapies; and agricultural research and development. Students will learn how new products are developed and produced and will have opportunities to discuss the impact of these technological advances on society.

**EDD**

**ENGINEERING DESIGN AND DEVELOPMENT (EDD) (PLTW)**

2 Sem. 2 Cr. Grades 11-12

Course code: 4828C

PREREQUISITES: Students must have completed at least two years of the pre-engineering course or who have been actively involved with the FIRST Robotics team for two or more years. An application must be submitted.

COURSE DESCRIPTION: This course helps students apply what they have learned in academic and pre-engineering courses as they complete challenging, self-directed projects. Students work in teams to design and build solutions to authentic engineering problems. Students keep journals of notes, sketches, mathematical calculations, and scientific research. Student teams make progress reports to their peers, mentor, and instructor, and exchange constructive criticism and consultation. At the end of the course, teams present their research paper and defend their projects to a panel of engineers, business leaders and engineering college educators for professional review and feedback. This course equips students with the independent study skills they will need in postsecondary education.

**ROBOTICS**

**RDD**

**ROBOTICS DESIGN AND DEVELOPMENT**

**ADVANCED MANUFACTURING I**

2 Sem. 2 Cr. Grades 11-12

Course Code: 5608C

PREREQUISITES: At least one of the following high school level PLTW courses. (IED, POE, CIMS, DE)

COURSE DESCRIPTION: Students will be engaged in CAD (Computer Aided Drawing) for robotics design and development projects. Students will intensely study Inventor software and work with the CAD Gorilla software. Robotic essentials will be the major focus devoting project work toward the understanding of motors, functional systems, and robotic control systems. Students will be divided into teams to design and test a mobility platform, a functional apparatus, and an autonomous code. Each team will then present their robot to a panel of professionals and compete in a challenge designed to test all phases of the robot build project.

**CONSTRUCTION TECHNOLOGY**

**CONSTRUCTION TECHNOLOGY I**

2 Sem 4 Cr. Grade 11

Course Code: 5580

COURSE DESCRIPTION: Construction Technology includes classroom and laboratory experiences concerned with the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of building
CONSTRUCTION TECHNOLOGY II
2 Sem 4 Cr. Grade 12
Course Code: 5578
COURSE DESCRIPTION: Construction Technology II builds on the topics covered in Construction Technology I and includes: formation, installation, maintenance, and repair of buildings, homes, and other structures including recent trends in the residential construction industry. Information is presented concerning materials, occupations, and professional organizations within the industry. Students will develop basic knowledge, skills, and awareness of interior trim. This course provides training in installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Students will also develop skills in the finishing of building exteriors. They will also explore skills in the installation of cornices, windows, doors and various types of sidings used in today's market place. Additionally, the course covers design and construction of roof systems and using framing squares for truss roofing.

JAG
JOBS FOR AMERICA’S GRADUATES I
2 Sem. 2 Cr. Grade 11
Course Code: 0522
Prerequisite: JAG application completed
G4 40 Juniors
COURSE DESCRIPTION: Federally funded program designed to help students of promise graduate from high school and make a successful transition to postsecondary education and/or meaningful employment.

JOBS FOR AMERICA’S GRADUATES II
2 Sem. 2 Cr. Grade 12
Course Code: 0532
Prerequisite: JAG application completed and JAG I
MR 8 40 Seniors

ACADEMICS AT MCKENZIE

ENGLISH 9
2 Sem. 2 Cr. Grade 9
Course Code: 1002 1002H
(Taught at McKenzie Center for Innovation & Technology)
COURSE DESCRIPTION: 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 notification. 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. Fulfills and English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with technical Honors diplomas.

