

**2024-2025**

**WEST CENTRAL  
HIGH SCHOOL**



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### **Note of Explanation**

Students and parents need to give much consideration and thought when choosing courses. The curriculum has been planned so that it offers each student training and preparation for the world of work. A career is a lifelong process, and much can be gained through the four years of study in high school toward achieving that goal. Certain subjects are required with this in mind, but other subjects are ultimately the student's choice. Once in a course, the student must do the work required if they are to gain from it. The faculty cannot force the student to study for tests, turn in assignments, etc. It is our hope that courses will be selected which best fit the needs of each student with their career objective in mind.

All courses are open to all students regardless of age, race, color, national origin, sex and handicapped condition. Educational services, programs, instruction and facilities will not be denied to anyone in the West Central School Corporation as the result of their age, race, color, national origin, sex or handicapped condition.

It is urgent that careful consideration be given to your selections. Please be positive that you want what you select. Course changes, once a term begins, can be costly and time-consuming to the staff, and disruptive to the student, to the teacher and to classes.

### **Four-Year Plan for Eighth Graders**

Each student will meet with the counselor to formulate a four-year career pathway plan. Parents are invited and encouraged to attend this meeting to tentatively plan those courses, which the student will take during four years in high school. A booklet containing descriptions of each course and requirements for graduation will be made available on the West Central High School website. Eighth graders will then sign-up for the desired classes for grade nine.

During the spring semester of each consecutive year, the four-year plan will be reevaluated and desired changes made. It is hoped that each student will try various subjects in grades nine and ten with career objectives coming into focus in grades eleven and twelve.

### **Requirements**

All high school students are required to take six classes per semester. Athletes must be passing in all of their classes.

### **Drop and Add Policy**

All schedule changes should be made prior to registration week during the student/counselor meeting in the spring or during the summer advertised office hours. The week prior to the beginning of the school year is registration week. Schedule changes will **NOT** be made after registration week. Schedule changes will be allowed only for extenuating circumstances, i.e. a student is injured and cannot continue in physical education, a student fails a required class and needs to retake the class. The counselor and principal must approve extenuating circumstances.

No guarantee can be made that each student will receive the schedule they prefer. Some courses have limited enrollments; some are only offered one time, and some conflict with other requirements.

### **Scheduling**

During the fall semester, the high school counselor will begin the scheduling process. It starts with juniors who are planning their final year of high school. Revisions and additions to the curriculum will be explained to them. Students will be given a registration list of the courses they have chosen. Parents are urged to discuss the selections with their child. Course selections may be modified in Parent Connect.

Juniors will then be scheduled with the counselor to discuss their plan. Special attention will be given to requirements, career plans, post-secondary schooling, etc. Parents again are welcome to attend this appointment.

Sophomores and freshmen are scheduled in the same manner. Students are aided if there are problems in selecting their schedules and parents are urged to call the counselor, if they would like to discuss curriculum selection further.

### **Weighted Grades**

Students enrolled in all English and mathematics Honors courses, Advanced Placement (AP) courses, and Composition/Advanced Composition will receive a weighted grade upon completion of coursework. Grades earned will be multiplied by the weight of 1.2. Courses which are weighted are denoted with an \* after the course title.

### **Changing To An Honors Level Course Sequence**

A student currently in a non-honors or regular class or a student move-in must meet

three of the following criteria to move to an honors level class.

1. Earn an average of "B" or better on both semester grades
2. Obtain a written recommendation from his/her current teacher
3. Meet the requirements established by a departmental placement examination.
4. Complete an organized, standards-based portfolio

Students wishing to accelerate to an honors class from a regular class will be counseled as to the work level and expectations of the honors class. Parents will be required to sign a letter of understanding regarding the rigors of the course and the recommendation of the teacher or department chairperson.

### **Grade Point Average**

Students may retake a course for a higher grade only if the student earned a C- or lower. Both grades will appear on the transcript; however, the higher grade will only count into the grade point average.

## COURSE DESCRIPTIONS

### BUSINESS

**4522-Advanced Accounting** – 1 credit per semester

Grade Level: 11-12

Prerequisite: Introduction to Accounting, both semesters

Advanced Accounting is an advanced-level business course that builds upon the Generally Accepted Accounting Principles (GAAP) and procedures learned in Introduction to Accounting. Emphasis is placed on managerial decisions made in corporate accounting, including in-depth analysis of financial statements. GEN/CORE 40/TH/AH Elective

**4528-Digital Applications and Responsibility** – 1 credit

**Digital Applications and Responsibility** – 1 credit

Grade Level: 9-12

Digital Applications and Responsibility is a business course that integrates computer technology, decision-making, and problem-solving skills. Areas of instruction include advanced applications and integration of a professional suite and the use of emerging technology. GEN/CORE 40/TH/AH Elective

**7138 - Interactive Media Design**– 1 credit per semester

Grade Level: 10–12

Interactive Media Design focuses on the tools, strategies, and techniques for interactive design and emerging technologies, like web and social media. Students will learn the basics of planning, shooting, editing and post-producing video and sound. Additionally, students will explore the process of integrating text, graphics, audio and video for effective communication of information. ●

Recommended Grade(s): 10, 11, 12

- Required Prerequisites: Principles of Digital Design; Digital Design Graphics
- Recommended Prerequisites: None
- 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

**4524-Accounting Fundamentals**

INTO ACCT

Accounting Fundamentals 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(s): 10, 11, 12
- Required Prerequisites: Principles of Business Management

- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective all diplomas
- Principles course is not required until 24-25 school year because this course is included in Perkins V pathways.
- Formerly Introduction to Accounting

GEN/CORE 40/TH/AH Elective

**4518-Introduction to Business – 1 credit**

Grade Level: 9-10

Introduction to Business 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 international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

GEN/CORE 40/TH/AH Elective

**4562-Principles of Business Management**

PRIN BUS

Principles of Business Management examines business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. Attention will be given to developing business communication, problem-solving, and decision-making skills using spreadsheets, word processing, data management, and presentation software.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: Digital Applications and Responsibility
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

**7143-Management Fundamentals**

MGMT FUND

Management Fundamentals describes the functions of managers, including the management of activities and personnel. Describes the judicial system and the nature and sources of law affecting business. Studies contracts, sales contracts with emphasis on Uniform Commercial Code Applications, remedies for breach of contract and tort

liabilities. Examines legal aspects of property ownership, structures of business ownership, and agency relationships.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Business Management
- 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

#### **4540-Personal Financial Responsibility – 1 credit**

Grade Level: 10-12

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

\*Qualifies as a quantitative reasoning course

GEN/CORE 40/TH/AH Elective

#### **5914-Marketing Fundamentals**

PRN MRKT

Marketing Fundamentals provides a basic introduction to the scope and importance of marketing in the global economy. Course topics include the seven functions of marketing: promotion, channel management, pricing, product/service management, market planning, marketing information management, and professional selling skills. Emphasis is marketing content but will involve use of oral and written communications, mathematical applications, problem-solving, and critical thinking skills through the development of an integrated marketing plan and other projects.

- Recommended Grade(s): 11,12
- Required Prerequisites: Principles of Business Management\*
- 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
- \*Formerly Principles of Marketing; Principles course is not required until 2024-25 school year because this course is included in Perkins V pathways.

#### **7145-Digital Marketing**

DGTL MARK

Digital Marketing provides an introduction to the world of e-commerce and digital marketing media. The course covers how to integrate digital media and e-commerce into organizational and marketing strategy. Students will explore e-commerce applications and the most popular digital marketing tactics and tools. Emphasizes familiarity with executing digital media, understanding the marketing objectives that digital media can help organizations achieve, and establishing and enhancing an organization's digital marketing presence.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Business Management; Marketing Fundamentals
- 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

### **5918-Strategic Marketing**

STRT MRKT

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.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Business Management\*; Marketing Fundamentals
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-2 credits per semester, 4 credits maximum
- Counts as a directed elective or elective for all diplomas
- \*Principles course is not required until 2024-25 school year because this course is included in Perkins V pathways.

### **7256-Business Administration Capstone**

BUS ADMIN CAP

The Business Administration Capstone course will allow students to explore advanced topics in business leadership including Human Resources and International Business. Additionally students will have the chance to complete Managerial Accounting. Throughout the course students will develop business communication skills through work on projects, labs, and simulations. All of these courses represent key business competencies required by nearly all postsecondary Business schools.

- Recommended Grade(s): 11, 12
- Required Prerequisites: Principles of Business Management; Management Fundamentals; Accounting Fundamentals
- Recommended Prerequisites: none

- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

### **7252-Accounting Capstone**

#### ACCT CAP

The Accounting Capstone course will emphasize Managerial Accounting concepts and Income Tax Accounting for individuals and sole proprietorships. Topics include general versus cost accounting systems, cost behavior, cost-volume profit analysis, budgeting, standard cost systems, responsibility accounting, incremental analysis, and capital investment analysis. Offers an overview of federal and state income tax law for individuals including taxable income, capital gains and losses, adjustments, standard and itemized deductions, tax credits and appropriate tax forms. When offered for multiple credits per semester, the Accounting Capstone may be used to provide students the opportunity to participate in an intensive work-based learning experience and/or to complete additional coursework in using spreadsheets to solve accounting cases and to complete a postsecondary credential from ITCC or VU.

- Recommended Grade(s): 11, 12
- Required Prerequisites: Principles of Business Management; Accounting Fundamentals; Advanced Accounting
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## **FINE ARTS, AV Tech & Communications**

4000-**Intro to Two Dimensional Art** – 1 credit

4002-**Intro to Three Dimensional Art** – 1 credit

Grade Level: 9-12

Prerequisite: Recommended Two-Dimensional Art before Three-Dimensional Art  
Students will examine, analyze, interpret, and judge works of art. Student should increase understanding and appreciation of art by making two-dimensional visual images. Students will study the following features of art: elements, principles, subject matter, media, techniques, styles and products/function.

\*Fulfills Fine Arts requirement for Core 40/AH

GEN/CORE 40/TH/AH Elective

4060-**Drawing (L)** – 1 credit

4064-**Drawing (L)**– 1 credit

Grade Level: 9-12

Prerequisite: Recommended Introduction to Two-Dimensional Art

Students will paint using a variety of mixed media, watercolor, oil, acrylic and other

painting media. Students will learn how to increase their perceptive and expressive skills using a variety of tools and techniques. Students will draw realistic and abstract compositions. Students will study foreshortening, eye level and a variety of light sources. Experiences should include sketches, renderings, contour, gesture, and perspective drawings. Materials should include pencil, chalk, pastels, charcoal, pen and ink, and silverpoint.

