

# Lawrence North High School

## Program of Studies 2018-2019



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.



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

Course and Credit Requirements	
<b>English/ Language Arts</b>	<b>8 credits</b> Including a balance of literature, composition and speech.
<b>Mathematics</b>	<b>6 credits (in grades 9-12)</b> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math course or quantitative reasoning course each year in high school</i>
<b>Science</b>	<b>6 credits</b> 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
<b>Social Studies</b>	<b>6 credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
<b>Directed Electives</b>	<b>5 credits</b> World Languages Fine Arts Career and Technical Education
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>Electives*</b>	<b>10 credits</b> (College and Career Pathway courses recommended)
<b>44 Total Credits Required</b>	

\*\*Scores updated September, 2017

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

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
    2. 2 credits in AP courses and corresponding AP exams,
    3. 2 credits in IB standard level courses and corresponding IB exams.

- D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.\*\*
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.
- \*\*New score requirements based on newly formatted SAT exam

<b>CORE40 with Technical Honors</b> <span style="float: right;"><i>(minimum 47 credits)</i></span>
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For the **Core 40 with Technical Honors** diploma, students must:

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

## 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:

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

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

## Advanced Placement, AP Capstone, 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. ***With the exception of AP Economics\*, all AP courses are yearlong and students are expected to complete both semesters of the course. 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.***

Biology—AP	German Lang & Culture—AP	Seminar—AP
Calculus AB—AP	Human Geography—AP	Spanish Language—AP
Calculus BC—AP	Micro-Economics—AP	Spanish Literature—AP
Chemistry—AP	Music Theory—AP	Statistics—AP
Computer Science—AP	Physics 1—AP	Studio Art—Drawing—AP
English Language & Comp—AP	Physics 2—AP	Studio Art—AP, 2D
English Literature & Comp—AP	Physics Mechanics C—AP	Studio Art—AP, 3D
Environmental Science—AP	Psychology—AP	US Government—AP
French Lang & Culture—AP	Psychology-Forensics—AP	US History—AP
	Research—AP	World History—AP

### INTERNATIONAL BACCALAUREATE (IB) DIPLOMA

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 AI (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.

### **Indiana University—Advanced College Project**

<b>ACP Composition—Reading, Writing &amp; Inquiry</b>	<b>ENG W131</b>
<b>ACP Genres of Literature—Literary Interpretation</b>	<b>ENG L202</b>
<b>ACP Speech—Public Speaking</b>	<b>SPCH S121</b>
<b>ACP Chemistry—Elementary Chemistry I</b>	<b>CHEM C101/121</b>
<b>ACP US History—American History</b>	<b>HIST H105</b>
<b>ACP Statistics—Statistical Techniques</b>	<b>PSY K300</b>
<b>ACP Spanish—2<sup>nd</sup> Year Spanish</b>	<b>HISP S200</b>
<b>ACP Psychology—Introductory Psychology I</b>	<b>PSY P101</b>

The ACP course offerings will vary slightly each year, based on faculty accreditation and course availability. The list above is included as a “sampling” of the courses available as ACP dual-credit courses through Indiana University-Bloomington.

## **MSDLT Weighted Courses**

### **1.0 Weight**

1002 GT	English 9 Lyceum	3020	Biology AP/ACP
1004 GT	English 10 Lyceum	3080	Physics AP
1058	English Lit & Comp AP	3088	AP/IB Physics II/Mechanics C
1056	English Lang & Comp AP	3060	Chemistry AP
1124C	Advanced Composition ACP	3012	Environmental Science AP
1124S	Advanced Speech & Communications ACP	3036IB	IB Biology II – Anatomy and Physiology
1124L	Genres of Literature ACP	2026	French IV
1562	U.S. History AP	2032	French Language AP
1574	U.S. History ACP	2046	German IV
1590	History, Higher Level IB (20 <sup>th</sup> Century America)	2052	German Language AP
1552	U.S. Government AP		
1560	U.S. Government & Politics AP	2126	Spanish IV
1558	Psychology AP	2132	Spanish Language AP

1558IB	Psychology II IB	2134	Spanish Literature AP
1558F	Forensic Psychology—AP	4048	Studio Art 2D AP (Drawing)
1564	World History AP	4210	Music Theory AP
1572	Human Geography—AP	4090	Visual Arts HL IB
1554	Economics AP	4092	Visual Arts SL IB
1604	Psychology, Higher Level IB	4240	Advanced Theatre Arts
0514	Humanities/ Multidisciplinary (Amer. Lit and US Hist AP)	4206	Music Appreciation and History (I and II)/ IB Music
056011	Theory of Knowledge	4248	Theatre Production
056012	Theory of Knowledge	4052	Studio Art 3D AP
1534	Sociology ACP	4050	Studio Art 2D AP (Design)
1540GL	Government/ Constitutional Law	5230M	Computer Tech Support (CompTIA A+ Certification)
2562	Calculus AB AP	5234M	Networking I (CompTIA Network + Certification)
2572	Calculus BC AP	4588M	Networking II/Infra Systems
2570	Statistics AP	5257M	Server & Security
2570 DC	Statistics ACP	4802M	Civil Engineering and Architecture
2584	IB Math	4816M	Aerospace Engineering
5236CJ	Computer Science AP	5217M	Medical Interventions
4814M	Principles of Engineering (POE)	5219M	Biomedical Innovations
4810M	Computer Integrated Manufacturing I (CIM)	4818M	Biotechnical Engineering/Environmental Sustainability
4826M	Digital Electronics (DE)	4828M	Engineering Design & Development
5530M	Interactive Media I/3D		
5232M	Interactive Media II		

### Weight 0.5

1002H	English 9 Honors	5024H	Chemistry I Honors ACP
1004H	English 10 Honors	5218M	Biology Honors
1006H	English 11 Honors	5216M	Principles of Biomedical Science
1570H	Geography History of the World Honors	4564	Human Body Systems
1548H	World History Honors	4812	Advanced Business Management ACP
2532H	Geometry Honors		Intro to Engineering Design
2522H	Algebra II Honors		Level 3 World Languages
2534H	Pre-Calculus Honors		

# 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, school 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](http://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.

<b>NCAA DIV I SLIDING SCALE – 2016 and beyond</b>		
<b>CORE GPA</b>	<b>SAT (Verb/Math)</b>	<b>ACT (Sum)</b>
3.55	410	38
3.40	460	42
3.30	500	44
3.20	540	47
3.10	580	49
3.00	620	52
2.90	660	54
2.80	700	57
2.70	730	60
2.60	780	64
2.50	820	68
2.40	860	71
2.30	900	75
2.20	940	79
2.10	980	82
2.00	1020	86
1.99 - below	INELIGIBLE	INELIGIBLE

# English

## 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.

**\*Students will be provided a “Recommended Placement” based on multiple performance standards: SRI data from previous year; ISTEP and/or ECA data; Grade-level reading and writing assessments and teacher recommendation. Students will be scheduled into the English course recommended. Students/parents wishing to**

**enroll in a course level not recommended must confer with the Counselor and/or the English teacher/ English Department Chairperson.**

## ENGLISH 9 (ENG 9)

1002  
1002H  
1002GT (Lyceum)

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

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

## ENGLISH 10 (ENG 10)

1004  
1004H  
1004GT (Lyceum)

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

- **Recommended Grade Level:** Grade 10
- **Recommended Prerequisites:** English 9 or teacher recommendation
- **Credits:** 2 credits, a two-semester course with 1 credit per semester

- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

### ENGLISH 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 12 (ENG 12) 1008

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

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

### ENGLISH AS A NEW LANGUAGE (ENL) 2190

*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 instruction 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:

#### AP ENGLISH LANGUAGE AND COMPOSITION 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 11-12 (College Board does not designate when this course should be offered).
- **Recommended Prerequisites:** English 9H and English 10H AND 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

### **AP ENGLISH LANGUAGE AND COMPOSITION/ AP UNITED STATES HISTORY (INTERDISCIPLINARY) 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.

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

### **AP ENGLISH LITERATURE AND COMPOSITION 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 12 College Board does NOT designate the grade level (Grade 11 or 12) when this course should be offered.
- **Recommended Prerequisites:** English 9H and English 10H AND 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

### **ACP GENRES OF LITERATURE 1124L (SPRING)**

*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 AND 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

### **ACP ADVANCED COMPOSITION 1124C (F/S)**

ENG W131: Reading, Writing and Inquiry I is a one-semester Indiana University course that offers instruction and practice in the critical reading and writing skills required for college-level work, with an emphasis on written assignments that call for summary, critique, analysis, and arguments based on sources.

- This is an Indiana University course. The purpose of this course is to prepare students for the rigor of writing throughout college. The focus is on scholarly investigation of sources, critical thinking and reading, learning how to recognize and utilize specific writing strategies, skills and fluency. Each unit will include preliminary work and assignments leading to a major essay to conclude. Points will be accumulated from homework, in-class assignments, participation, and final written assignments. Since much work and discussion will be carried on in class, impeccable attendance and assignment submission is imperative.
- **Recommended Grade Level:** Grades 12
- **Recommended Prerequisites:** English 9H, English 10H, English 11H or AP Language & Composition AND 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

### **ADVANCED SPEECH AND COMMUNICATION 1124S (F/S)**

*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, IB (TOK IB) 0506**

*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 1010**

*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:** TEACHER RECOMMENDATION
- **Credits:** 2 semester course, 1 credit per semester

- Counts as an English/Language Arts Elective only for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is for students who need additional support in all the language arts (reading, writing, speaking and listening), especially in writing.