COMPOSITION 101 – dual credit only
1 Sem. 1 Cr. Grade 12
3 College Cr.
(Taught at McKenzie Center for Innovation & Technology)
PREREQUISITES: 44 Verbal –PSAT or 440 Critical Reading/Writing – SAT or 24 Composite – ACT Scores.
COURSE DESCRIPTION: English Comp. 101 emphasizes the study of expanded writing abilities for college courses through extensive participation in compositions including a variety of topics, purposes, audiences, and patterns of development. In this dual credit course, students will build on their reading comprehension skills through in-class discussion of selected literature, oral communication skills through teacher conferences and peer revision and editing, and organizational skills through self-management, research, and technology. The cost is $75.00 (tuition) and $45.00 (book/fees), and students must have standardized test scores (PSAT, SAT, or ACT) meeting Vincennes’ minimum requirements to apply, along with excellent attendance and behavior, and counselor recommendation. Writing includes six formal essays: argumentation and persuasion, cause and effect, compare/contrast, definition, exemplification, literary analysis, and process. For students who receive free and reduced lunch assistance, the tuition and textbook fees are waived. It is suggested that students enroll in Senior Composition/World Lit for the spring semester at MCIT, as this course is offered only in the fall and is one semester long. Contact Jane Miller at janemiller@msdl.k12.in.us or 964-8015 for additional details.
WORLD LITERATURE/SENIOR COMPOSITION (ENGLISH 12)
2 Sem. 2 Cr. Grade 12
(Taught at McKenzie Center for Innovation & Technology)
PREREQUISITES: None
COURSE DESCRIPTION: World Literature/Senior Composition (English 12) is a year-long course for senior students from both Lawrence Central and Lawrence North High School(s). It combines teaching units from both the original stand-alone courses, World Literature and Senior Composition, at each high school. Designed to fulfill the requirements for Core 40, the Academic Honors Diploma, and the Technical Honors Diploma, this course focuses on both reading and writing: the background of various literary periods and cultural history of the world, which includes epics, dramas, short stories, and essays. Writing is integrated into each unit, and students complete essays using a systematic writing process that encompasses research, creative, and expository writing. Research and organizational skills are employed for effective writing, and thematic vocabulary units, silent sustained reading, quick writes, mini-lessons, and application (assigned writings) comprise the course’s format. Students will participate in reading and writing conferences, revision methods, and postsecondary techniques for sustained, improved writing.

MATHEMATICS AT MCKENZIE

ALGEBRA II
2 Sem. 2 Cr. Grades 10-11-12
Course Code: 2522C
RECOMMENDED PREPARATION: Successful completion of both semesters of Algebra I.
COURSE DESCRIPTION: This course will expand on the topics of Algebra I and provide further development of the concept of a function. Through the emphasis on technology, especially a graphing calculator, students will apply the topics learned. The expanded topics include polynomial functions; rational exponents; complex numbers; sequences and series.

GEOMETRY
2 Sem. 2 Cr. Grades 10-11-12
Course Code: 2532C
PREREQUISITES: Successful completion of Algebra or teacher recommendation.
COURSE DESCRIPTION: This course is designed for the student who grasps mathematical concepts through a contextual, hands-on format. Through an emphasis on project-based learning, students will see the relevance of geometry to its application in the workplace/workforce. All regular topics of geometry, including area, volume, special triangles, and other related material, will be covered in the two-semester course.

PRE-CALCULUS
2 Sem. 2 Cr. Grades 11-12
Course code: 2552C
Prerequisites: Completion of Algebra II and Geometry with at least a B.
COURSE DESCRIPTION: This course will blend together all of the concepts and skills that must be mastered prior to enrollment in a college-level calculus course. A functional approach will provide for the integration of the following topics: trigonometric relationships; vectors; Law of Sines and Law of Cosines; polar coordinates; relationships of equations and graphs of linear, quadratic, and parametric equations; exponential and logarithmic functions; matrices.

Student Organizations
BioTech Club- Biomedical students interested in real world research and development of biotechnology for the advancement of society. Associated with Indiana Health Industry Forum.
ROBOTICS—F.I.R.S.T Robotics and VEX Robotics
www.usfirst.org
Grades 9-12, local and national competitions
CAP—Civil Air Patrol
www.gocivilairpatrol.com/
Aerospace Education, CADET programs,
Emergency Services
Civilian Air Force Cadets Grades 7-12
HOSA—Health Occupations Student Association
www.hosa.org/
Biomedical Sciences and Health Sciences students. HOSA is a national student organization whose mission is to promote career opportunities in the health care industry.
DECA- Distributive Education Clubs of America
Marketing and Business students
www.deca.org/
International Association of marketing students, provides members and advisors with development activities.
ACE Mentoring—Architecture, Construction and Engineering
www.acementor.org/
Engage, excite and enlighten high school students to pursue careers in architecture, engineering and construction through mentoring.
NTHS—National Technical Honor Society
www.nths.org
Encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in the workplace.
Women in Engineering—Female engineering students mentored by IUPUI women in Engineering students.
Car Club—Auto Service and Collision Repair students integrating into some automotive projects
Skills USA—All Career and Technical students compete locally and nationally in skills and leadership.
www.skillsusa.org
JAG—Jobs for Americas Graduates
http://www.jag.org/
All organizations meet on Wednesday nights 4-6 PM
This project funded 100% by Carl D. Perkins Career and Technical Education monies.
Revised 12/13/13 fs