\*Fulfills Fine Arts requirement for Core 40/AH GEN/CORE 40/TH/AH Elective

4040-**Ceramics (L)**– 1 credit, (Ceramics)

4044-**Ceramics (L)** – 1 credit (Sculpture)

Grade Level: 9-12

Prerequisite: Recommended Introduction to Three-Dimensional Art

Students will experience the designing, forming, and decorating processes of clay. Experiences should include the use of hand building, drape and press molds, use of the potter's wheel, glaze and slip application, and firing procedures. Students will learn to use subtractive and additive processes, carving, modeling, construction and assembling. Materials should include wood, plaster, clay, metal, paper, wax, and/or plastic.

\*Fulfills a Fine Arts requirement for CORE 40/AH Gen/Core 40/TH/AH Elective

4004-**Advanced Two Dimensional Art** – 1 credit (2D)

4006-**Advanced Three-Dimensional Art** - 1 credit (3D)

Grade Level: 10-12

Prerequisite: Introduction to Two and Three-Dimensional Art

Students will examine, analyze, discuss, interpret and judge works of art and artifacts. Students will study career and avocational opportunities in visual art. Students will continue making two dimensional art projects. Students should continue to increase their understanding and appreciation of art through responding to and making advanced

three-dimensional visual images. Seniors are required to do a senior project. Portfolio development will be required of seniors. GEN/CORE 40/TH/AH Elective

\*Fulfills a Fine Arts requirement for CORE 40/AH

4062-**PHOTOGRAPHY** - 1 Credit

Grade Level: 10-12

Prerequisite: Required to pass Introduction to 2D (C or higher)

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the

resources of art museums, galleries, and studios, and identify art-related careers. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Counts as a Directed Elective or Elective for all diplomas. Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma Laboratory Course

### **4208 Music Theory and Composition (L) (MUS THEORY)**

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. Students develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music. 78 Indiana Department of Education High School Course Titles and Descriptions: 2024-2025

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester. The nature of this course allows for two successive semesters of instruction at an advanced level provided that defined proficiencies and standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

### **7140-Principles of Digital Design**

PRIN DIG DES

Principles of Digital Design introduces students to fundamental design theory. Investigations into design theory and color dynamics will provide experiences in applying design theory, ideas and creative problem solving, critical peer evaluation, and presentation skills. Students will have the opportunity to apply the design theory through an understanding of basic photographic theory and technique. Topics will include image capture, processing, various output methods, and light.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- 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

### **7141-Digital Design Graphics**

## DIG DES GRAPH

Digital Design Graphics will help students to understand and create the most common types of computer graphics used in visual communications. Skills are developed through work with professional vector-based and page layout software used in the industry. Additionally, students will be introduced to a full range of image input technology and manipulation including conventional photography, digital imaging, and computer scanners. Students will learn to communicate concepts and ideas through various imaging devices.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Digital Design
- 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

## 4082-**DIGITAL DESIGN**- 1 Credit

Grade Level 10-12

Prerequisite: Required to pass Introduction to 2D/3D (C or higher)

Digital Design is a course based on the Indiana Academic Standards for Visual Art. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multimedia, digitized imagery, computer animation, and web design. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Counts as a Directed Elective or Elective for all diplomas Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma Laboratory Course

## 5550-**Graphic Design and Layout**

GRAPH DES LT

Graphic Design and Layout teaches design process and the proper and creative use of type as a means to develop effective communications for global, corporate and social application. Students will create samples for a portfolio, which may include elements or comprehensive projects in logo, stationery, posters, newspaper, magazine, billboard, and interface design.

- Recommended Grade(s): 11, 12
- Required Prerequisites: Principles of Digital Design; Digital Design Graphics
- 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
- Principles course is not required until the 24-25 school year because this course is included in Perkins V pathways.
- Schools wishing to offer this course for multiple credits should utilize Next Level Programs of Study courses.

### **7246-Digital Design Capstone**

#### DIG DES CAP

The Digital Design Capstone course provides students the opportunity to dive deeper into advanced concepts of Visual Communication including user experience/user interface design, video production editing, animation and/or web design. Depending on the length of the course, students may focus their efforts on one area or explore multiple aspects.

- Recommended Grade(s): 11, 12
- Required Prerequisites: Digital Design Concentrator Sequence
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semester required, 1-3 credits per semester, 6 credits max
- Counts as a Directed Elective or Elective for all diplomas

### **4170-Adv. Concert Band** – 1 credit per semester

Grade Level: 9-12

Prerequisite: Permission from the Band Instructor

Band members develop musicianship and specific performance skills through full ensemble, chamber, and solo instrumental performance. This class should be taken throughout the school year if possible. Band provides experiences in creating, performing, reading, listening to, and evaluating music. Students will also connect musical concepts to the arts and other disciplines, history, and culture. Other concepts reinforced are practice techniques and instrument maintenance. The band performs at concerts, parades, football and basketball games, ISSMA Solo & Ensemble Contest, and other performance opportunities, during and outside of the school day, which support and extend learning in the classroom. Students also have opportunities to experience live performances by professionals outside of the school day. Members of the high school color guard may also enroll in band. Color guard members also have rehearsal and performance obligations outside of the school day. GEN/CORE 40/TH/AH Elective  
\*Fulfills a Fine Arts requirement for CORE 40/AH

### **4188-Advanced Chorus** – 1 credit per semester

Grade Level: 9-12

Prerequisite: Permission from the Choir Director

Students develop musicianship and specific performance skills, through ensemble and solo singing. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter.

Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the student. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

GEN/CORE 40/TH/AH Elective

\*Fulfills a Fine Arts requirement for CORE 40/AH

**4242-Theatre Arts I** – 1 Credit

**4242-Theatre Arts II** – 1 Credit

Grade Level: 9-12

Students read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies.

Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

GEN/CORE 40/TH/AH Elective

\*Fulfills a Fine Arts requirement for Core 40 AH diploma \*Laboratory Course

## WORLD LANGUAGES

**2120-Spanish I** – 1 credit

**2120-Spanish I** – 1 credit

Grade Level: 9-12 (Recommended Grade 10)

This course introduces students to effective strategies for beginning Spanish language learning and to various aspects of Spanish-speaking culture. The course encourages interpersonal communication through listening, speaking, reading and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greeting and forms of address, participate in guided conversations on familiar topics and write short passages.

GEN/CORE 40/TH/AH Elective

\*Fulfills a World Language requirement for CORE 40/AH

**2122-Spanish II** – 1 credit

**2122-Spanish II** – 1 credit

Grade Level: Recommended 10-12

Prerequisite: Spanish I with a grade of C- average or better

This course builds on concepts introduced in Spanish I by encouraging the use of the language and cultural understanding. The course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions and participate in brief independent conversations.

The course also emphasizes the development of reading and listening comprehension skills. In addition, students will describe the practices, products and perspective of the Spanish-speaking culture.

GEN/CORE 40/TH/AH Elective

\*Fulfills a World Language requirement for CORE 40/AH

2124-**Spanish III** – 1 credit

2124-**Spanish III** – 1 credit

Grade Level: Recommended 11-12

Prerequisite: Spanish I & II with a grade of C- average or better

This course continues to emphasize the development of interpersonal communication through listening, speaking, reading, and writing. The course encourages communication about the past and the future as students acquire an increased ability to function in daily situations. Students will also become more familiar with the people, culture and geography of the Spanish-speaking world. GEN/CORE 40/TH/AH Elective

\*Fulfills a World Language requirement for CORE 40/AH

2126-**Spanish IV** – 1 credit

2126-**Spanish IV** – 1 credit

Grade Level: 11-12

Prerequisite: Spanish I, II and III with a grade of C- average or better

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. This course emphasizes conversation skills. Much of the work involves oral participation. GEN/CORE 40/TH/AH Elective

\*Fulfills a World Language requirement for CORE 40/AH

2136-**Workplace Spanish**

(WORKSPAN)

Workplace Spanish is a course designed to fuse students' desired future career path with the use of the Spanish language in a variety of scenarios. This course will incorporate and emphasize the three principal modes of communication, as defined by the American Council on the Teaching of Foreign Language, which include the interpretive, the interpersonal, and the presentational, so that students can acquire relevant and practical skills in Spanish for future work based environments in order to prepare them for interactions with fluent speakers of Spanish outside the classroom. Students will focus on culturally-appropriate interactions, both verbal and non-verbal, along with specific vocabulary that relates directly to students' chosen career path, ultimately connecting this course to a variety of content areas. A major focus of this course is on students' proficiency (both oral and written) and will use a high percentage of only Spanish in instruction and students' work production.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: Minimum Prerequisites: Spanish I
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- This course counts as a general World Language credit as a directed elective or elective but will not count toward the Academic Honors Diploma as it is not part of a sequenced program.

### **2156 American Sign Language I (ASL I)**

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas

- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

### **2158 American Sign Language II (ASL II)**

American Sign Language II is a course that continues the focus on frequently used signs through a functional-notional approach and the discussion of the cultural features of the deaf community. Emphasis is placed on further development of receptive and expressive communication skills in American Sign Language (ASL). Through this course, students are given the opportunity to watch and understand short stories, dialogues and poetry in ASL; continue to develop visual discrimination skills; begin to understand various dialects of ASL by interacting with ASL users within the deaf community; begin to use classifiers appropriately; continue the mastery of the current GLOSSING system used in texts to write ASL; and begin to write in GLOSS their own simple dialogues, poetry and translations. Students will also learn to examine some of the political issues associated with the deaf community, and will further develop an understanding of the relationship between languages and cultures as a whole.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: American Sign Language I
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas 161 Indiana Department of Education High School Course Titles and Descriptions: 2023-2024
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

### **2162 American Sign Language III (ASL III)**

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: American Sign Language I and II
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

### **Career Cluster: Agriculture**

#### **5072-Advanced Life Science: Foods** – 1 credit per semester

Grade Level: 11-12

Prerequisite: Recommended Introduction to Agriculture, Food and Natural Resources

Required Prerequisite: Biology, Chemistry or Int. Chem/Physics, Food Science and/or Nutrition & Wellness

Advanced Life Science: Foods is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out food based laboratory and field investigations as an essential course component. Students understand how biology, chemistry, and physics principles apply to the composition of foods, food nutrition and development, food processing, and storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics and chemistry the context of highly advanced agricultural applications of food.

\*Fulfills Core 40 Science requirement for all diplomas

\*Qualifies as a quantitative reasoning course.