### **ETYMOLOGY 1060 (F/S)**

*Etymology*, a language studies course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (*Latin, Greek, Germanic, Romance Languages*). Students analyze meanings of English words by examining roots, prefixes, suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation. **ETYMOLOGY PROJECT:** Students complete a project, such as doing a case study on specific words or creating an historical timeline of the development of specific words, which demonstrates knowledge, application, and progress in Etymology course content.

- **Recommended Grade Level:** Grades 10-11 as an elective; Grade 12 as an elective OR may be used to fulfill one *required* English credit when *combined with a composition or literature course DURING senior year.*
- **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

### **WORLD LITERATURE 1052 (F/S)**

*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 taken before, concurrently, or after this course

## **DEBATE 1070 (F/S)**

*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 as an elective; Grade 12 as an elective OR may be used to fulfill one *required* English credit when *combined with a composition or literature course DURING senior year.*
- **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 (F/S/Y)**

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

## **COMPOSITION 1090 (F/S)**

*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 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **CREATIVE WRITING 1092 (F/S)**

*Creative Writing provides students with ample opportunities to combine literary creativity with the discipline written discourse. The concept of the manipulation of language to convey ideas, feelings, moods and visual images is the basis of the course. Students become familiar with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing. Additionally, students learn strategies for evaluating and responding to their own writing and the writing of others in a peer-sharing component. This class is recommended for students who have mastered the formal writing styles and have a strong love and desire to expand their writing skills in a more advanced and competitive level. May not substitute for English 10. CORE 40 and AHD course.*

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

## **FILMS IN LITERATURE 1034 (F/S)**

*Film Literature, a course based on Indiana's Academic Standards for English Language Arts, is study of how literature is adapted for film or media and includes role-playing as film directors for selected scenes. Student read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production, and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. FILM LITERATURE PROJECT: Students complete a project, such as doing a historical timeline and bibliography on the development of film or the*

creation of a short-subject film, which demonstrates knowledge, application, and progress in the Film Literature course content.

**Recommended Grade Level:** Grades 11 or 12

- **Recommended Prerequisites:** English 9, English 10 and Passing score on ISTEP
- **Credits:** 1credit
- 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 they take before, concurrently, or after the course.**

### **GENRES OF LITERATURE—Hip-Hop 1036 (F/S)**

Genres of Literature—Hip Hop Discourse offers a unique look at the ever relevant struggle between culture and capital examining the social stratification present in today's society. Hip-hop holds a unique place in America and the complex implications are examined in a modern multi-media manner. Students will examine historical conditions from which hip-hop arose and will analyze various societal issues reflected in the genre.

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

### **THEMES IN LITERATURE—WOMEN'S LITERATURE 1048 (F/S)**

Themes in Literature—Women's Literature introduces universal themes authored by such notables as Rowland, Mansfield, Woolf, Hurston, Giovanni and Angelou. Students examine representative works in various genres by the authors in order to trace the development of the female voice and to understand the significance of society's impact on women then and now.

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

### **JOURNALISM 1080**

Journalism, a yearlong 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. Successful completion of this course allows student to enroll in a high school publication course—Yearbook or Newspaper.

**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**

**Newspaper 1086N**  
**Yearbook 1086Y**

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
- **Prerequisites:** Journalism or teacher recommendation. 9<sup>th</sup>\* graders must be granted approval by instructor.
- **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 subtling 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.

### NUTRITION AND WELLNESS 5342 (F/S)

*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

### ADVANCED NUTRITION AND WELLNESS 5340 (F/S)

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

### CHILD DEVELOPMENT 5362 (F/S)

*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
- **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

### HUMAN DEVELOPMENT & WELLNESS 5366

Human Development and Wellness is valuable for all students as a life foundation and academic enrichment; it is especially relevant for

students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of these topics. Authentic applications through service learning are encouraged.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, 2 credits maximum
- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## EDUCATION PROFESSIONS 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 standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the *Education Professions* teacher.

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** Child Development and Advanced Child Development or Human Development and Wellness, Nutrition and Wellness; Teacher Recommendation
- **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

## EDUCATION PROFESSIONS II 5404

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

- **Recommended Grade Level:** 12
- **Recommended Prerequisites:** Education Professions I
- **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

## INTERPERSONAL RELATIONSHIPS 5364 (F/S)

*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
- **Course taught only on Lawrence Central campus**

### INTRODUCTION TO FASHION AND TEXTILES 5380 (F/S)

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

- **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
- **Course taught only on Lawrence Central campus**

### INTRO. TO HOUSING AND INTERIOR DESIGN 5350 (F/S)

*Introduction to Housing and Interior Design* is an introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and the types of housing available. Developmental influences on housing and interior environments will also be considered. Basic historical architectural styling and basic furniture styles will be explored as well as basic identification of the elements and principles of design. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Presentation techniques will be practiced to thoroughly communicate design ideas. Visual arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. A project based approach

will be utilized requiring higher-order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries.

- **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
- **Course taught only on Lawrence Central campus**

## Health and Physical Education

### INTRODUCTION

*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 3506 (F/S)

*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.

- **Recommended Grade Level:** 9 – 12
- **Recommended Prerequisites:** None
- **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 3542\* (F/S)

**Girls PE—Fall (3542FG); Spring (3542SG)**  
**Boys PE—Fall (3542BF); Spring (3542SB)**

*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; **2 credits REQUIRED for graduation**
- 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

### PHYSICAL EDUCATION II 3560 (F/S)

*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.

### Weight Training (F/S/Y)

#### **Athletic Weight Training (member of LN Sports Team)—3560\***

#### **Non-athletic Team Weight Training—3560N**

- **Recommended Grade Level:** 9 – 12
- **Recommended Prerequisites:** Physical Education I and approval of varsity coach\*;
- Non-athletic Team Weight Training does NOT require approval of 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

**3560G** Female PE Leader

**3560B** Male PE Leader

**3562** Lifeguard/Phys. Ed. Pool

*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 AND approval of Department Chair
- **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

### **3560A AQUATICS**

Aquatics is a coeducational course designed for the student who wishes to be involved in swimming activities beyond the traditional PE setting and is able to swim comfortably in deep water for an extended amount of time. Students will participate in a variety of aquatic-related activities, games and sports, promoting the use of the pool for recreation, competition and lifetime fitness. Water polo, water aerobics, water basketball, water volleyball, underwater

hockey, diving and lap swimming are a few of the activities in which students will participate.

### 3560ST TEAM SPORTS & STATISTICS

For the experienced sports enthusiast who is highly competitive and desires to not only participate in team sports, but learn how to “keep” an official scorebook, run game clocks and record team statistics. Students will also learn the operations of athletic programming within the public secondary school setting. Opportunities may be provided for students to use the knowledge gained in this course and apply it to actual interscholastic competitions.

Note: There is both an activity and classroom component to the class.

- Recommended Grade Level: 10 – 12
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, trimester or upon mastery of course standards. 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
- 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.

## Mathematics

### ALGEBRA 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 Academic 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 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
- Teacher Recommendation
- 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

#### 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.

- **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 and counts as a Mathematics Course for the General Diploma
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

## GEOMETRY 2532

*Geometry* formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the *Geometry* course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and 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.

- **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

## CCR BRIDGE—MATH READY 2514

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

- **Recommended Grade Level:** 12
- **Recommended 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

## PRE-CALCULUS/TRIGONOMETRY

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

## TRIGONOMETRY 2566

Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions encountered in many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming.

- **Prerequisite:** Algebra II and Geometry or Integrated Mathematics III
- **Credits:** A one credit course, one semester course
- **Student will not receive credit for both *Trigonometry And Pre-Calculus/Trigonometry* since they cover the same course content during one semester**
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40

## AP CALCULUS AB 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, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

- **Recommended Grade Level:** Grades 11 or 12
- **A graphing calculator is required** (TI-84 preferred)
- **Recommended Prerequisite:** Pre-calculus/Trigonometry
- **Credits:** A two credit course, one credit per semester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## AP CALCULUS BC 2572

*Calculus BC, Advanced Placement* is a course based on content established by the College Board. *Calculus BC* is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, 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.

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. The content of *Calculus BC* is designed to qualify the student for placement and credit in a course that is one course beyond that granted for *Calculus AB*.
- **Recommended Grade Level:** Grades 11 or 12
- **A graphing calculator is required (TI-84 preferred)**
- **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 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 and (8) statistics. Technology, such as computers and graphing calculators, should be used frequently.

- **Recommended Prerequisite:** Algebra I, Algebra II, Geometry
- **Credits:** A one 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

## PROBABILITY AND STATISTICS 2546 (Spring)

*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 I, Algebra II, Geometry
- **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 2570

### IB MATH STUDIES

*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 I, Algebra II, Geometry
- **A graphing calculator is required (TI-84 preferred)**
- Teacher approval required for 10<sup>th</sup> grade enrollment
- **Credits:** 1 credit per semester.
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## IB MATHEMATICS 2584

*The IB Mathematics Standard Level* course includes the study of six core topics and a mathematical exploration. Students are encouraged to develop their understanding of the practice of mathematics through inquiry, modelling and application of the use of technology. Core topics provide students with the opportunity to engage in detailed study of algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus. It is based on the curriculum published by the International Baccalaureate Organization.

- **Recommended Grade Level:** Grades 11 or 12
- **A graphing calculator is required (TI-84 preferred)**
- **Recommended Prerequisites:** Pre-Calculus
- **Credits:** A 2-credit course
- Fulfills a Mathematics course requirement for Core 40 Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Qualifies as a quantitative reasoning course

	<b>IB Math SL or AP</b>	<b>IB Math Studies SL or AP</b>	<b>Academic Honors or Core 40</b>
<b>7<sup>th</sup> Grade</b>	Algebra	Pre-Algebra	
<b>8<sup>th</sup> Grade</b>	Geometry	Algebra	Pre-Algebra
<b>9<sup>th</sup> Grade</b>	Alg II/Alg II H	Geometry/Geo H	Algebra
<b>10<sup>th</sup> Grade</b>	Pre Cal/Pre Cal H	Alg II/Alg II H	Geometry
<b>11<sup>th</sup> Grade</b>	AP Calculus AB	AP Stats	Algebra II
<b>12<sup>th</sup> Grade</b>	AP Calculus BC	Pre Cal/Pre Cal H	Pre Cal or Finite (2) or Trig & Prob/Stats

## Multidisciplinary

### AVID

#### 0500 AVID 1—9<sup>TH</sup> GRADE

#### 0498 AVID 2—10<sup>TH</sup> GRADE

#### 0496 AVID 3—11<sup>TH</sup> GRADE

#### 0494 AVID 4—12<sup>TH</sup> GRADE

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:** 9-12
- **Prerequisite:** Students are selected to participate.
- **Credits:** a 2 semester course; 2 credits; maximum of 8 credits
- Counts as an Elective credit for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

### AP SEMINAR I (CAPSTONE) 0552

This Advanced Placement course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate and communicate using various media. Students explore real-world issues through a cross-curricular lens, consider multiple points of view to develop deep understanding of complex issues, and connect these issues to their own lives. The course complements other AP Courses and Exams through scholarly practice and academic intensity.

This course is the first of two required for students to earn the prestigious AP Capstone Diploma. Students who earn scores of 3 or higher in both AP Seminar I and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. (AP Research and Capstone Diploma will be available for the 2018-2019 school year).

- **Recommended Grade Level:** Grade 11
- **Recommended Prerequisites:** English 10 Honors or English 10 Lyceum
- **Credits:** 2 semester course, 1 credit per semester

### AP RESEARCH (CAPSTONE) 0551

Research, Advanced Placement is the second year foundational interdisciplinary course that is unique to the AP Capstone diploma program. This course allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest. Through this inquiry and investigation, students

demonstrate the 20 Indiana Department of Education 2014-2015 High School State Approved Course Titles & Descriptions December 2013 Edition ability to apply scholarly understanding to real-world problems and issues. A comprehensive description of this course can be found at the AP Capstone webpage:

<http://www.collegeboard.org/ap-capstone.html?excmid=MTG237-PR-1-capbr>

- **Recommended Grade Level:** Grade 12
- **Recommended Prerequisite:** AP Seminar
- **Credits:** 2 semester course, 1 credit per semester

### COLLEGE-ENTRANCE PREPARATION 0532 (F/S)

*College-Entrance Preparation* utilizes individual student score reports from the PSAT to prepare students for both the SAT and ACT assessments. 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
- **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.

### Internship

#### 0505 ROCHE LABORATORIES

#### 0507 INTERNSHIP

Internship through 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.
  - **Recommended Grade Levels:**
    - a. Roche—Grade 12
    - b. Internships—11-12
  - **Recommended Prerequisites:** 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
  - Roche Internships—application, interview and selection for program required for enrollment
  - Internships—application and selection for program required; student must be 18 years of age to participate
  - Internship opportunities will vary from year to year as community partnerships grow and develop. Available positions will be posted each spring.

## PEER TUTORING 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: 12
- Application and selection to program required prior to enrollment
- Credits: One credit per semester up to 2 credits
- Counts as an Elective for all diplomas

## THEORY OF KNOWLEDGE, IB 0560

*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. 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

# Music and Performing Arts

## 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

#### 4168 Concert Band

#### 4168I Intermediate Concert Band

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 encouraged to participate in the MPLT marching band and LNHS pep band.*

- **Recommended Grade Level:** 9, 10, 11 or 12
- **Recommended prerequisite:** Moderate level of performance on a band instrument.
- **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

#### 4170S Symphonic Band

#### 4170W Wind Ensemble

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 encouraged to participate in the MPLT marching band and LNHS pep band.*

- **Recommended Grade Level:** 9, 10, 11 or 12
- **Recommended prerequisite:** Advanced level of performance on a band instrument. *Enrollment is by director recommendation and/or 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

#### 4164I Intermediate Jazz Ensemble

#### 4164A Advanced Jazz Ensemble

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 MPLT marching band and encouraged to participate in the LNHS pep band. Student participants must be enrolled in a concert band and/or orchestra class. *Exceptions may be*

*made for piano and guitar positions.* Jazz instruments include saxophone, trumpet, trombone, guitar, vibraphone, piano, bass (electric and/or acoustic) and drum set.

- **Recommended Grade Level:** 9-12
- **Recommended prerequisite:** Moderate to advanced level of performance on a jazz band instrument. *Enrollment is by director recommendation and/or 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--MARIACHI 4162

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

- **Recommended Grade Level:** 10, 11 or 12
- **Recommended prerequisite:** None
- **Credits:** 1 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
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

## ORCHESTRA

### INTERMEDIATE ORCHESTRA

#### 4172I Sinfonia

#### 4172A Sonatina

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:** 9-12
- **Recommended prerequisite:** Moderate level of performance on a string instrument. *Enrollment is by director recommendation and/or 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

### 4174I Concertino

### 4174A Chamber Orchestra

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:** 9-12
- **Recommended prerequisite:** Advanced level of performance on a string instrument. *Enrollment is by director recommendation and/or 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 Treble Singers

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

#### 41825 High Five Choir

High Five Choir is a peer facilitated musical ensemble/general music class where students work together to further their musicianship, interpersonal skills, and vocal technique by singing popular music and to further their kinesthetic skills exploring basic musical instruments. The High Five Choir strives to provide a safe and fun educational environment for all students to develop positive social skills, for general education students to increase positive relationships with students living with disabilities and for students

receiving special services to increase time spent in a general education setting.

- **Recommended Grade Level:** All
- **Recommended Prerequisites:** none
- **Credits:** A two credit course
- Counts as an Elective for all diplomas

### INTERMEDIATE CHORUS

#### 4186 Sounds of Praise

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:** 10-12
- **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

#### 4188B Bellabravada (Advanced)

#### 4188L Legacy (Advanced)

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 acappella singing, sight reading, and critical listening skills.

- **Recommended Grade Level:** 10-12
- **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

### 0515 Musical Theatre

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:** 10-12
- **Recommended prerequisite:** Interest in American Musical Theater. *Enrollment is by director recommendation and/or 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

#### 4146B Beginning Dance

#### 4146I Intermediate Dance

#### 4146A Advanced Dance Company

#### 4146G Advanced Dance with Props (Color Guard)

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. *The Color Guard performs with the Marching Pride of Lawrence Township (MPLT) Marching Band and students have the opportunity to compete in winter guard competition.*

- **Recommended Grade Level:** 9-12
- **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

## MUSIC EDUCATION

### ELECTRONIC MUSIC TECHNOLOGY 4202 (F/S)

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:** 9-12
- **Recommended prerequisite:** Music Theory I, II or Piano 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

### HIP-HOP HISTORY & THEORY 4206

Hip-Hop History & Theory is designed to explore popular music and the hip-hop style in relation to history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

- **Recommended Grade Level:** 9, 10, 11, 12
- **Recommended Prerequisites:** none
- **Credits:** 2 semester course, 1 credit per semester.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

### MUSIC THEORY & COMPOSITION 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:** 9-12
- **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

### AP MUSIC THEORY 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:** 10-12
- **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 (F/S/Y)

**42041 Beginning Piano I** (Recommended as YL)

**42042 Beginning Piano II**

**42043 Intermediate Piano III**

**42044 Advanced Piano IV**

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:** 9-12
- **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 per semester; maximum of 3 credits
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## IB MUSIC APPRECIATION 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:** 10-12
- **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

# Science

## BIOLOGY I 3024

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

- **Recommended Grade Level:** 9-10
- **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

**Genetics 3026G**

**Marine 3026M**

**Zoology 3026Z**

*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

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:** 10-12
- **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

## INVERTEBRATE ZOOLOGY 3026I

This course is a study of diverse invertebrate organisms—animals without backbones—with specific study of taxonomy, structure, reproduction, behavior and evolution.

- **Recommended Grade Level:** 10-12
- **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 3026V

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:** 10-12
- **Prerequisite:** Biology I
- **Credits:** One credit courses
- Counts as life science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## ANATOMY AND PHYSIOLOGY 5276

*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:** 11-12
- **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 or counts as an Elective or Directed Elective for any diploma

## AP BIOLOGY 3020

*Biology, Advanced Placement* is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building

blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties.