GEN/CORE 40/TH/AH Elective

#### **5002-Agribusiness Management** – 1 credit per semester

Grade Level: 11-12

Prerequisite: Introduction to Agriculture, Food and Natural Resources

Agribusiness Management is a yearlong course that presents the concepts necessary for managing an agriculture-related business from a local and global perspective. Concepts covered in the course include: exploring careers in agribusiness, global visioning, applying E-commerce, risk management, understanding business management and structures, entrepreneurship, the planning, organizing, financing, and operation of an agribusiness, economic principles, credit, computerized record keeping, budgeting, fundamentals of cash flow, federal, state, property and sales tax, insurance, cooperatives, purchasing, the utilization of information technology in agribusiness, marketing agricultural products, developing a marketing plan, advertising and selling products and services, understanding consumers and buying trends, agricultural law applications and employability skills.

CORE 40/TH/AH Elective

\*Qualifies as a quantitative reasoning course

#### **5088-Agriculture Power, Structure and Technology** – 2 credit (max 6)

Grade Level: 10-12

Prerequisite: Introduction to Agriculture, Food and Natural Resources

Agriculture Power, Structure and Technology is a lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in concert while incorporating technology.

Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in the area of agricultural power, structure and technology.

GEN/CORE 40/TH/AH Elective

5008-**Animal Science** – 1 credit (max 6)

5008-**Animal Science** – 1 credit (max 6)

Grade Level: 9-12 (Dual Credit)

Prerequisite: Introduction to Agriculture, Food & Natural Resources

This course is a year-long program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. Areas that the students study may be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction and biotechnology, nutrition, aquaculture, careers in animal science, animal health, meeting environmental requirements of animals, and management practices for the care and maintenance of animals.

CORE 40/TH/AH Elective

\*Fulfills Life Science or Physical Science for General Diploma

### 7117-**Principles of Agriculture**

PRIN AG

Principles of Agriculture is a two-semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding of the role of agriculture in the United States and globally. Students will explore Agriculture, Food, and Natural Resource (AFNR) systems related to the production of food, fiber and fuel and the associated health, safety and environmental management systems. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, and agribusiness. Participation in FFA and Supervised Agricultural Experiences (SAE) will be an integral part of this course in order to develop leadership and career ready skills.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective credits for all diplomas

**5056-Intro to Agriculture, Food and Natural Resources** – 1 credit per semester

Grade Level: 9-10

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

CORE 40/TH/AH

Elective

**5132-Horticultural Science**

HORT SCI

Horticulture Science is a two semester course that provides students with a background in the field of horticulture. Coursework includes hands-on activities that encourage students to investigate areas of horticulture as it relates to the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Students are introduced to the following areas of horticulture science: reproduction and propagation of plants, plant growth, growth-media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest, greenhouse management, floral design, and pest management. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Agriculture\*
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas.
- Fulfills a Life Science or Physical Science requirement for the General Diploma
- \*Principles course is not required until 2024-25 school year because this course is included in Perkins V pathways.

**7114-Greenhouse and Soilless Production**

GRN S PROD

Greenhouse and Soilless Production is a two-semester course that provides an overview of structural designs and uses of enclosed structures (greenhouses) to grow various plants and food. The course will focus on discussing different types of enclosed structures, management systems, and growing systems used to produce plants and food. The course will also present an overview of soilless growing systems such as hydroponics, aquaponics, aeroponics and fogponics. Students will utilize the school greenhouse as part of this course.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Agriculture
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective credits for all diplomas

### **7115-Landscape and Turf Management**

#### LAND TUR MAN

Landscape and Turf Management is a two-semester course that provides the student with an overview of the many career opportunities in the diverse field of landscape and turf management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications, and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Agriculture
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective credits for all

**5170-Plant and Soil Science** – 1 credit

**5170-Plant and Soil Science** – 1 credit

Grade Level: 10-11 (Dual Credit)

Prerequisite: Introduction to Agriculture, Food & Natural Resources

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

\*Fulfills Life Science or Physical Science requirement for General Diploma only

**7232-Horticulture Capstone**

**HORT CAP**

The Horticulture Capstone course builds upon the knowledge and skills developed in the Principles, Horticultural Science, and Greenhouse and Soilless Production courses by developing advanced skills that students can apply to the field. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.

- Recommended Grade(s): 11, 12
- Required Prerequisites: Principles of Agriculture; Horticultural Science; Greenhouse and Soilless Production
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits max
- Counts as a directed elective or elective credits for all diplomas

**7234-Landscape Management Capstone**

**LANDSC MGMT CAP**

The Landscape Capstone course builds upon the knowledge and skills developed in the Principles, Horticultural Science and Landscape and Turf Management courses by developing advanced skills that students can apply to the field. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.

- Recommended Grade(s): 11, 12
- Required Prerequisites: Principles of Agriculture; Horticultural Science; Landscape and Turf Management
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits max
- Counts as a directed elective or elective credits for all diplomas

**5228-Supervised Agriculture Experience (SAE)** – 1 credit (max 8) Grade Level: 9-12

Prerequisite: Introduction to Agriculture, Food & Natural Resources

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

5229-**Sustainable Energy Alternatives** – 1 credit

5229-**Sustainable Energy Alternatives** – 1 credit

Grade Level: 11-12

Prerequisite: Introduction to Agriculture, Food and Natural Resources

Sustainable Energy Alternatives broadens a student's understanding of environmentally friendly energies. In this course students will use a combination of classroom, laboratory, and field experiences to analyze, critique, and design alternative energy systems. Class content and activities center on renewability and sustainability for our planet. Topics covered in this course include the following types of alternative energies: solar, wind, geothermal, biomass and emerging technologies. Leadership development, supervised agricultural experience and career exploration opportunities in the field sustainable energy are also included. GEN/CORE 40/TH/AH Elective

### **ENGINEERING/TECHNOLOGY**

#### **Career Cluster: Science, Technology, Engineering, & Math (STEM)**

#### **4802-Introduction to Engineering Design**

INT ENG DES

Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students begin with completing structured activities and move to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented. NOTE: This course aligns with the PLTW Introduction to Engineering Design curriculum. Use of the PLTW curriculum may require additional training and membership in the PLTW network.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- 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
- NOTE: Schools that have agreed to be part of the Project Lead the Way network must follow all training and data collection requirements.

#### **7196-Mechanical and Architectural Design**

## ARCT DES

Mechanical and Architectural Design provides students with a basic understanding of creating working drawings related to manufacturing detailing and assembly as well as a survey of Architectural design focused on the creative design of buildings. Topics include fastening devices, thread symbols and nomenclature, surface texture symbols, classes of fits, and the use of parts lists, title blocks and revision blocks. From an Architecture perspective, this course covers problems of site analysis, facilities programming, space planning, conceptual design, proper use of materials, and selection of structure and construction techniques.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Introduction to Engineering Design
- 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

## **7202-Manufacturing Principles and Design**

### PRIN DES TECH

Manufacturing Principles and Design will challenge students will use 2D and 3D CAD skills to explore topics related to manufacturing principles and design. Students will gain an understanding of solid modeling and parametric solid modeling and use 3D printers to create industry part prints. Additionally, students will compare manufacturing practices like Lean Manufacturing, design and program CNC processes, and use metrology tools and practices to evaluate an object.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: Introduction to Engineering Design; Mechanical and Architectural Design Fundamentals
- 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 diploma

## **7223-Mechanical Design Capstone**

### MECH DES CAP

Mechanical Design Capstone covers a broad range of design techniques that are critical for the Manufacturing industry. Students will have the chance to study solid modeling techniques and design, fundamental principles of geometric dimensioning and tolerancing, Solidworks design software, and an introduction to additive manufacturing.

- Recommended Grade(s): 11, 12
- Required Prerequisites: Introduction to Engineering Design; Mechanical and Architectural Design Fundamentals; Manufacturing Principles and Design
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

- Counts as a Directed Elective or Elective for all diplomas

**4800-Computers in Design and Production** – 1 credit

**4800-Computers in Design and Production** – 1 credit

Grade Level: 9-10 (Dual Credit)

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

GEN/CORE 40/TH/AH Elective

### **TRADE & INDUSTRY**

**4796 Introduction to Advanced Manufacturing and Logistics**

INT ADV MFG

Introduction to Advanced Manufacturing and Logistics introduces students to the field of advanced manufacturing and logistics and it explores the field's relationship to society, individuals, and the environment. Students learn to apply modern manufacturing processes in order to obtain resources and change them into industrial materials, industrial products, and consumer products. Students investigate the properties of engineered materials. Students study six major types of material processes: casting and molding, forming, separating, conditioning, finishing, and assembling. After gaining a working knowledge of these processes, students are introduced to the logistical and business principles utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, Material Safety Data Sheets (MSDS), chart and graph reading, and other Manufacturing Skill Standards Council (MSSC) concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors.

- Recommended Grade(s): 9, 10

- Required Prerequisites: None
- Recommended Prerequisites: None
- 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- When offered as applied: 2 units maximum; counts as an employability applied unit for alternate diploma

### **7108-Principles of Advanced Manufacturing**

#### PRIN ADV MAN

Principles of Advanced Manufacturing is a course that includes classroom and laboratory experiences in Industrial Technology and Manufacturing Trends. Domains include safety and impact, manufacturing essentials, lean manufacturing, design principles, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Advanced Manufacturing
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

### **7103-Advanced Manufacturing Technology**

#### ADV MAN TECH

Advanced Manufacturing Technology introduces manufacturing processes and practices used in manufacturing environments. The course also covers key electrical principles, including current, voltage, resistance, power, inductance, capacitance, and transformers, along with basic mechanical and fluid power principles. Topics include, types of production, production materials, machining and tooling, manufacturing planning, production control, and product distribution will be covered. Students will be expected to understand the product life cycle from conception through distribution. This course also focuses on technologies used in production processes. Basic power systems, energy transfer systems, machine operation and control will be explored. This course will use lecture, lab, online simulation and programming to prepare students for Certified Production Technician Testing through Manufacturing Skill Standards Council (MSSC).

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Advanced Manufacturing
- 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

## **7106-Mechatronics Systems**

### **MECH SYS**

Mechatronics Systems covers the basic electrical and mechanical components and functions of a complex mechatronics system. Through a systems approach, students will learn about mechanical components which lead and support the energy through a mechanical system to increase efficiency and to reduce wear and tear. By understanding the complete system, students will learn and apply troubleshooting strategies to identify, localize and (where possible) to correct malfunctions. Preventive maintenance of mechanical elements and electrical drives as well as safety issues within the system will also be discussed.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Advanced Manufacturing; Advanced Manufacturing Technology
- 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

## **7213 Principles of Automotive Services**

### **PRIN AUTO SER**

Principles of Automotive Services gives students an overview of the operating and general maintenance systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the automotive industry. Students will study the maintenance and light repair of automotive systems. Also, this course gives students an overview of the electrical operating systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the electrical diagnosis and repair in the automotive electrical industry. Students will study the fundamentals of electricity and automotive electronics.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: None
- Recommended Prerequisites: None
- 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

## **7205 Brake Systems**

### **BRK SYS**

Brake Systems teaches theory, service, and repair of automotive braking systems. This course provides an overview of various mechanical brake systems used on today's automobiles. This course will emphasize professional diagnosis and repair methods for brake systems.