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisite:** Biology I and Chemistry I
- **Credits:** A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

## IB BIOLOGY STANDARD LEVEL 3020IB

*Biology Standard Level, International Baccalaureate* focuses on six core topics: cells; the chemistry of life, genetics, ecology, evolution, and human health and physiology. It is based on the curriculum published by the International Baccalaureate Organization. Optional course topics include neurobiology and behavior, applied plant and animal science, ecology and conservation, diet and human nutrition, physiology of exercise, and cell respiration and photosynthesis.

- **Recommended Grade Level:** Grades 11 or 12
- **Recommended prerequisite:** Biology 1 and Chemistry 1
- **Credits:** 2 semester course, 1 credit per semester
- Fulfills the Biology I requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

## IB SCIENCES: SPORTS, EXERCISE & HEALTH SCIENCE (SL) 3510

IB Sports, Exercise and Health Science Standard Level involves the science that underpins physical performance and allows students opportunities to apply these principles both through inquiry and experimental (field and laboratory). Topics must cover anatomy, exercise physiology, energy systems, movement analysis, skill in sport and measurement and evaluation of human performance. Students are required to do in-depth study of two of the following options: optimizing physiological performance, psychology of sport, physical activity and health, and nutrition for sport, exercise and health. Students taking this course will also address issues and ethics on an international scale by considering sport, exercise and health within a global context relevant to the individual. The course is based on the curriculum published by the International Baccalaureate Organization.

- **Recommended Grade Level:** 11, 12
- **Recommended Prerequisites:** Biology 1
- **Credits:** 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Science requirement for all diplomas

## CORE 40 CHEMISTRY 3064

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on

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

- **Recommended Grade Level:** 10-12
- **Prerequisite:** Geometry, Algebra II (can be taken concurrently)
- **Credits:** A two credit course
- Fulfills the requirement for physical science for the General diploma. Fulfills Chemistry credit for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

### CHEMISTRY I HONORS ACP 3090

*Chemistry I Honors* is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Introduction to aspects of general chemistry/Introduction to the techniques and reasoning of experimental chemistry. The two sequences, C101-C121 and C102-C122, usually satisfy programs that require only two semesters of chemistry. Admission to advanced courses on the basis of C101-C121 and C102-C122 is granted only in exceptional cases. May be taken in preparation for C117 by students with deficiencies in chemistry. Credit given for only one of C101 or C103.

- **Recommended Grade Level:** 10-12
- **Prerequisite:** Geometry, Algebra II (can be taken concurrently)
- **Credits:** A two credit course
- Fulfills the requirement for physical science for the General diploma. Fulfills Chemistry credit for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas
- **Dual credit available through Indiana University's Advanced College Project (ACP)**

### AP CHEMISTRY II 3060

*Chemistry, Advanced Placement* is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- **Recommended Grade Level:** 12
- **Prerequisite:** Chemistry I, Algebra II, 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

### EARTH AND SPACE SCIENCE 3044

*Earth and Space Science I* is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- **Recommended Grade Level:** 9-10
- **Credits:** A two credit course
- Fulfills the earth and space science requirement for the General Diploma. Fulfills Core 40 science credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

### AP ENVIRONMENTAL SCIENCE 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:** 11-12

- **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 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:** 10-12
- **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

### AP PHYSICS I: Algebra-based 3080

Physics 1: Algebra-based, Advanced Placement is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

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

- **Recommended Grade Level:** 10-12
- **Prerequisite:** Algebra I & II or Integrated Mathematics I; Precalculus/Trigonometry can be taken concurrently
- **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

### AP, IB PHYSICS II, Physics C: Mechanics 3088

Physics C, Advanced Placement is a course based on the content established by the College Board. AP Physics C: Mechanics provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. A comprehensive

description of this course can be found on the College Board AP Central Course Description web page at:

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

- **Recommended Grade Level:** 12
- **Prerequisite:** Physics I, Calculus (can be taken concurrently)
- **Credits:** A two credit course, 1 credit per semester
- Counts as a Science Course and a Quantitative Reasoning Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors

## Social Studies

### 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:** 12
- **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

### TOPICS IN HISTORY: ETHNIC STUDIES 1538E (F/S)

*Black America* 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 centism, 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 multi-cultural society.

- **Recommended Grade Level:** 10-12
- **Recommended Prerequisites:** Geography/History of the World
- **Credits:** 1 credit

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

### TOPICS IN HISTORY: FILM STUDIES 1538V (F/S)

*Topics in History--FILM* will provide students a review of U.S. history by examining movies from different time periods and themes. Students will examine primary and secondary sources in connection to the films to analyze reality vs. representation. It is important to look at motivation, time period the film was made (and the events taking place at that time), and point of view of the director in order to examine the accuracy of the historical event being portrayed. Movies not only reveal information about historical time periods but reveal information about the time period in which they are released. Students will also examine the use of music, camera angles and symbolism to determine the message of the movie.

- **Recommended Grade Level:** 10-12
- **Recommended Prerequisites:** Geography/History of the World
- **Credits:** 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

### TOPICS IN HISTORY: HOLOCAUST/GENOCIDE 1538G

*Topics in History--GENOCIDE* will focus on specific historical topics in order to understand current issues and patterns. The focus will be on the Holocaust, comparative genocide studies, human rights violations and current military conflicts. Students will rely on scholarly journals, primary sources and current news. Students will be expected to complete research requirements and read specific novels on the above topics.

- **Recommended Grade Level:** 10-12
- **Recommended Prerequisites:** Geography/History of the World
- **Credits:** 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

### TOPICS IN SOCIAL SCIENCE: SPORT PSYCHOLOGY 1550

Topics in Social Science – Sport Psychology provides students with an opportunity for in-depth study of the psychological principles that enhance athletic performance including motivation, concentration, focus, confidence, anxiety, and relaxation. Students will have the opportunity to apply these principles and measure their impact both upon performance and upon the overall quality of life.

- **Recommended Grade Level:** 10, 11, 12
- **Recommended Prerequisites:** none
- **Credits:** 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

### Pre-AP/IB-- Introduction to Social Science 1522 (F/S)

*Introduction to Social Science* develops an understanding of the nature of the social sciences, presents reasons for studying them, and develops the necessary academic skills to advance in the Social Studies Department curriculum. The course involves consideration

of the social sciences such as: (1) the study of humanity; (2) the reasons for separate fields or disciplines; (3) the objectives, materials, and methods of each discipline; and (4) the difficulties encountered by social scientists in applying scientific method to the study of human life. **Course Content focuses on the development of essential skills for Advanced Placement (AP), International Baccalaureate (IB), and College Readiness.**

- **Recommended Grade Level:** 9-11
- **Recommended Prerequisites:** None
- **Credits:** 1 credit; 1 semester
- The purpose of this course is to prepare students for the rigor of AP, IB, and dual-credit courses offered within the social studies department.

### ECONOMICS 1514 (F/S)

*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:** 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

### AP ECONOMICS 1566 (F/S)

*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 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**

**1570**

### **1570 Pre-AP**

*Geography and History of the World* is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions.

Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction.

Using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21<sup>st</sup> Century.

- **Recommended Grade Level:** 9-10
- **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 1526 (F/S/Y)**

*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:** Geography/History of the World
- **Credits:** 1 credit per semester; the nature of this course allows for students to experience separate and unique curricula each semester, earning a maximum of 2 credits
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **AP PSYCHOLOGY 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:** 11- 12
- **Recommended Prerequisites:** None
- **Credits:** A 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

## **AP PSYCHOLOGY--FORENSICS 1558F**

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. Forensic Psychology is a rapidly growing field of inquiry. In this course, students will be introduced to standard content of psychology with specific applications to criminality, law enforcement, the courtroom, and the criminal justice system. This course will prepare students for the AP Psychology exam.

- **Recommended Grade Level:** 11, 12
- **Recommended Prerequisites:** none.
- **Credits:** 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## **PSYCHOLOGY II, IB 1604**

*Psychology Higher 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:** 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

## **SOCIOLOGY 1534 (F/S)**

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

## **UNITED STATES GOVERNMENT 1540 (F/S)**

*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:** 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—AP 1560 (F/S)**

*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. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

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

- **Recommended Grade Level:** 12
- **Recommended Prerequisites:** Successful completion of United States History AP or ACP
- **Credits:** 1 semester course, 1 credit per semester
- Fulfills the US 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

## **AP US GOVERNMENT AND CONSTITUTIONAL LAW 1560L**

*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:** 12
- **Recommended Prerequisites:** Successful completion of United States History AP or ACP
- **Credits:** 2 semester course, 1 credit per semester
- Fulfills the US Government requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

## **UNITED STATES HISTORY 1542**

*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

## **UNITED STATES HISTORY—AP, ACP**

**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:** 11
- **Recommended Prerequisites:** None for regular US History
- AP/ACP/USH Guidelines for success:

The following factors have been identified as indicators of success in an advanced level (AP, ACP, IB) U.S. History Course at Lawrence North. It is encouraged that students meet the following criteria before enrolling in the AP/ACP/IB U.S. History Course. Students who do not meet the following conditions may still enroll, but must understand they will be challenged by the curriculum and must be prepared to commit a significant amount of time and effort to their course work to be successful in the accelerated setting.