- Recommended Grade(s): 10, 11, 12 320 Indiana Department of Education High School Course Titles and Descriptions: 2024-2025
- Required Prerequisites: Principles of Automotive Services
- Recommended Prerequisites: None

- 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Schools partnering with Vincennes University must offer the program of study as part of a 2-3 period block

### **7212 Steering and Suspensions**

#### STEER SUSP

Steering and Suspensions will cover driveline theory and in-car service procedures. Theory and overhaul procedures related to the driveshaft and axle assemblies for front and rear wheel drive vehicles are included as well. Additionally, the course teaches theory, service and repair of automotive steering, and suspension systems. It provides an overview of various mechanical, power, and electrical steering and suspension systems used on today's automobiles and will emphasize professional diagnosis and repair methods for steering and suspension systems.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Automotive Services; Brake Systems
- Recommended Prerequisites: None
- 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas ● Schools partnering with Vincennes University must offer the program of study as part of a 2-3 period block

### **7375 Automotive Service Capstone**

#### AUTO SRV CAP

Automotive Service Capstone further explores important skills and competencies within the Automotive Service Technology Pathway. Students will be exposed to an in-depth study of vehicle electrical systems. The course will cover the fundamentals of electricity and automotive electronics in various automotive systems. Students will understand other topics such as engine repair, climate control, and driveline service. Additionally, Co-Op and Internship opportunities will be available for students.

- Recommended Grade(s): 11, 12
- Required Prerequisites: Principles of Automotive Services; Brake Systems; Steering and Suspensions
- Recommended Prerequisites: None
- 2 semester course, 2 semester required, 1-3 credits per semester, 6 credits max
- Counts as a directed elective or elective for all diplomas.

### **4792 Introduction to Construction**

#### INT CONST

Introduction to Construction offers students hands-on activities and real-world experiences related to the skills essential in residential, commercial, and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are

introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, Heating, Ventilation, and Air Conditioning (HVAC), and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

- Recommended Grade(s): 9, 10
- Required Prerequisites: None
- Recommended Prerequisites: None
- 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- When offered as applied: 2 units maximum; counts as an employability applied unit for alternate diploma

### **7130 Principles of Construction Trades**

PRIN CON TR

Principles of Construction Trades provides students with the basic skills needed to continue in a construction trade field. Covered topics include an introduction to the types and uses for common hand and power tools, learning the types and basic terminology associated with construction drawings, and basic worksite safety. Additionally, students study the roles of individuals and companies within the construction industry. Emphasis is placed on the importance of mathematical and communication skills within the construction industry.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: None
- Recommended Prerequisites: None
- 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

### **7123 Construction Trades: General Carpentry**

CON TRD GC

Construction Trades: General Carpentry builds upon the skills learned in the Principles of Construction Trades and examines the basics of framing. Students learn the procedures for laying out and constructing floor systems, wall systems, and ceiling joists. Students also spend time learning the 226 Indiana Department of Education High School Course Titles and Descriptions: 2024-2025 principles of roof framing, and basic stair layout. Additionally, students will be introduced to building envelope systems.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Construction Trades; or Principles of

Architecture, Engineering and Construction

- Recommended Prerequisites: None
- 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

### **7122 Construction Trades: Framing and Finishing**

CON TRD FR FIN

Construction Trades: Framing and Finishing prepares students with advanced framing skills along with interior and exterior finishing techniques. Covered topics include roofing applications, thermal and moisture protection, exterior finishing, cold-formed steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, window, door, floor, and ceiling trim, and cabinet installation.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Construction Trades; Construction Trades: General Carpentry
- Recommended Prerequisites: None
- 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas 7390 Construction Trades:

### **7242 Construction Trades Capstone**

CSTR TR CAP The Construction Trades Capstone covers the basics of electricity and working with concrete. Electrical topics include the National Electric Code, electrical safety, electrical circuits, basic electrical construction drawings, and residential electrical services. Students may also gain an understanding of concrete properties, foundations, slab-on-grades, and vertical and horizontal formwork. The course prepares students for the NCCER Carpentry Forms Level 3 and Electrical Level 1 Certificates. 227 Indiana Department of Education High School Course Titles and Descriptions: 2024-2025

- Recommended Grade(s): 11, 12
- Required Prerequisites: Principles of Construction Trades; Construction Trades: General Carpentry; and Construction Trades: Framing and Finishing
- Recommended Prerequisites: None
- 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a directed elective or elective for all diplomas
- Counts as a quantitative reasoning course

### **7175 Introduction to Cosmetology and Barbering**

INT COS BARB

The Introduction to Cosmetology and Barbering course will provide students the opportunity to explore various aspects of Cosmetology and Barbering careers and business practices. In addition, students will gain an understanding of the variety of services provided by a salon including hairstyling, skin care, and nail care.

- Recommended Grade(s): 9, 10
- Required Prerequisites: None

- Recommended Prerequisites: None
- 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas ● When offered as applied: 2 units maximum; counts as an employability applied unit for alternate diploma Cosmetology and Barbering

### 7330 Principles of Barbering and Cosmetology

#### PRIN COSMO

Principles of Barbering and Cosmetology offers an introduction to cosmetology with emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring, business and personal ethics, and bacteriology and sanitation. Successful completion of the course requires at least 375 Cosmetology studio hours. 286 Indiana Department of Education High School Course Titles and Descriptions: 2024-2025

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: None
- Recommended Prerequisites: None
- 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Principles and Fundamentals should be concurrently enrolled if offering for Dual Credits. This course may require extended hours of participation in order to meet the 1500 hours required for the Cosmetology and Barbering exams.

### 7331 Barbering and Cosmetology Fundamentals

#### COSMO FUND

Barbering and Cosmetology Fundamentals focuses on the development of practical skills introduced in Principles of Barbering and Cosmetology. Clinical application and theory in the science of barbering and cosmetology are introduced. Successful completion of the course requires at least 375 Cosmetology studio hours.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Barbering and Cosmetology
- Recommended Prerequisites: None
- 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Principles and Fundamentals should be concurrently enrolled. This course may require extended hours of participation in order to meet the 1500 hours required for the Cosmetology and Barbering exams.

### 7332 Advanced Cosmetology

#### ADV COSMO

Advanced Cosmetology will emphasize the development of advanced skills in styling, hair coloring, permanent waving, facials, manicuring, chemical texturizing, and hair cutting techniques. Students will also further study anatomy and physiology as it applies to hair care professions. Successful completion of the course requires at least 375 studio

hours.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Barbering and Cosmetology; Barbering and Cosmetology Fundamentals
- Recommended Prerequisites: None
- 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- This course should be controlled with TSD. This course may require extended hours of participation in order to meet the 1500 hours required for the Cosmetology and Barbering exams.

### **7333 Advanced Barbering**

ADV BARB

Advanced Barbering is a course with a focus particularly on barbering styles and techniques. The emphasis will be toward the development of advanced skills in styling, hair coloring, permanent waving, facials and facial hair care. Students will also study anatomy and physiology as it applies to cosmetology. Upon completion of the course requirements, the students will be able to Perform basic manipulative skills 287 Indiana Department of Education High School Course Titles and Descriptions: 2024-2025 including haircutting, hairstyling, perming, shaving, treatment of the skin and scalp, salon management, license laws, sanitation and retain knowledge relating to the history of barbering. Successful completion of the course requires at least 375 Cosmetology studio hours.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Barbering and Cosmetology; Barbering and Cosmetology Fundamentals ● Recommended Prerequisites: None
- 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- This course should be controlled with TSD. This course may require extended hours of participation in order to meet the 1500 hours required for the Cosmetology and Barbering exams

### **7110-Principles of Welding Technology**

PRIN WEL TCH

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

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Advanced Manufacturing
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

### **7111-Shielded Metal Arc Welding**

#### SHLD MAW

Shielded Metal Arc Welding involves the theory and application of the Shielded Metal Arc Welding process. Process theory will include basic electricity, power sources, electrode selection, and all aspects pertaining to equipment operation and maintenance. Laboratory welds will be performed in basic weld joints with a variety of electrodes in the flat, horizontal and vertical positions. Emphasis will be placed on developing the basic skills necessary to comply with AWS industry standards.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Welding Technology
- 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

### **7101-Gas Welding Processes**

#### GAS WEL PRC

Gas Welding Processes is designed to cover the operation of Gas Metal Arc Welding (MIG) equipment. This will include all settings, adjustments and maintenance needed to weld with a wire feed system. Instruction on both short-arc and spray-arc transfer methods will be covered. Tee, lap, and open groove joints will be done in all positions with solid, flux core, and aluminum wire. Test plates will be made for progress evaluation. Schools may choose to offer the course as a comprehensive MIG Welding course or a combination of introductory MIG and TIG Welding operations.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Welding Technology
- 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
- Schools may choose to cover both introductory MIG and TIG Welding. This configuration is available for dual credit through ITCC.

### **7226-Welding Technology Capstone**

#### WELD TECH CAP

The Welding Technology Capstone course builds upon the knowledge and skills developed in Welding Fundamentals, Shielded Metal Arc Welding, and Gas Metal Arc Welding by developing advanced welding skills in Gas Tungsten Arc Welding (TIG), Pipe Welding, and Fabrication. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.

- Recommended Grade(s): 11, 12
- Required Prerequisites: Principles of Welding Technology; Shielded Metal Arc Welding; Gas Welding Processes
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

### **Career Cluster: Education and Training**

#### **5360-Advanced Child Development – 1 credit**

Grade Level: 10-12

Prerequisite: Child Development & Parenting (with a C or better)

This course addresses more complex issues of early childhood education with emphasis on physical, social, emotional, intellectual, and cultural development throughout childhood, including school age children. Topics include positive parenting and nurturing, practices that promote long-term well being of children and their families. Authentic applications are gained through field trips or school based experiences with children in locations such as preschools, elementary schools, or daycare settings.

GEN/CORE 40/TH/AH Elective

#### **5340-Advanced Nutrition & Wellness – 1 credit**

Grade Level: 9-12 (recommended 10-12)

Prerequisite: Nutrition & Wellness (C or better)

This class builds upon the skills learned in Nutrition and Wellness. Will go into depth further with the different food groups and how to properly prepare each. Students will choose and prepare more complex recipes. Meal planning, presentation, and etiquette will be emphasized.