- Teacher Recommendation
- SRI/Lexile: 1050 and above
- Experience in prior Honors/AP Level Courses; demonstrated performance at the A/B level
- Honors Geo/Hist of the World; AP World
- Pre AP—Intro to Social Studies
- **Credits:** A 2 semester course, 1 credit per semester
- Fulfills the US History requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma
- Dual credit available through Indiana University's Advanced College Project

## AP UNITED STATES HISTORY

### AP ENGLISH LANGUAGE AND COMPOSITION

(*INTERDISCIPLINARY-HUMANITIES*) **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.

- **Recommended Grade Level:** 11
- **Prerequisites:** English 9 Honors; English 10 Honors; AND Honors Geography/History or the World or AP World History

- AP/ACP/USH Guidelines for success:

The following factors have been identified as indicators of success in an advanced level (AP, ACP, IB) U.S. History Course at Lawrence North. It is encouraged that students meet the following criteria before enrolling in the AP/ACP/IB U.S. History Course. Students who do not meet the following conditions may still enroll, but must understand they will be challenged by the curriculum and must be prepared to commit a significant amount of time and effort to their course work to be successful in the accelerated setting.

- Teacher Recommendation
- SRI/Lexile: 1050 and above
- Experience in prior Honors/AP Level Courses; demonstrated performance at the A/B level
- Honors Geo/Hist of the World; AP World
- Pre AP—Intro to Social Studies
- **Credits:** A 2 semester course, 2 credits per semester; total of 4 credits
- Fulfills the US History and English 11 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

## AP WORLD HISTORY 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:** 9-11
- **Recommended Prerequisites:** English 9 Honors; English 10 Honors
- **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

## Visual Arts and Communication Processes

## INTRODUCTION TO 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:** 9-12
- **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 TO 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:** 10-12
- **Recommended prerequisite:** Intro. to 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 4040**

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:** 10-12
- **Recommended prerequisite:** Intro. to 2-D Art, & Intro. to 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:** 10-12
- **Recommended prerequisite:** Introduction to 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:** 10-12
- **Recommended prerequisite:** Intro. to 2-D Art; Students may be asked to provide/buy special materials.
- **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:** 10-12
- **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 and advertisements for various educational and extracurricular programs at Lawrence North High School.

- **Recommended Grade Level:** 11 - 12
- **Recommended prerequisite:** Digital Design
- **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

### **ART HISTORY 4024 (F/S/Y)**

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:** 10-12
- **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

### **FIBER ARTS 4046 (F/S)**

*Fiber Arts* is a course based on the Indiana Academic Standards for Visual Art. Students in fiber arts engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create fiber art works utilizing processes such as loom and off-loom construction, dyeing, coiling, and stitchery. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Introduction to 2D-Art, Introduction to 3D-Art
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

\*\*\**Course offered only on the Lawrence Central campus.*

#### **STUDIO ART –AP, IB**

**4048**

*Studio Art* is for highly motivated students interested in exploring advanced art materials and techniques. Students will expand on their prior technical skills to create art work that demonstrates a very individualized original approach to art making. Evaluation will be based on the three areas of the AP portfolio, Quality, Breadth and Concentration. Students will have the opportunity to use advanced art material and techniques. Multi-media processes will be explored to develop individual fine art works. Students also use organizational principles and functions to solve visual problems. Career research and designing an AP quality professional portfolio are part of the course goals. Field experiences may include visits to art museums, galleries and studios. Students will be expected to articulate their ideas through written and oral critiques, sketchbooks and art journals. Field experiences may include visits to art museums, galleries and participation in art shows.

- **Recommended Grade Level:** 11 or 12
- **Recommended prerequisite:** Intro to 2D Art and four semesters of any other art course. A \$30 fee per semester will cover the basic supplies.
- **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

#### **PHOTOGRAPHY—FINE ARTS**

**4062A**

**(F/S)**

*Photography* is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio

quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentation skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Introduction to 2D-Art
- Credits: a 1-semester course for 1 credit.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

### **COMMUNICATION PROCESSES/PHOTOGRAPHY**

#### **INTRO TO PHOTOGRAPHY**

**40621 (F/S)**

Introduction to Photography 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.

- **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

#### **PHOTOGRAPHY II—PHOTOJOURNALISM**

**40622**

Photography II is a course for the 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 "FUN" 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

### RADIO AND TV PRODUCTION 1 5986 (YL)

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

- **Recommended Grade Level:** 9 – 12
- **Recommended Prerequisites:** None
- **Credits:** 1 credit per semester, maximum of 2 semesters, maximum 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

### RADIO AND TV PRODUCTION 2 5992 (YL)

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:** Radio & TV 1
- **Credits:** 2 BLOCKS/semester; 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

Lawrence North offers exceptional opportunities in three different languages—French, Spanish, German. Learning another language opens up new opportunities and gives one perspectives that s/he might never have encountered otherwise. Personal, professional, social, and economic considerations all point to the advantages of learning foreign languages. Still not convinced? Here are 4 very good reasons why you should be learning another language:

1. *To better understand peoples, their culture, values and traditions. Only 7% of the world's people speak English as their native language but 90% of all U.S. citizens cannot understand any language other than English.*
2. *To help master English. Studies show that learning a foreign language improves reading scores in English as well as mental flexibility, creativity and high level thinking.*

3. *To give greater job flexibility. A Princeton University study shows that "competency in a foreign language" is one of the five top skills needed in today's job market.*

4. *University admission and graduation. Most colleges and universities desire foreign language study for admission and require study of a foreign language for graduation. Continued foreign language study is seen as the best, most consistent, predictor of college success.*

### Indicators for Success in World Languages:

The following factors have been identified as indicators of success in a World Language course of French, German, Spanish, or Spanish Immersion at Lawrence North. It is suggested that students meet the following criteria **before enrolling in a World Language course**. Students who do not meet the following conditions may still enroll, but must understand they will be challenged by the curriculum and must be prepared to commit a significant amount of time and effort to their course work to succeed in the demanding setting.

#### Students should:

- ✓ Have Lexile (SRI) scores of 1000 or higher;
- ✓ Repeat the level if earning a "C" or lower when coming from a middle school or transfer program;
- ✓ Possess strong English language arts and math skills;
- ✓ Know that World Language is an academic **elective** and **not a required** class;
- ✓ Be prepared to study and to do homework **daily**.

## FRENCH LANGUAGE COURSES

### FRENCH 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
- **Prerequisites:** Indicators for Success (in text 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

## FRENCH 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; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom.

- **Recommended Grade Level:** 9-12
- **Prerequisites:** Completion of French I with "C" or better semester grades
- **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 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
- **Prerequisites:** Completion of French I and II with "C" or better semester grades.
- **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) 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
- **Prerequisites:** Completion of French I, II and III with "C" or better semester grades
- **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) 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
- **Prerequisites:** Completion of French I, II, III and IV with “C” or better semester grades.
- **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 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
- **Prerequisites:** Indicators for Success (in text 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

### **GERMAN 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 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 German-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding German language and culture outside of the classroom.

- **Recommended Grade Level:** 9-12
- **Prerequisites:** Completion of German I with “C” or better semester grades
- **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 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:** 10-12
- **Recommended Prerequisites:** Completion of German I and II with “C” or better semester grades
- **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) 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:** Completion of German I, II and III with "C" or better semester grades
- **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) 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:** Completion of German I, II, III and IV with "C" or better semester grades
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a

## **SPANISH LANGUAGE COURSES**

### **LANGUAGE FOR HERITAGE SPEAKERS 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 listening comprehension, 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:** None, or placement as determined by LNHS ENL Department
- **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

### **LANGUAGE FOR HERITAGE SPEAKERS II 2192**

*Language for Heritage Speakers II* builds upon *Language for Heritage Speakers I*, and 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 listening comprehension, 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:** Language for Heritage Language Learners I or placement as determined by LNHS ENL Department
- **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 I 2120**

*Spanish I*, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making

connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- **Recommended Grade Level:** 9-11
- **Prerequisites:** Indicators for Success (in text 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 II 2122

*Spanish II*, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- **Recommended Grade Level:** 9-12
- **Prerequisites:** Completion of Spanish I with "C" or better semester grades
- **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 2124

*Spanish III*, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture

through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

- **Recommended Grade Level:** 9-12
- **Prerequisites:** Completion of Spanish I and II with "C" or better semester grades
- **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 IV (IB SL) 2126

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

- **Recommended Grade Level:** 10-12
- **Prerequisites:** Completion of Spanish I, II and III with "C" or better semester grades
- **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 V (AP and IB HL) 2128

*Spanish 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 Spanish-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 Spanish-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 Spanish speakers.

- **Recommended Grade Level:** 11-12
- **Prerequisites:** Completion of Spanish I, II, III and IV with "C" or better semester grades
- **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 to earn 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—2 credits Grade 9\*\*\*  
\*\*\*Replaces *Modern World Studies*
- 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:

- 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 1570I**

*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 both the Social Studies (World History/Geography of the World) and the 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 2124I**

*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

### **CULTURE AND DIVERSITY 1548I**

*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 9<sup>th</sup> Gr. 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

### **IMMERSION SPANISH II 2126I**

*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

### IMMERSION SPANISH III 2128I

*Immersion Spanish III* has been designed to bridge the gap between foundation and advanced language arts courses in Spanish. It solidifies the base that students have acquired in the previous two or three years of studying Spanish, and takes them further by introducing new material needed for higher level of proficiency. It is based on the idea that students have been previously exposed to most of Spanish grammar, and need a refresher to “put it all together” before moving to advanced courses.