GEN/CORE 40/TH/AH Elective

#### **5415 Exploring Education Professions**

EX ED Exploring Education Professions is for students interested in a career in (or exploring possibilities in) education. This course is an introduction to the education field and does not have prerequisites. Exploring Education Professions includes the history of education, an introduction to education professions, qualities and responsibilities of

effective teachers, and student evaluation of aptitudes. The course will include exploration of the early childhood, elementary, and secondary fields. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences in a variety of education settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and postsecondary education in all career areas related to children, child development, and nurturing of children.

- Recommended Grade(s): 9, 10 (can be offered at 8th grade level)
- Recommended Prerequisites: None
- 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a directed elective for all diplomas
- When offered as applied: 2 units maximum; counts as an employability applied unit for alternate diploma

### **7157-Child and Adolescent Development**

CHLD ADL DEV

Child and Adolescent Development examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of parents, peers, the school environment, culture and the media are discussed. An observation experience up to 20 hours may be required for completion of this course. This course has been approved to be offered for dual credit. Students pursuing this course for dual credit are still required to meet the minimum prerequisites for the course and pass the course with a C or better in order for dual credit to be awarded.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Teaching
- 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 diploma

### **5362-Child Development & Parenting** – 1 credit

Grade Level: 9-12

The focus is on research-based nurturing and parenting practices that support positive development of children. Topics include: responsibilities and challenges of parenthood, human sexuality, adolescent pregnancy, prenatal development, preparation for birth, the birth process, impacts of heredity, environment, and family and societal crisis on development of the child. Students are required to use the “empathy belly” in school

and take home the computer babies for a weekend.

GEN/CORE 40/TH/AH

Elective

\*Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses.

**5334-Consumer Economics** – 1 credit

Grade Level: 9-12 (recommended Grades 11-12)

Students will identify and discuss basic ideas that will prepare them to manage both human and non-human resources--money, energy, abilities and material possessions--in order to develop a satisfying way of life.

GEN/CORE 40/TH/AH Elective

\*Fulfills a Social Studies requirement for the General Diploma only

### **7161-Principles of Teaching**

PRIN TEACH

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20 hour classroom observation experience is required for successful completion of this course.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- 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

### **7162-Teaching and Learning**

TEACH LRN

Teaching and Learning provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Teaching;
- 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

### **7267-Education Professions Capstone**

## ED PROF CAP

The Education Professions Capstone provides an extended opportunity for field experience to further apply concepts that have been presented throughout the pathway. Students will also have the opportunity to explore the topics of the exceptional child and literacy development through children's literature. Students will gain a deeper understanding of inclusive teaching techniques along with policies, theories, and laws related to special education. Students interested in pursuing a career in Elementary Education are encouraged to also study the benefits of using children's literature in the classroom. This course may be further developed to include specific content for students interested in pursuing a career in secondary education. The course should include a significant classroom observation and assisting experience.

Recommended Grade(s): 11, 12

- Required Prerequisites: Principles of Teaching; Child and Adolescent Development, Teaching and Learning
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diploma

### 5364-**Interpersonal Relations** – 1 credit

Grade Level: 9-12 (recommended 10-11)

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.

GEN/CORE 40/TH/AH Elective

\*Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses.

### 5380- **Introduction to Fashion and Textiles** – 1 credit

Grade Level: 9-12

Introduction to Fashion and Textiles is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel

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

\*Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

GEN/CORE 40/TH/AH Elective

**5350-Introduction to Housing and Interior Design – 1 credit**

Grade Level: 9-12

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 Indiana Department of Education High School Course Titles & Descriptions 79 and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Presentation techniques will be practiced to thoroughly communicate design ideas. Visual arts concepts including aesthetics, criticism, history and production, are addressed. Direct, concrete mathematics proficiencies will be applied. A project based approach will be utilized requiring higher order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries.

GEN/CORE 40/TH/AH Elective

\*Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

**5342-Nutrition and Wellness – 1 credit**

Grade Level: 9-12

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. GEN/CORE 40/TH/AH Elective

\*Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses.

#### **5394–Preparing for College and Career – 1 credit**

Grade Level: 10-11 (beginning 2022, will be nonrequired-by-state elective class)  
Preparing for College and Career 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.

\*Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. GEN/CORE 40/TH/AH Elective

### **ENGLISH/LANGUAGE ARTS**

1090\*–**Composition** – 1 credit

1098\*–**Advanced Composition** – 1 credit

Grade Level: 12

Prerequisite: B average in English 11

College-bound students further develop and refine writing skills. Students write for

different audiences and purposes with an emphasis on the process of writing, which includes prewriting, drafting, peer sharing, revising, proofreading, editing and publishing. Students will read and evaluate samples of well-written essays and other literature to enhance their own writing. Students will sometimes present their writing orally. During 1st term, students will practice techniques of reflective, narrative, and expository writing and review rules of usage and mechanics. During 2nd term, students refine language and style and study techniques of literary analysis and persuasion. Students study research tactics and do several research projects, using both MLA style and APA style.

GEN/CORE 40/TH/AH

**1124\*-Composition—Dual Credit – 1 credit**

**1124\*-Advanced Composition—Dual Credit – 1 credit**

Grade Level: 12

Prerequisite: B average in English 11/Rank in upper 1/3rd of class

Accumulative grade point average of 3.0 or greater (on a 4.0 scale)

SAT combined score of 1500 or ACT combined score of 21 (equivalent to the old SAT 1000)

Designed to provide credit towards the Core 40 Academic Honors Diploma and/or college credit, Composition/Advanced Composition emphasizes the refinement of writing skills. Students write for a variety of audiences and purposes while utilizing the process of writing. Special attention is given to peer evaluation and the revision process. Students will read and evaluate samples of well-written essays and other literature to enhance their own writing. Students are expected to complete much of the writing outside of class. During 1<sup>st</sup> term, students will practice techniques of reflective, narrative, and expository writing. An intensive review of grammar, usage, and mechanics is also covered, along with techniques for effective sentence structure. During 2nd term, students study additional expository techniques as well as persuasion and literary analysis. Students learn research tactics and do several research projects, using both MLA style and APA style.

**1002-English 9 – 1 credit per semester**

Grade Level: 9

English 9 students will further develop the skills taught in middle school by studying language, literature and composition. Students develop an understanding of the relationship between literature and culture. Students build the techniques of expository writing, literary analysis, and technical writing as well as sharpening skills in the writing process. Students develop oral communication skills through group and individual presentations.

GEN/CORE 40/TH/AH

**1002\*-English 9 Honors – 1 credit**

**1002\*-English 9 Honors – 1 credit**

Grade Level: 9

Requirement: B average in English, completion of organized, standards-based portfolio;

high scores on the 8th grade ISTEP, superior performance on reading comprehension/ writing assessment, and teacher recommendation

The English 9 honors class is a college preparatory class, which is recommended for those who wish to earn the Academic Honors diploma. The literature portion of the class is centered around the study of the short story, novel, drama, and nonfiction. Assignments, which encourage critical thinking skills, are included in this unit. Composition assignments emphasize the development of the multi-paragraph paper using a variety of topics; a research paper is required. Oral communication skills are developed through the use of group and individual projects.

1004-**English 10** – 1 credit

1004-**English 10** – 1 credit

Grade Level: 10

Through the integrated study of language, literature, composition, and oral communication, English 10 further develops the skills learned in English 9. Reading assignments are centered around short stories, novels, drama, and nonfiction. Composition assignments are given to allow the students to develop their skills through the writing process; a research paper is also required. Students develop oral communication skills through individual/group presentations. GEN/CORE 40/TH/AH

1004\*-**English 10 Honors** – 1 credit

1004\*-**English 10 Honors** – 1 credit

Grade Level: 10

Requirement: Honors English 9 with a B average or teacher recommendation. Through the integrated study of language, literature, composition, and oral communication, English 10 further develops the skills learned in English 9. Reading assignments are centered around short stories, novels, drama, and nonfiction. Composition assignments are given to allow the students to develop their skills through the writing process; a research paper is also required. Students develop oral communication skills through individual and group presentations. An accelerated pace and additional outside related materials distinguishes this course from English 10.

1006-**English 11** – 1 credit

1006-**English 11** – 1 credit

Grade Level: 11

Through the integrated study of language, literature, composition, and oral communication, the students further develop the skills from English 9 & 10. The students read assignments which center around American authors beginning with the colonial time period and ending with contemporary writers. The students study a variety of genres which will allow them to develop the understanding of the relationship between literature and culture. The students complete composition assignments which build the techniques of expository writing, literary analysis, and technical writing as well as polishing skills in the writing process. Students develop oral communication skills through group and individual presentations. Students complete an Internet project in

the second term with the end product exhibiting writing and speaking communication skills.

GEN/CORE 40/TH/AH

1006\*-**English 11 Honors** – 1 credit

1006\*-**English 11 Honors** – 1 credit

Grade Level: 11

Requirement: Honors English 10 with a B average or teacher recommendation

Students in the English 11 honors class follow a college preparatory curriculum; students pursuing an Academic Honors diploma are encouraged to enroll in this class. Students study literature that develops an understanding of the relationship between literature and American history, primarily through the genre of the American novel. Students will write compositions that emphasize the development of academic writing skills including literary analysis, information and persuasive essay, comparative/contrast essays, and research papers. Students develop oral communications skills through the use of group and individual presentations and discussions, role playing activities, interviews, and speeches. The students may be required to purchase a research handbook.

1008-**English 12** – 1 credit

1008-**English 12** – 1 credit

Grade Level: 12

Students read and understand grade-level appropriate material including informational and technical materials as well as literature including satire, parody, allegory, and pastoral narrative and recognized works from world literature. Students write to demonstrate the progression through the writing process with narrative writing and responses to literature, as well as focusing on technical writing, such as resumes and job applications. Students deliver focused and coherent presentations using gestures, tone, and vocabulary appropriate to the audience and purpose. GEN/CORE 40/TH/AH

1022-**Biblical Literature**

(BIBLE LIT)

Biblical Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the Bible, viewed from a literary standpoint, as a source of a wide variety of literary patterns, themes, and conventions. Students examine the different books in relation to the various historical time frames of the books and in relation to related literature as it pertains to Biblical themes. Students read, discuss, and write about Biblical references (allusions) in both classical and modern literature, formation of a canonical Bible, inclusion of apocryphal and heretical writings, oral versus literate transmission of sacred history and doctrine, and questions and problems of interpretation. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

- Recommended Grade: 11, 12

- Required Prerequisites: none
- Recommended Prerequisites: Recommended Prerequisites: English 9, English 10
- Credits: 1 to 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

### **1086-Student Media**

(STDNT MEDIA)

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Journalism, Digital Media, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level or in different media types where defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.
- NOTE: This is the designated School Media course, including newspaper and yearbook

### **1060-Etymology** – 1 credit

Recommended Grade Level: 11-12

Prerequisite: 4 credits in English/Language Arts

Etymology, a language studies course based on Indiana's Academic Standards for English/Language Arts, is the study of the derivation of English words and word families from their roots in ancient and modern languages. Students analyze meanings of English words by examining roots, prefixes, and suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in text that require etymological sensitivity, such as Renaissance poetry or works in translation. Students complete an etymology project.