- **Recommended Grade Level:** 11 or 12
- **Recommended Prerequisites:** Completion of Spanish Immersion 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

### SPANISH LANGUAGE & CULTURE THROUGH CINEMA 2136

*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 2134

*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 Granada. 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:** 0.5 credit

## ENGLISH AS A NEW LANGUAGE

### ENGLISH AS A NEW LANGUAGE 2188

*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).

## McKenzie Center for Innovation and Technology

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.

## Business, Marketing, and Information Technology

### **BUSINESS / MARKETING / FINANCE**

#### **INTRODUCTION**

Business and industry surveys indicate that economic survival in the 21<sup>st</sup> 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.

“M” indicates the course is taught at the McKenzie Center for Innovation and Technology (MCIT).

#### **PRINCIPLES OF BUSINESS MANAGEMENT 4562M**

*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 9-12**
- **Credits: 2 semester course, 1 credit each 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**
- **Course Aligned with postsecondary courses for Dual Credit**

#### **PRINCIPLES OF MARKETING / SPORTS ENTERTAINMENT 5914M**

*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 sport event industries, their economic impact and products; advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management

- **Recommended Grade level: Grade 10-12**
- **Recommended Prerequisites: None**
- **Credits: 2 semester course, 1 credit each 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**
- **Course Aligned with postsecondary courses for Dual Credit**

## **PREPARING FOR COLLEGE & CAREERS 5394M**

*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:** Grade 9
- **Recommended Prerequisites:** None
- **Credits:** 1 credit per semester, maximum of 1 credit
- **This course qualifies as one of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit—See Rule 511 IAC 6-7-6 (6)**
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

## **MERCHANDISING (FASHION) 5962M**

*Fashion 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 focuses on Fashion Merchandising, sporting goods, or electronics.

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

## **MARKETING IN HOSPITALITY AND TOURISM 5982M**

Marketing in Hospitality and Tourism is a specialized course that develops student understanding of marketing in the hospitality, travel, and tourism industry. Students gain experiences marketing-information management, pricing, product/service management, promotion, and selling in the hospitality, travel, and tourism industry.

- **Recommended Grade Level:** 11, 12
- **Required Prerequisites:** Principles of Marketing
- **Credits:** 2 semester course, 1 credit per semester, 2 credits maximum
- **Counts as a Directed Elective or Elective for all diplomas**

## **INTRODUCTION TO ACCOUNTING 4524M**

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

- **Recommended Grade Level:** 10-12
- **Recommended Prerequisite:** At least one other Business Course
- **Credits:** 1 credit per semester, 2 semester course
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **Course Aligned with postsecondary courses for Dual Credit**

## **ADVANCED ACCOUNTING 4522M**

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

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

## **BANKING AND INVESTING 5258M**

Banking and Investment Capstone addresses the need of schools in areas that have workforce demand in the finance industry. It analyzes and synthesizes high-level skills needed for a multitude of career in the banking and investment industry. Students learn banking, investments, and other finance fundamentals and applications related to financial institutions, business and personal financial services, investment and securities, risk management products, and corporate finance. The course provides students with work based learning experiences to acquire and apply knowledge and skills in one or more careers in the industry.

- **Recommended Grade Level:** 12
- **Recommended Prerequisite:** Algebra 2
- **Required Prerequisite:** Intro to Accounting & Adv Accounting
- **Credits:** 1 credit per semester, 2 semester course
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **Qualifies as a quantitative reasoning course**

## ENTREPRENEURSHIP & NEW VENTURES 5966M

*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.

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisite:** At least one other Business Course
- **Credits:** 1 credit per semester, 2 semesters course
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **Course Aligned with postsecondary courses for Dual Credit**

## ADMINISTRATIVE AND OFFICE MANAGEMENT 5268M

*(formerly Advanced Business Management)*

Administrative and Office 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.*

- **Recommended Grade Level:** Grade 11-12
- **Recommended Prerequisites:** At least one prior business course
- **Credits:** 1 credit per semester, 2 semesters course
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **Course Aligned with postsecondary courses for Dual Credit**

## DIGITAL APPLICATIONS & RESPONSIBILITY (DAR I) 4528MA

*DAR I* 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.

- **Recommended Grade Level:** Grade 9\*, 10-12
- **Required Prerequisites for 9<sup>th</sup> graders\* must have passed College & Careers**
- **Credits:** 1 credit per semester, maximum of 1 semester, maximum of 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**

## DIGITAL APPLICATIONS & RESPONSIBILITY II (DAR II) 4528MB

**Grade Level: 10-12**

- **Recommended Prerequisites:** DAR I (passing grade)
- **Credits:** 1 credit per semester, maximum of 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**
- **DAR I and DAR II, together, are aligned with postsecondary courses for Dual Credit.**
- **MOS Certification is connected to DAR II, as well as College Dual Credit opportunities.**
  - **Sophomores-Seniors may take this course spring or fall; however, DAR I is a prerequisite for DAR II. MOS Certification is connected to DAR II, as well as College Dual Credit opportunities.**

## WORK BASED LEARNING (WBL) - 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 community partners. 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.**

### STRATEGIC MARKETING-RELATED 5918M

### WORK BASE LEARNING (CO-OP) 5260M\* or 5892M\*\*

Course Code: 5918M (Strategic Marketing Class)

Course code: 5260MA (1 Release Block--WBL)\*

Course code: 5260MB (2 Release Blocks, WBL)\*

5892M\*\*3<sup>rd</sup> Year Trade & Industry Students ONLY

- **Recommended Grade Level:** 12
- **RECOMMENDED PREPARATION:** Employment and transportation
- **Credits:** 1 credit for 5918M per semester; 1 credit per release block per semester; maximum of 2 semesters; maximum of 6 credits

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, internships or volunteer positions. 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 community partners. 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.

## **CAREER PROGRAMS**

### **AUTO SERVICE TECHNOLOGY**

#### **AUTO SERVICE TECHNOLOGY**

Students taking the automotive program will learn and practice skills needed to enter in to 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 Service Technology 1 5510M**

- **Recommended Grade Level:** 10-11
- **Recommended Prerequisites:** Successful completion of Algebra I
- **Credits: 2-block class—2 credits per semester; 2 semester course; total of 4 credits**

#### **Auto Service Technology 2 5546M**

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** Successful completion of Auto Service Technology 1
- **Credits: 2-block class—2 credits per semester; 2 semester course; total of 4 credits**

### **AUTO COLLISION REPAIR TECHNOLOGY**

#### **AUTO COLLISION REPAIR TECHNOLOGY**

Over the course of 4 semesters: *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**.

#### **Collision Repair 1 5514M**

- **Recommended Grade Level:** 10-11
- **Recommended Prerequisites:** Successful completion of Algebra I
- **Credits: 2-block class—2 credits per semester; 2 semester course; total of 4 credits**

#### **Collision Repair 2 5544M**

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** Successful completion of Auto Service Technology 1
- **Credits: 3-block class—3 credits per semester; 2 semester course; total of 6 credits**

**REQUIREMENTS: Coveralls and safety shoes for lab work.**

### **CONSTRUCTION TECHNOLOGY**

#### **CONSTRUCTION TRADES I 5580M**

Focuses on classroom and laboratory experiences involving the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of construction, with an emphasis on future trends and career options will also be covered. This course provides instruction in reading technical drawings and transforming those drawings into physical structures. The relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop layout and floor construction skills. Blueprints and other professional planning documents will also be covered. Instruction will be given in the following areas, administrative requirements, definitions, building planning, foundations, wall coverings, roof/ceiling construction, and roof assemblies. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration's Safety & Health Standards for the construction industry, NCCER Certification available and dual credit.

- **Recommended Grade Level:** 11 (10<sup>th</sup> by Instructors approval)
- **Recommended Prerequisites:** None
- **Credits: 2-Block course; 2 semesters; 4 total credits**

#### **CONSTRUCTION TRADES II 5578M**

Builds on the formation, installation, maintenance, and repair skills learned in Construction Technology I. Information on materials, occupations, and professional organizations within the industry will be covered. Students will develop basic knowledge, skills, and

awareness of interior trim and the installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Students will also develop exterior finishing competencies. The course includes instruction on the installation of cornices, windows, doors and various types of sidings currently used in industry. Studies will also focus on the design and construction of roof systems and the use of framing squares for traditional rafter and truss roofing.