GEN/CORE 40/TH/AH

### **1010-Language Arts Lab** – 1 to 8 credit elective course

Language Arts/English Lab provides students with individualized instruction designed to support success in completing Language Arts course work aligned with Indiana's Academic Standards to Language Arts.

GEN/CORE 40/TH/AH Elective

**1082-Library Media – 1 credit**

Grade Level: 9-12

Library Media should provide instruction and practice in using procedures based upon library science theory. Emphasis should be placed on knowledge of specific reference materials, including electronic databases, for specific research needs; and knowledge of procedures practiced in all types of libraries and other information agencies.

GEN/CORE 40/TH/AH Elective

**1042-Novels – 1 credit**

Recommended Grade Level: 11 or 12

Pre-Requisites: English 9 and 10

Novels, a course based on Indiana's Academic Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors from the past and present or sets of novels from a specific era or across several eras.

GEN/CORE 40/TH/AH

**1046 – Short Stories – 1 credit**

Recommended Grade Level: 11-12

Prerequisites: English 9 and 10

Short Stories, a course based on Indiana's Academic Standards for English/Language Arts, is a study of the distinct features of the short story, such as being tightly focused narrative fiction. The course may be organized by historical periods, themes, or authors. Students examine short stories with modernist and contemporary themes by a variety of authors from the perspective of audience, purpose, and historical development. Students analyze what distinguishes the short story genre from other literary genres, such as the novels, epics, romances, biographies, etc.

GEN/CORE 40/TH/AH

**1096-Technical Communications – 1 credit**

Recommended Grade Level: 11-12

Prerequisites: English 9 and 10

Applied Technical Communications, a course based on Indiana's Academic Standards for English/Language Arts, is the study and application of the processes and conventions needed for effective technical writing-communication. 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. TECHNICAL WRITING PROJECT: Students complete a project, such as a multi-media advertising campaign for a generic product or idea or a multi-media

proposal of an action plan to implement a project or service which demonstrates knowledge, application, and writing process in the Technical Communications course content.

\*Technical Business Communications may be substituted for this course if it meets "Composition" course (1090) requirements and students are completing a General Diploma.  
GEN/CORE 40/TH/AH

## MATHEMATICS

**2520 -Algebra I** – 2 credits

**2520-Honors Algebra I** – 2 credits

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. [Note: the school corporation requires a C- average or higher as a prerequisite for Algebra II and Geometry. Students who do not have a C- average or higher in Algebra I or Integrated Math I may be required to complete an equivalent math course (Alg I, Int Math I, Basic Skills, Math Lab)]

\*Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas

\*Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9.

GEN/CORE 40/TH/AH

**2522-Algebra II** – 2 credits

**2522-Honors Algebra II** – 2 credits

Grade Level: 9-12

Prerequisite: Algebra I

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics,

and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. GEN/CORE 40/TH/AH

\*Fulfills the Algebra II/Int. Mathematics III requirement for all diplomas

**2562-AP Calculus AB Advanced Placement** – 1 credit

**2562-AP Calculus AB Advanced Placement** – 1 credit

Grade Level: 12 (except with consent of teacher)

Prerequisite: Pre-Calculus with a grade average of C+ or better.

Dual Credit Option: the student has the option to take this course as a dual credit course for university credits. Students may earn 3 credit hours from Purdue North Central.

This is an Advanced Placement Calculus course and will follow the AP Calculus curriculum provided by College Board. It is designed to challenge the high achieving math student. After a brief review of selected algebraic and geometric concepts, the topics will include: (1) functions, graphs, and limits, (2) derivatives, and (3) integrals. Students should be advised that throughout the entire course, a strong emphasis is placed on the use of the graphing calculator. Near the completion of the course students will be expected to take the AP Calculus exam. GEN/CORE 40/TH/AH

\*Counts as a quantitative reasoning course

**2530-Finite Mathematics** – 1 credit

**2530-Finite Mathematics** – 1 credit

Grade Level: 9-12

Prerequisite: Algebra II or Integrated Mathematics III

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets, Matrices, Networks, Optimization, and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. GEN/CORE 40/TH/AH

**2532-Geometry** – 2 credits

**2532-Honors Geometry** – 2 credits

Grade Level: 9-12

Prerequisite: Algebra I

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. Geometry is made up of seven strands: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. GEN/CORE 40/TH/AH  
\*Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

### **2524 Analytical Algebra II (ANA ALG)**

Recommended Grade: 9, 10, 11, 12

Required Prerequisites: none • Recommended Prerequisites: Algebra I

Analytical Algebra II builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, radical, logarithmic, and other functions. Data analysis, 119 Indiana Department of Education High School Course Titles and Descriptions: 2023-2024 statistics, and probability content should be included throughout the course, as students collect and use univariate and bivariate data to create and interpret mathematical models. Additionally, Analytical Algebra II should focus on the application of mathematics in various disciplines including business, finance, science, CTE, and social sciences using technology to model real-world problems with various functions, using and translating between multiple representations. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is not recommended for students interested in pursuing a STEM degree at a four-year institution; this course does not prepare students for Precalculus: Algebra / Precalculus Trigonometry.

- 2 semester course, 1 credit per semester
- Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas
- If students use this course to fulfill this credit, the parent and student must sign a consent form notifying the parent and the student that enrollment in Analytical Algebra II may affect the student's ability to attend a particular post-secondary educational institution or enroll in a particular course at a particular post-secondary educational institution because Analytical Algebra II may not align with academic requirements established by the post- secondary educational institution.

### **4512 Business Math BUS MATH**

Recommended Grade(s): 10, 11

Required Prerequisites: Algebra I

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

- Recommended Prerequisites: none
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a quantitative reasoning course
- Counts as an elective or directed elective for all diplomas ● Fulfills a Mathematics requirement for the General Diploma or Certificate of Completion only.

2564-**Pre-Calculus:Algebra** – 1 credit

2566-**Pre-Calculus:Trigonometry** – 1 credit

Grade Level: 11-12

Prerequisite: Geometry and Algebra II with a C+ average or better

Dual Credit Option: the student has the option to take this course as a dual credit course for university credits. Students may earn 6 credit hours from Purdue North Central.

Pre-Calculus/Trigonometry blends the concepts and skills that must be mastered before enrollment in a college level calculus course. The course includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) trigonometry in triangles, (4) trigonometric functions, (5) trigonometric identities and equations, (6) polar coordinates and complex numbers, (7) sequences and series and (8) data analysis. Students should be advised that throughout the entire course, a strong emphasis is placed on the use of the graphing calculator. GEN/CORE 40/TH/AH

2546-**Probability and Statistics** – 1 credit

Grade Level: 11-12

Prerequisite: Algebra II (with a grade average of C or better)

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision making process. Probability and Statistics are made up of three strands: Data Analysis, Experimental Design, and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process

Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.  
GEN/CORE 40/TH/AH

**2560-Mathematics Lab/Algebra I Enrichment** – 1 credit (max 8)

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

Note: Clarifying information can be appended to the end of the course title to denote the content covered in each course. Example: Mathematics Lab used to support students in Algebra II can be recorded on the transcript as Mathematics Lab – Algebra II.

## **PHYSICAL EDUCATION**

3542-**Physical Education I**– 1 credit per semester

3544-**Physical Education II** – 1 credit per semester

Grade Level: 9

Physical education is a two term course required of all high school students. The student will be involved in a health related fitness program with emphasis placed on developing the skills necessary for a lifetime of activity. The student will apply rules and strategies for team sports, individual and dual activities, recreational games, aerobic exercise, and related fitness activities. Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender. Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment. As a designated laboratory course, 25% of course time must be spent in activity \*Fulfills part of the Physical Education requirement for all diplomas

\*\* Can be earned through athletics or marching band; see form in Appendix A

3560 Elective Physical Education (L) (ELECT PE)

Elective Physical Education, a course based on selected standards from Indiana’s Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a

healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, maximum of 8 credits ● Counts as an elective requirement for all diplomas
- The nature of this course allows for successive semesters of instruction provided defined proficiencies and content standards are utilized. 137 Indiana Department of Education High School Course Titles and Descriptions: 2023-2024
- 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.

## HEALTH & WELLNESS

**3506-Health and Wellness Education** – 1 credit

Grade Level: 9-10

Prerequisite: 8th grade Health Education

Health and Wellness provides the basis to help students develop knowledge, concepts, skills, behaviors and attitudes necessary to promote health and avoid or reduce health risks. Through a variety of instructional strategies, the students will be provided the opportunity to explore the effect of health behaviors on an individual's quality of life. Students will develop an understanding of functional health information that promotes health throughout a lifetime. Students will cover the major content areas as defined by the Indiana Academic Standards for Health and Wellness.

\*Fulfills Health & Wellness requirement for all diplomas

**3508-Current Health Issues** – 1 credit

Grade Level: 11-12

Prerequisite: Health and Wellness Education

In this elective course aligned with the Indiana Academic Standards for Health and

Wellness, the student will focus on emerging trends in health. Included, but not limited to, are the following areas to be covered: medical technology, health care and medical treatments, health careers, personal health, communicable and non-communicable diseases, alcohol and drug issues and mental and emotional health. The students will help to determine the selection of topics and a variety of instructional methods will be used.

GEN/CORE 40/TH/AH Elective

### **Career Cluster: Health Sciences**

5276-**Anatomy & Physiology** – 1 credit

5276-**Anatomy & Physiology** – 1 credit

Grade Level: 11-12

Prerequisite: Biology I

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. It 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.

GEN/CORE 40/TH/AH Elective

\*Fulfills a science course requirement for all diplomas

### 7168-**Principles of Healthcare**

PRIN HLCR

Principles of Healthcare content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, and an introduction to healthcare systems. Lab experiences are organized and planned around the activities associated with the student's career objectives.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- 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

5282-**Health Science Education I** – 1-3 credits sem. (6 max)

### 5274-**Medical Terminology**

MED TERMS

Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of

health and medical abbreviations, symbols, and Greek and Latin word part meanings, all taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information in the healthcare industry. Students have the opportunity to acquire essential skills for accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation of a medical vocabulary including; appropriate and accurate meaning, spelling, and pronunciation of medical terms, and abbreviations, signs, and symbols.

- Recommended Grade(s): 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
- Counts as a directed elective or elective for all diplomas

GEN/CORE 40/TH/AH Elective

### **7166-Healthcare Specialist: CNA**

HC SPEC CAN

The Healthcare Specialist: CNA prepares individuals desiring to work as nursing assistants with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed nurses. The course will introduce students to the disease process and aspects of caring for a long-term care resident with dementia. Individuals who successfully complete this course are eligible to apply to sit for the Indiana State Department of Health (ISDH) certification exam for nursing assistants. This course meets the minimum standards set forth by the ISDH for Certified Nursing Assistant training and for health care workers in long-term care facilities.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Healthcare
- 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

### **7164-Certified Clinical Medical Assistant (CCMA)**

CERT CL MED AST

The Certified Clinical Medical Assistant course will prepare students for the National Healthcare Association CCMA exam. Instruction includes taking and recording vital signs, preparing patients for examination, patient education, and assisting the physician during the exam. The collecting and preparation of laboratory specimen and basic laboratory test will be covered. Prepares for the administration of medication, venipuncture, ECG, and wound care. Provides a basic understanding of the clinical and administrative duties and responsibilities pertinent to medical offices. Includes instruction in medical correspondence and records, case histories of patients, filing,

telephone procedures, appointment scheduling, receptionist duties, and processing mail. Written, verbal and nonverbal communications according to patient needs are covered as well as documentation and associated legal and ethical boundaries.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Healthcare; Medical Terminology
- 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
- Schools are strongly encouraged to offer the CCMA course along with Principles of Healthcare and Medical Terminology as part of a 3 period block of time.

### **7255-Healthcare Specialist Capstone**

HC SPEC CAP

The capstone course will provide Healthcare students with additional knowledge and skills necessary to work in a variety of health care settings beyond a long term care facility, including hospitals, doctor's offices and clinics. Students can accomplish this goal by completing coursework that will cover topics such as Medical Law and Ethics, Electronic Health Records, and/or Behavioral Health. Schools may offer additional healthcare certifications such as the Certified Clinical Medical Assistant or Phlebotomy along with the coursework or in place of the coursework.

- Recommended Grade(s): 11, 12
- Required Prerequisites: Principles of Healthcare; Medical Terminology; Healthcare Specialist: CNA, EMT or Certified Clinical Medical Assistant (CCMA)
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semester required, 1-3 credits per semester, 6 credits max
- Counts as a Directed Elective or Elective for all diplomas

## **SCIENCE**

5276-**Anatomy & Physiology** – 1 credit

5276-**Anatomy & Physiology** – 1 credit

Grade Level: 11-12

Prerequisite: Biology I

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. It 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.

GEN/CORE 40/TH/AH Elective

\*Fulfills a science course requirement for all diplomas

3060\*-**AP Chemistry A** – 1 credit

3060\*-**AP Chemistry B** – 1 credit

Grade Level: 12

Prerequisite: Chemistry I, Algebra II, Pre-Calc/Trigonometry

AP Chemistry is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

\*Counts as a Science Course for all diplomas

\*Qualifies as a quantitative reasoning course

3024-**Biology I** – 1 credit per semester

Grade Level: 9-10

Biology I is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; 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.

\*Fulfills the Biology requirement for all diplomas

3064-**Chemistry I A** – 1 credit

3064-**Chemistry I B** – 1 credit

Grade Level: 10-12

Prerequisite: Algebra I (can be taken concurrently)

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gasses; thermochemistry; solutions; acids and bases. 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.

\*Fulfills a science (physical) course requirement for all diplomas

\*Qualifies as a quantitative reasoning course

GEN/CORE 40/TH/AH Elective

3044-**Earth/Space Science** – 1 credit per semester

Grade Level: 9-12

Earth and Space Science I is a course focused on the following core topics: universe;

solar system; Earth cycles and systems; atmosphere and hydrosphere; solid Earth; 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. \*Fulfills a science (physical) course required for all diplomas GEN/CORE 40/TH/AH Elective

**3108-Integrated Chemistry – 1 credit**

Grade Level: 10-12

Prerequisite: Algebra I (may be taken concurrently)

Integrated Chemistry is an introductory course to the principles of chemistry. Topics include the scientific method, states of matter, atomic structure, the periodic table, structure of matter, chemical reactions, acids, bases and solutions. Students explore the concepts through a combination of lecture, discussion, demonstration, and laboratory activities. Although the course is primarily conceptual in nature, students will be required to perform basic calculations as well. GEN/CORE 40/TH/AH Elective

\*Fulfills a science (physical) course requirement for all diplomas

**3108-Integrated Physics – 1 credit**

Grade Level: 10-12

Prerequisite: Algebra I

Integrated Physics is an introductory course to the principles of physics. Topics include motion, forces, work, power, energy, heat, temperature, waves, and electricity. Students explore the concepts through a combination of lecture, discussion, demonstration, and laboratory activities. Although the course is primarily conceptual in nature, students will be required to perform basic calculations as well. CORE 40/AHD Physical Science

**3030-Life Science – 1 credit**

Recommended Grade Level: 9-12

Life Science is an introduction to biology course. Students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles. Students explore the functions and processes of cells within living organisms, the sources and patterns of genetic inheritance and variation leading to biodiversity, and the relationships of living organisms to each other and to the environment as a whole. CORE 40/AH/TH diplomas

\*Fulfills the life science requirement for the General Diploma only

**3102-Physical Science – 1 credit**

Recommended Grade Level: 9-10

Physical Science is a course in which students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental chemical,

physical, and related Earth and space science concepts and principles that are related to students' interests and that address everyday problems. Students enrolled in Physical Science will explore the structure and properties of matter, the nature of energy and its role in chemical reactions and the physical and chemical laws that govern Earth's interconnected systems and forces of nature. CORE 40/TH/AH Elective

\*Fulfills the life science requirement for the General Diploma only

3084-**Physics A** – 1 credit

3084-**Physics B** – 1 credit

Grade Level: 9-11

Prerequisite: Algebra I or Algebra II

Physics I is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. 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.

\*Fulfills a science (physical) course requirement for all diplomas

\*Qualifies as a quantitative reasoning course

3094-**Science Tutorial** – 1 credit (max 8)

Grade Level: 9-12 (must be taken concurrently with Core 40 science course)

Science Tutorial provides students with individualized instruction designed to support success in completing Core 40 science coursework for each year that they are enrolled in Core 40 science courses. GEN/CORE 40/TH/AH Elective

## **SOCIAL STUDIES**

1512-**Current Problems, Issues and Events** – 1 credit

Grade Level: 10-11

Current Problems, Issues, and Events provides opportunities to apply techniques of investigation and inquiry to the study of significant problems or issues. Students develop competence in: (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected should have contemporary historical significance and should be studied from the viewpoint of the social science disciplines. Community service programs, such as internships or other service experiences within the community, might be included.

CORE 40/AHD Elective

1514-**Economics** – 1 credit

Grade Level: 11-12

Economics is a one-semester course, and is required for all students pursuing the Academic Honors Diploma or Core 40 Diploma. Students will explain that because resources are limited, people must make choices in all aspects of daily life and demonstrate an understanding of the role of supply, demand, prices, and profits play in a market economy. Students will examine market structures, business organization, and investment options.

CORE 40/AHD

**1516-Ethnic Studies** - 1 credit

Grade Level: 9-12

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

\*Must be offered once a year

GEN/CORE 40/TH/AH Elective

**1540-Government** – 1 credit

Grade Level: 11-12

Government provides a framework for understanding the purposes, principals, and practices of representative democracy in the United States. Students will understand the nature of citizenship, politics, and government when they understand their rights and responsibilities as citizens. Students examine how the constitution protects individual rights and provides the structures and functions for various levels of government affecting their lives.

CORE 40/AHD

**1518-Indiana Studies** - 1 credit

Grade Level: 9-12

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

\*Must be offered at least once per school year

GEN/CORE 40/TH/AH Elective

**1532-Psychology** – 1 credit

Grade Level: 11-12

Psychology is the study of mental processes and behavior. Students will examine the scientific area of research methods and ethical considerations. Developmental

psychology takes a lifespan approach to physical, cognitive, language, emotional, social and moral development. Personality, assessment and mental health topics include psychological disorders, treatment, personality and assessment. Biological basis focuses on the way the brain and nervous system functions, including topics of sensation, perception, motivation, and emotion. GEN/CORE 40/TH/AH Elective

**1534-Sociology** – 1 credit

Grade Level: 11-12

Sociology provides opportunity for students to study human behavior from a group perspective. Students will describe the development of sociology as a social science, and identify methods and strategies of research. Students will examine the influence of culture on group behavior, as well as the impact of groups and social institutions on group behavior. GEN/CORE 40/TH/AH Elective

**1542-U.S. History** – 1 credit per semester

Grade Level: 11

United States History is a two-semester course. Students will review and identify events, persons, and movements in the early development of the nation. Students will trace and analyze chronological periods, key events, people and groups with political, economic, social and cultural influences on state and national development in the nineteenth, twentieth, and twenty-first centuries.

\*Fulfills the US History requirement for all diplomas

GEN/CORE40/TH/AHD

**1548-World History and Civilization** – 1 credit per semester

Grade Level: 9-10

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

GEN/CORE 40/TH/AH Elective

\*Fulfills the Geography History of the World/World History and Civilization graduation requirement for all diplomas

**WORK-BASED LEARNING**

**5902-I.C.E.-(Interdisciplinary Co-Operative Education) Classroom –**

1 credit per semester (max 6 credits)

**5902-I.C.E.-(Interdisciplinary Co-Operative Education) Work –**

1 credit per semester (max 6 credits)

Grade Level: 12

Required Prerequisite: Preparing for College and Careers and a minimum of 4 credits in a logical sequence of courses related to the student's pathway and the work site placement

Combines related instruction with paid on-the-job learning experiences consistent with the student's career objective and four-year training plan on file in the guidance office. The student attends related class (for a grade) for 5 hours per week and must train at the work site for 15 hours a week. Students should not be related to the employer, supervisor, or owner. Paycheck stubs must be submitted for verification of employment. Employers must sign and return training agreements and insurance forms. Students must complete 18 consecutive weeks. **All necessary forms MUST be completed and turned in by the first day of class. Job-hopping is not permitted and could result in the student's grade being lowered. Being fired will result in a failing grade and no credits earned.**

Codes Vary-

**Work Based Learning Multiple Pathways – 1-3 credits per semester (max 6)**

Recommended Grade Level : Grade 12

Required Prerequisites: Preparing for College/Careers; 4 credits in the student's pathway.

Work Based Learning is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds students' skills and knowledge in their chose career path or furthers their study within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating achievement and performance, whether WBS is a stand-alone course or a component of a discipline-specific CTE course. The model approved by the state which West Central will use is the Internship model. Hand in hand with this model are professional career internships where students are given the opportunity to gain work experiences in their chosen career area. Internship is available only the 2nd semester. Students will participate in a workplace experience, in regularly scheduled meetings with the supervising teacher, and in workshops or seminars that assist students in making the connection between academic learning and workplace experiences.