- **Recommended Grade Level:** 12
- **Recommended Prerequisites:** Successful completion of Construction Trades 1
- **Credits:** 2-Block course; 2 semesters; 4 total credits

## COSMETOLOGY

### COSMETOLOGY

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 1<sup>st</sup> year and \$180 for 2<sup>nd</sup> year.*

#### Cosmetology I 5802M

- **Recommended Grade Level:** 11
- **Recommended Prerequisites:** Commitment to the 2-year program
- **Credits:** 4-block class—4 credits per semester; 2 semester course; total of 8 credits

#### Cosmetology II 5806M

- **Recommended Grade Level:** 12
- **Recommended Prerequisites:** Successful completion of Cosmetology 1
- **Credits:** 4-block class—4 credits per semester; 2 semester course; total of 8 credits

### BARBERING

A two-year course designed for students to complete 1,500 hours of combined theory and intensive laboratory applications required for the State of Indiana Barbering License. This course provides an introduction to the barbering profession with an emphasis on basic practical skills and theories including the history of barbering, life skills, professional image, basics of chemistry and electricity, business skills, and the practice of barbering. When students successfully follow the prescribed curriculum and complete laboratory hours, they may take the State of Indiana board exam for Barbering and obtain a license to work in a shop. **Additional fees are required for the purchase of a barbering kit, smock, and certification exams. All students must wear black shoes.**

#### Barbering I 5802MB

- **Recommended Grade Level:** Grade 11
- **Recommended Prerequisite:** Teacher Recommendation, Spring Parent Meeting

- **Credits:** Credits: 3-block class—3 credits per semester; 2 semester course; total of 6 credits
- **Counts as Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

#### Barbering II 5806MB

- **Recommended Grade Level:** Grade 12
- **Recommended Prerequisite:** Successful completion of Barbering I, Interview, Spring Parent Meeting
- **Credits:** Credits: 3-block class—3 credits per semester; 2 semester course; total of 6 credits
- **Counts as Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

## CRIMINAL JUSTICE

### CRIMINAL JUSTICE I

5822M

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.

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** None
- **Credits:** 2-block class—2 credits per semester; 2 semester course; total of 4 credits

### CRIMINAL JUSTICE ADVANCED II 5824M

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

- **Recommended Grade Level:** 12
- **Recommended Prerequisites:** Successful completion of Criminal Justice I
- **Credits:** 2-block class—2 credits per semester; 2 semester course; total of 4 credits
- **This course is aligned with postsecondary courses for Dual Credit**

## CULINARY ARTS

## CULINARY ARTS and HOSPITALITY MANAGEMENT

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 areas 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.

### Introduction to Culinary Arts & Hospitality 5438M

Introduction to Culinary Arts and Hospitality is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course.

- **Recommended Grade Level:** 10
- **Recommended Prerequisites:** Nutrition & Wellness; Adv Nutrition and Wellness
- **Credits:** 1-2 semester course; 1 credit per semester; 2 credits max

### Culinary Arts & Hospitality 1 5440M

- **Recommended Grade Level:** 10-11
- **Recommended Prerequisites:** Nutrition & Wellness & Adv Nutrition & Wellness OR Intro to Culinary Arts & Hosp
- **Credits:** 2-block class—2 credits per semester; 2 semester course; total of 4 credits

### Advanced Culinary Arts & Hospitality 2 5346M

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** Successful completion of Culinary Arts 1
- **Credits:** 3-block class—3 credits per semester; 2 semester course; total of 6 credits

## INFORMATION TECHNOLOGY

### COMPUTER TECH SUPPORT / A+ CERTIFICATION 5230M

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**.)

- **Recommended Grade Level:** 10-12
- **Recommended Prerequisites:** College-level reading comprehension (SRI scores > 1000)
- **Credits:** 2-Block course; 2 semesters; 4 total credits
- **WEIGHTED COURSE (1.0)**

### NETWORKING I

5234M

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**.)

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** Successful completion of A+ Certification
- **Credits:** 2-Block course; 2 semesters; 4 total credits
- **WEIGHTED COURSE (1.0)**

### NETWORKING II/INFRASTRUCTURE SYSTEMS

4588M

This course consists of one semester learning the Linux operating system and one semester of Security+. Students will have the opportunity to become CompTIA Linux+ and Security+ certified

Also available to 3<sup>rd</sup> year students after successful completion of A+ and Network+:

Server + Security +	Linux + CISCO/CCNA	Wireless Cloud Computing
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- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** CompTIA NET + Certification
- **Credits:** 1 credit per semester; 2 total credits
- **WEIGHTED COURSE (1.0)**

### NETWORKING II/SERVERS AND SECURITY

5257M

*Networking II: Servers* focuses on the software skills needed to manage a network. Students will learn and practice the skills necessary to perform in the role of a network administrator. They will be able to accomplish fundamental network management tasks on a server such as set up of computer network services, create users and appropriate login scripts, develop groups, set the server remotely, set up security, backup/restore the server and setup/maintain clients.

- **Recommended Grade Level:** 12
- **Prerequisites:** A+ and NET+ Certification
- **Credits:** 1 credit per semester; 2 semesters
- **WEIGHTED COURSE (1.0)**

**INTERACTIVE MEDIA 1 / 3D****5530M**

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, Adobe's Creative Suite. 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 CC. Counts toward Academic Honors Diploma.

- **Recommended Grade Level: 10-11**
- **Recommended Prerequisites: College level reading comprehension (SRI > 1000)**
- **Credits: 2-Block course; 2 semesters; 4 total credits**
- **WEIGHTED COURSE (1.0)**

**INTERACTIVE MEDIA 2****5232M**

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 After Effects 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 credits at Ivy Tech Community College of Indiana and may take the national certification exam for Adobe Premiere Pro CC. Counts toward Academic Honors Diploma.

- **Recommended Grade Level: 11-12**
- **Recommended Prerequisites: Successful completion of Interactive Media 1**
- **Credits: 2-Block course; 2 semesters; 4 total credits**
- **WEIGHTED COURSE (1.0)**

**COMPUTER SCIENCE I /Visual Basic****4801M**

*Computer Science I* introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The

fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce correct and accurate outputs. Topics include program flowcharting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, and control breaks and offers students an opportunity to apply skills in a laboratory environment.

- **Recommended Grade Level: 10-12**
- **Credits: 1 credit per semester; 2 semesters**

**COMPUTER SCIENCE II/PROGRAMMING****5236M**

Computer Science II course introduces students to the fundamental topics of computer science that include problem solving, design strategies/methodologies, data structures, algorithms and ethical computing. Students will learn to develop in Java and create solutions that can scale up from small, simple problems to large, complex problems. The project based curriculum helps students learn teamwork and time management skills as well as keeping the students engaged by always having a fun creative project that enforces the fundamental computer science topics.

- **Recommended Grade Level: 11, 12**
- **Required Prerequisites: Computer Science I**
- **Credits: 1 credit per semester; 2 semesters**

**COMPUTER SCIENCE II/ Video Gaming Apps****5252M**

Video Gaming and Apps is MCIT's cutting edge course which will allow students to create fully developed video games. Using Unity 3D, we will make two video games over the course of the year. Students will work to develop a storyline, create the 3D models and textures, and program the levels before publishing our games. Team taught, students will have the time and resources to design and create assets and code games. FPS, 3<sup>rd</sup> person, 2D, RPG, all game types will be explored.

- **Recommended Grade Level: 12**
- **Required Prerequisites: Computer Science I**
- **Credits: 2-Block course; 2 semesters; 4 total credits**

***JOBS FOR AMERICA'S GRADUATES (JAG)*****JAG 1****0522M**

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.

- **Recommended Grade Level: 11**
- **Recommended Prerequisites: None**
- **Credits: 1 credit per semester, 2 semester course**

**JAG 2****0532M**

- **Recommended Grade Level: 12**
- **Recommended Prerequisites: Successful completion of JAG 1**

- **Credits: 1 credit per semester, 2 semester course**

## **JUNIOR RESERVE OFFICER TRAINING CORPS (J-ROTC)**

### **CIVIL AIR PATROL (CAP) 0516M**

CAP is the official Civilian Voluntary Auxiliary of the United States Air Force. This course is designed to develop: (1) citizenship and patriotism, (2) self-discipline, (3) physical fitness, (4) reliance and leadership, (5) STEM, Aviation, and Flying, and (6) the skills used in decision making, communications, and problem-solving. The course content and experiences enable the students to understand the role of the military in support of national objectives and to become familiar with basic military knowledge, gender equity issues, benefits, and requirements. Topics to be included in the course are: military history, substance abuse, map reading, military drill, field activities, reserve components, search and rescue, and first aid and hygiene. Opportunities are provided to explore the qualities and traits of courage, self-sacrifice, and integrity.

- **Recommended Grade Level:** 9-12
- **Recommended Prerequisites:** None
- **Credits: 1 credit per semester, 2 semester course**

## **HEALTH SCIENCES**

All students interested in allied health, veterinary science, medical research, and biomedical engineering are encouraged to take the first level of the Biomedical Sciences. Juniors who seek the opportunity to directly interact with patients then take the Health Sciences program, while those who wish to continue to explore options in medical science, technology, and research continue in the Biomedical Sciences program.

### **MEDICAL TERMINOLOGY 5274M**

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.

- **Recommended Grade Level:** 10 - 12
- **Recommended Prerequisites:** None
- **Credits: 1 credit per semester; 2 semesters**
- **Course is aligned with postsecondary Dual Credit**

### **HEALTH SCIENCES I 5282M**

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.

- **Recommended Grade Level:** 11
- **Recommended Prerequisites:** Biology I AND Algebra I OR Teacher Permission
- **Credits: 2-Block course; 2 semesters; 4 total credits**
- **Course is aligned with postsecondary Dual Credit**

### **HEALTH SCIENCES II 5284M**

This Curriculum focuses on learning and practicing patient care skills. Students spend 1<sup>st</sup> semester in classroom and in class lab preparing for a 10 week clinical experiences during second semester. Clinical experience for allied health students will include job shadowing in a variety of health care professions and may include veterinary health. Students pursuing certified nursing assistant certification spend clinical in an area nursing home. Both clinical programs are dependent on availability of local facilities. In addition, students will continue to explore the changing face of health care, available careers, medical language and postsecondary programs. Learning will be enhanced by guest speakers and hands –on in-class labs. Requirements for clinical participation include completion of a 2 step TB test, physical exam, criminal background check, up-to-date immunizations including flu vaccine, and a passing grade for 1<sup>st</sup> semester of a C or better. Students must have reliable transportation for 2<sup>nd</sup> semester clinical.