\* A minimum of 70 hours of workplace experience is required for one credit.

\* A minimum of 15 hours of workshops, seminars and/or classroom activities is required for one credit. GEN/CORE 40/TH/AH Elective

**OTHER**

### **950-Early Entry**

Grade Level: 12

Students may enroll in an accredited post secondary institution to begin taking post secondary classes. Students could receive a shortened schedule to allow time for travel to the post secondary institution. Dual credit for the post secondary classes is not normally given but may be granted in unusual situations. Any costs associated with early entry are the responsibility of the student. Students must provide their own transportation.

### **951-Distance Learning**

Grade Level: 10-12

A fee will be charged.

Students may enroll in courses not offered at West Central through a variety of sources. Some classes are offered through satellite hook-ups, some classes are on videotapes, some are offered over the Internet, and others are offered by correspondence via the mail. The amount of high school credits granted is arranged on an individual basis.

### **952-Double-Up**

Grade Level: 11-12

Students may enroll in an accredited post secondary institution to begin taking post secondary classes. Students could receive a shortened schedule to allow time for travel to the post secondary institution. Any costs associated with Double-Up are the responsibility of the student. Students might have to provide their own transportation.

### **0532-College-Entrance Preparation - 1 credit (max 4)**

Recommended Grade Level: 1st Semester Grade 11 or 2nd Semester Grade 10

Prerequisite (recommended): Algebra II (or concurrent enrollment in Algebra II)

College-Entrance Preparation utilizes individual student score reports from the PSAT or Accuplacer to prepare students for the SAT, ACT, Accuplacer and/or Compass college readiness assessments. Based on student score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science sections of college admission and placement exams. As appropriate, the course will also encompass test-taking strategies to prepare students for success on a high-stakes assessment. Teachers are encouraged to use a curriculum with longitudinal, successful results. Course may also include college selection and application units, to better prepare students for overall college-readiness.

GEN/CORE 40/TH/AH Elective

### **496-Special Vocational Program I**

Grade Level: 11-12

11th and 12th grade special needs students in this course will demonstrate skills needed in seeking, securing and maintaining employment. The students will learn problem solving skills and ways to manage personal finances. In addition, upon successful completion of first term work, students may be placed in a daily on-campus job.

Students will earn one credit for this work experience.

0500-**Basic Skills Development** – 1 credit (max 8)

0500-**Basic Skills Development** – 1 credit (max 8)

Grade Level: 9-12

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

GEN/CORE 40/TH/AH Elective

0502 – **Cadet Teaching Experience** – 1 credit (max 4)

Grade Level: 11-12

This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through grade nine (9). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Study topics and background reading provide the cadets with information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

GEN/CORE 40/TH/AH Elective

\*Cadet teaching experience for high school students is limited to grades kindergarten through grade nine

0520-**Peer Tutoring** – 1 credit (max 2)

Grade Level: 11-12

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. GEN/CORE 40/TH/AH Elective

**3520-Driver Education – 0 credits**

Driver Education is a non-credit course offered only during the summer and as a part of the extended school day during the school year. Thirty hours of classroom and six hours of driving are required to take a road test either through a commercial driver training school, high school driver education program, or at a local license branch.

**Trojan Opportunity Academy (Distance Learning)**

Grade Level: Grade 10-12

At-risk students are given the opportunity to learn in an environment that addresses the inability to succeed in the traditional classroom setting. Students will enroll in courses necessary to recover credits that lead to graduation. Students are supported by services essential to success. Students progress at an individual pace. Student/teacher conferences, progress monitoring, and attendance reports are provided on a bi-weekly basis. The amount of high school credits granted varies according to individual student needs.

**7156-Technical Skills Development**

TECH SKL DEV

The Technical Skills Development course may be used to provide students with the opportunity to apply the technical knowledge and skills learned in a Concentrator A or B course through additional real world learning experiences such as lab activities, project based learning or a work-based learning experience. Students must be co-enrolled in a Concentrator A and/or B course in order to be enrolled in the Technical Skills Development course.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Concurrently enrolled in a Next Level Programs of Study Concentrator A and/or B course.
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum per program of study
- Counts as a directed elective or elective for all diplomas
- May be used by a student more than once as long as it is two separate programs of study.

**5974-Work Based Learning Capstone**

WBL Work Based Learning Capstone is a stand-alone course that prepares students for college and career. Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first hand engagement with the tasks required of a given career field, that are aligned to

curriculum and instruction. Work Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. Related Instruction shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway and shall be taught during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies.

- Recommended Grade(s): 12
- Required Prerequisites: Complete at least one advanced career and technical education course from a program or program of study. Worksite placement must align to the student pathway.
- Recommended Prerequisites: none
- Credits: 1 semester course, 1-3 credits per semester, 6 credits maximum
- A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least
- Counts as a directed elective or elective for all diplomas
- Course is funded at a flat rate of \$500; No longer counts toward concentrator status.

Additional Pathway classes will be available through N. White:

- 1) Culinary
- 2) Construction
- 3) Diesel Mechanics

### **0547 Project Based Learning (PBL)**

Project-based learning allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

**This course code should be used to denote completion of the Graduation Pathways Employability Skills experience.**

- Recommended Grade: 9-12
- Required Prerequisites: None

- Recommended Prerequisites: Preparing for College & Careers
- Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the project-based learning experience validates the PBL work product.
- Qualifies as the employability skills requirement for all diplomas.

### **0539 Service Based Learning (SBL)**

Service-based learning integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility (and other employability skills), and strengthen communities.

SBL can be classified by three core indicators:

1. Integrating academic study with service experience;
2. Reflecting larger social, economic, and societal issues; and
3. Collaborative efforts between students, schools, and community partners

**This course code should be used to denote completion of the Graduation Pathways Employability Skills experience.**

- Recommended Grade: 9-12
- Required Prerequisites: None
- Recommended Prerequisites: Preparing for College & Careers
- Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the service-based learning experience validates the SBL work product.
- Qualifies as the employability skills requirement for all diplomas.

### **0543 Work Based Learning (WBL)**

Work-based learning (WBL) is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals.

WBL includes activities that can occur in workplaces or school-based enterprises and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. It supports entry or advancement in a career field and can serve as the culminating course or event in a student's chosen career pathway. Through WBL, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in real world settings.

**This course code should be used to denote completion of the Graduation Pathways Employability Skills experience.**

- Recommended Grade: 9-12
- Required Prerequisites: None
- Recommended Prerequisites: Preparing for College & Careers
- Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the work-based learning experience validates the WBL work product.
- Qualifies as the employability skills requirement for all diplomas.

**Available at North White High School:**

### **7193 Principles of Criminal Justice PRIN CR JUST**

Principles of Criminal Justice covers the purposes, functions, and history of the three primary parts of the criminal justice system: law enforcement, courts, and corrections. This course further explores the interrelationships and responsibilities of these three primary elements of the criminal justice system. • Recommended Grade(s): 9, 10, 11 • Required Prerequisites: None • Recommended Prerequisites: None • 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum • Counts as a directed elective or elective for all diplomas

### **7191 Law Enforcement Fundamentals LAW ENF FUND**

Law Enforcement Fundamentals critically examines the history and nature of the major theoretical perspectives in criminology and the theories found within those perspectives. Students analyze the 301 Indiana Department of Education High School Course Titles and Descriptions: 2024-2025 research support for such theories and perspectives and the connections between theory and criminal justice system practice within all the major components of the criminal justice system. The course will allow students to demonstrate the application of specific theories to explain violent and non-violent criminal behavior on both the micro and macro levels of analysis. Additionally, this course will introduce fundamental law enforcement operations and organization. This includes the evolution of law enforcement at federal, state, and local levels. • Recommended Grade(s): 10, 11, 12 • Required Prerequisites: Principles of Criminal Justice • Recommended Prerequisites: None • 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum • Counts as a directed elective or elective for all diplomas

### **7188 Corrections and Cultural Awareness CRT CORR**

Corrections and Cultural Awareness emphasizes the study of American criminal justice problems and systems in historical and cultural perspectives, as well as discussing social and public policy factors affecting crime. Multidisciplinary and multicultural perspectives are stressed. Additionally, this course takes a further examination of the American correctional system and the study of administration of local, state, and federal correctional agencies. The examination also includes the history and development of correctional policies and practices, criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and community corrections including probation and parole. Current philosophies of corrections and the debates surrounding the roles and effectiveness of criminal sentences, institutional procedures, technological developments, and special populations are discussed. ● Recommended Grade(s): 10, 11, 12 ● Required Prerequisites: Principles of Criminal Justice; Law Enforcement Fundamentals ● Recommended Prerequisites: None ● 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum ● Counts as a directed elective or elective for all diplomas

**Available at Rensselaer Central High School:**

#### **7214 Principles of Aviation Management PRIN AVI MAN**

Principles of Aviation Management provides students the opportunity to develop an understanding of various aspects of the aviation industry to include general regulations and laws associated with the field. Included is an overview of the aviation field and all employment opportunities. Areas of study include aerodynamics, aircraft systems, performance, weight and balance, physiology, regulations, cross country planning, weather, and decision-making skills. Students will also learn of the departments associated with an airport and their impact on the industry as a whole. ● Recommended Grade(s): 9, 10, 11 ● Required Prerequisites: None ● Recommended Prerequisites: None ● 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum ● Counts as a directed elective or elective for all diplomas

#### **7217 Private Pilot Theory PVT PLT THRY**

In Private Pilot Theory students will receive ground school knowledge required for certification as a private pilot with an airplane single engine land rating. Areas of study include aerodynamics, aircraft systems, performance, weight and balance, physiology, regulations, cross country planning, weather, and decision-making skills. ● Recommended Grade(s): 10, 11, 12 ● Required Prerequisites: Principles of Aviation Management ● Recommended Prerequisites: None ● 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum ● Counts as a directed elective or elective for all diplomas 327 Indiana Department of Education High School Course Titles and Descriptions: 2024-2025

#### **7207 Aviation Safety and Operations AVI SAF OPS Aviation**

Safety and Operations provides an overview of general aviation operations, including the operation and management of the Fixed Base Operation (FBO). It introduces the challenges and complexity of aviation security faced by aviation professionals across the industry and traces the evolution of current security approaches and explores technologies and processes targeting threat mitigation and improved operational efficiency. Emphasis will be placed on financial and operational considerations as well as on regulatory requirements and constraints. ● Recommended Grade(s): 10, 11, 12 ● Required Prerequisites: Principles of Aviation Management ● Recommended Prerequisites: None ● 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum ● Counts as a directed elective or elective for all diplomas