- **Recommended Grade Level:** 12
- **Recommended Prerequisites:** Successful completion of Health Sciences I or Teacher/Counselor recommendation, completion or concurrent enrollment in Anatomy & Physiology
- **Credits: 3-Block course; 2 semesters; 6 total credits**
- **Students may earn Indiana Nursing Assistant Certification through this course**
- **Course is aligned with postsecondary Dual Credit**

## **PLTW – Project Lead the Way BIOMEDICAL SCIENCES**

### **PBS**

#### **PRINCIPLES OF BIOMEDICAL SCIENCES (PBS) (PLTW)**

**2 Sem. 2 Credits Grades 9**

**Course Code 5218M**

**(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 Credits. Grades 10-12

Course Code: 5216M

(Weighted Class) .5 Weight

**RECOMMENDED PREPARATION:** Successful completion of (PBS) Principles of Biomedical Sciences or juniors and sophomores may begin with HBS if successfully C+ or better in Biology.

**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.*

## **MI**

### **MEDICAL INTERVENTIONS (MI) (PLTW)**

2 Sem. 2 Credits Grades 11-12

Course Code: 5217M

(Weighted Class) 1.0 Weight

**RECOMMENDED PREPARATION:** Successful completion of (HBS) Human Body Systems and (PBS) Principles of Biomedical Sciences.

**COURSE DESCRIPTION:** This advanced laboratory course, focuses on complex microbiology and biotechnology lab techniques while exploring the design and development of various medical technologies. In addition, students learn about infectious disease, genetics disease, cancer and organ transplantation, 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.*

## **BI**

### **BIOMEDICAL INNOVATIONS (BI) (PLTW)**

2 Sem. 2 Credits Grade 12

Course Code: 5219M

(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. They will apply their knowledge and skills to solve problems related to the biomedical sciences. Students will be expected to do original, independent research and present the results of their work to the community. Second semester and extended field experience allows students to engage with professionals in the biomedical field. Dual credit with post-secondary education is available.

## **PLTW – Project Lead the Way Pre-engineering Curriculum**

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.

### **Progression of PLTW Courses**

**9<sup>th</sup> Grade** – IED *or* POE if recommended by 8<sup>th</sup> grade counselor and PLTW teacher

**10<sup>th</sup> Grade** – IED, POE, DE, CIMS or CEA

**11<sup>th</sup> Grade** – POE, DE, CIMS, CEA, AE, BE or EDD

**12<sup>th</sup> Grade** – POE, DE, CIMS, CEA, AE, BE or EDD

### **IED**

#### **INTRODUCTION TO ENGINEERING DESIGN (IED) (PLTW)**

2 Sem. 2 Credits Grades 9-10

Course Code: 4812M

**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 in the industry.

Course is aligned with postsecondary Dual Credit

### **POE**

#### **PRINCIPLES OF ENGINEERING (POE) (PLTW)**

2 Sem. 2 Credits.

Course Code: 4814M

Grades 9-10-11-12

**RECOMMENDED PREPARATION:** Successful completion of Algebra I and completed Intro. To Engineering Design

**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. Course is aligned with postsecondary Dual Credit

### **CIMS**

#### **COMPUTER INTEGRATED MANUFACTURING SYSTEMS - CIMS (PLTW)**

Weighted Class 1.0 Weight

2 Sem. 2 Credits Grades 10-11-12

Course Code: 4810M

**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.

## **CIMS II – Non PLTW 5534**

### ***Computer Integrated Manufacturing II 5534M***

2 Sem. 2 Credits Grades 11-12

Course Code: 5534M

**PREREQUISITES:** Must successfully complete CIMS.

Advanced Manufacturing (CIM 2) will be a follow-up to the PLTW CIM curriculum. It will dive deeper into more advanced milling techniques using CAD and CAM software to design and mill parts using a CNC mill. The lab is stocked with print and manufacturing equipment such as laser engraver, vinyl printer and cutter with lamination machine, sublimation and 3D sublimation machines, punch and press machines, Imprinter printing machine, and more. Students will learn the basics of layout and design software for use in the awards and printing industries. Students will build and program robotic arms to perform tasks as well as learn handshaking with previously learned systems like VEX and ROBOTC to create a manufacturing work cell. Real world work skills and expectations will be the focus of this highly hands on course. Students will also be working with real clients and fulfilling orders using the shop equipment throughout the year.

## **CEA**

### **CIVIL ENGINEERING AND ARCHITECTURE (CEA) (PLTW)**

2 Sem. 2 Credits Grades 11-12; 10<sup>th</sup> grade by Instructor Approval

Course Code: 4820M

Weighted Class 1.0 Weight

**RECOMMENDED PREPARATION:** Concurrent enrollment in Algebra II and successful completion of Introduction to Engineering Design or Principles of Engineering.

**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 postsecondary education.

## **DE**

### **DIGITAL ELECTRONICS (DE) (PLTW)**

2 Sem. 2 Credits Grades 10-11-12

Course Code: 4826M

**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/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.

## ***Digital Electronics – Non PLTW***

### **DIGITAL ELECTRONICS (DE)**

2 Sem. 2 Credits Grades 11-12

Course Code: 5538M To be taken by V.U. Early College students in IT Pathway

**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/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 Credits Grades 11-12

Course Code: 4816M

(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.

## **ES**

### **Environmental Sustainability (ES) (PLTW)**

2 Sem. 2 Credits Grades 11-12

Course Code: 4818M

(Weighted Class) 1.0 Weight

**PREREQUISITES:** Must be a 11 or 12<sup>th</sup> Grader

**COURSE DESCRIPTION:** Environmental Sustainability (ES) is an advanced-level engineering course that investigates technical solutions to the world's environmental problems: clean drinking water, a stable food supply, and renewable energy. Students solve open-ended projects and design challenges like building water testing and filtration systems, creating biofuel out of plants, genetic engineering of plants & bacteria, and using natural systems to clean polluted water. This project-based course prepares students for college and STEM careers, with a focus on designing experiments, conducting research, executing biotechnology & engineering skills, and documenting design solutions.

## **EDD**

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

2 Sem. 2 Credits Grades 11-12

Course code: 4828M

**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.

## **NON-PLTW ENGINEERING / TECHNOLOGY**

### **INTRODUCTION TO CONSTRUCTION 4792M**

Recommended Grade Level: 10

Credits: 2-semester course; 1 credit per semester

This course will offer hands-on activities related to the skills essential in residential, commercial and civil building construction. Students will study the history and traditions of construction trades. They will learn to apply knowledge of the care and safe use of hand and power tools, reading blueprints, applied math, basic tools and equipment safety. Students will study construction technology topics and investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

### **INTRODUCTION TO MANUFACTURING 4784M**

Recommended Grade Level: 10

Credits: 2-semester course; 1 credit per semester

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

### **INTRODUCTION TO TRANSPORTATION 4798M**

Recommended Grade Level: 10

Credits: 2-semester course; 1 credit per semester

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

### **PRECISION MACHINING I 5782M**

Precision Machining I provides students with a basic understanding of the precision machining processes used in industry, manufacturing, maintenance, and repair. The course instructs the student in industrial safety, terminology, tools and machine tools, measurement and layout. Students will become familiar with the setup and operation of power saws, drill presses, lathes, milling machines, grinders and an introduction to CNC (computer controlled) machines.

- Recommended Grade Level: 11, 12

- Recommended Prerequisites: Introduction to Advanced Manufacturing
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## PRECISION MACHINING II 5784M

Precision Machining II is a more in-depth study of skills learned in Precision Machining I, with a stronger focus in CNC setup/operation/programming. Classroom activities will concentrate on precision set-up and inspection work as well as machine shop calculations. Students will develop skills in advanced machining and measuring parts involving tighter tolerances and more complex geometry. A continued focus on safety will also be included.

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

## FOUNDATIONS OF TECHNOLOGY (FOT) 5239M

FOT prepares students to understand and apply technological concepts and processes that are the cornerstone for the high school technology program. Group and individual activities engage students in creating ideas, developing innovations and engineering practical solutions. Technology content, resources and laboratory/classroom activities apply student applications of science, mathematics and other school subjects in authentic situations.

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

## COMPUTERS IN DESIGN AND PRODUCTION 4800M

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

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

## Additional Information on MCIT CLUBS and PROGRAMS

**ROBOTICS**—F.I.R.S.T Robotics and VEX Robotics

[www.usfirst.org](http://www.usfirst.org)

Grades 9-12, local and national competitions

**CAP**—Civil Air Patrol

[www.gocivilairpatrol.com/](http://www.gocivilairpatrol.com/)

Aerospace Education, CADET programs,

Emergency Services

Civilian Air Force Cadets Grades 7-12

**HOSA**—Health Occupations Student Association

[www.hosa.org/](http://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/](http://www.deca.org/)

International Association of marketing students, provides members and advisors with development activities.

**ACE Mentoring**—Architecture, Construction and Engineering

[www.acementor.org/](http://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](http://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](http://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.***

***12/7/16 jmf***