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North Harrison Community School Corporation does not discriminate on the basis of race, sex, national origin, religion or handicap in educational programs. The School Corporation is specifically required not to discriminate on the basis of sex by Title IX of the Federal Education Amendments of 1972.

**Class of 2012 -2015**  
**Indiana General Diploma**  
**Core 40 is an Indiana graduation requirement.**

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

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

English/Language Arts	<b>8 credits</b> in English 9-11 and either English 12 or two English electives that include literature, composition, and speech
Mathematics	<b>4 credits</b> 2 credits: Algebra 1 2 credits: any math course
Science	<b>4 credits</b> 2 credits: Biology 1 2 credits: a physical science
Social Studies	<b>4 credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: any social studies course
Physical Education	<b>2 credits</b>
Health	<b>1 credit</b>
Career Academic Sequence*	<b>6 credits</b>
Flex Credit	<b>5 credits</b> To earn the 5 Flex Credits a student must complete one of the following: -Additional courses to extend the career-academic sequence -Courses involving workplace learning, which may include: Prosser, SAE, SAE Co-Op - Advanced career-technical education, college credit -Additional courses in: language arts, social studies, mathematics, science, world languages or fine arts
Electives	<b>6 credits</b>
	<b>40 Total credits</b>

**\*Students may not participate in the awards program or the graduation ceremony if the graduation requirements have not been completed.**

\*\*The State of Indiana requires a student to pass ISTEP ECA in Algebra I and English 10 in order to receive a diploma beginning with the class of 2012. Biology I end of course assessment will be required for NCLB.

\*The State of Indiana requires full time attendance for seven semesters to meet graduation requirements.

\*Post Secondary Enrollment Program: for secondary school student in grades 11 and 12 who may, upon approval of the principal, enroll in courses offered by an eligible college institution.

## Class of 2012-2015 Indiana CORE 40 Diploma

English/Language Arts	<b>8 credits</b> in English 9-11 and either English 12 or two English electives that include literature, composition, and speech
Mathematics	<b>6 credits</b> 2 credits: Algebra 1 2 credits: Algebra II 2 credits: Geometry All students are required to take a math or physics course during their junior or senior year.
Science	<b>6 credits</b> 2 credits: Biology 1 2 credits: Integrated Chemistry-Physics (ICP) 2 credits: Earth Space Science, Adv. Environmental Science, Animal Science, Plant & Soil Science *Eligible students may take Biology I Honors, Chemistry I and an advanced science as their Core 40 Science requirement. Biology I Honors is a prerequisite for Chemistry I.
Social Studies	<b>6 credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World Geography or World History
Directed Electives	<b>5 credits</b> World Languages Fine Arts Career/Technical
Physical Education	<b>2 credits</b>
Health	<b>1 credit</b>
Electives	<b>6 credits</b>
	<b>40 Total credits</b>

For students who demonstrate financial need, the state of Indiana may award up to 90% public college tuition minus the expected family and student contribution to students who successfully complete the Core 40 requirements with a GPA of 2.0 or above. The student must attend a public or private school in Indiana to receive the financial aid.

\*The State of Indiana requires a student to pass ISTEP ECA in Algebra I and English 10 in order to receive a diploma beginning with the class of 2012. Biology I end of course assessment will be required for NCLB.

Please note: Basic English and other inclusion courses do not meet the requirements for a CORE 40 (any type) diploma.

## Class of 2012-2015 Indiana CORE 40 with Academic Honors Diploma

For the Core 40 with Academic Honors diploma, students must earn **47** credits:

English/Language Arts	<b>8 credits</b> in Honors, AP, or EXCEL level
Mathematics	<b>8 credits</b> 2 credits: Algebra 1 2 credits: Algebra II Honors 2 credits: Geometry 2 credits: Trig and Statistics or Pre-Calculus, or AP Calculus
Science	<b>6 credits</b> 2 credits: Biology 1 Honors 2 credits: Chemistry 1 2 credits: Physics, Biology II, Chemistry II, Adv. Life Science Plant or Animal, Adv. Earth Space
Social Studies	<b>6 credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World Geography or World History
World Language	<b>6-8 credits</b> Either 3 years in the same language or 2 years of one language and 2 years in another.
Fine Arts	<b>2 credits</b> in art or music
Physical Education	<b>2 credits</b>
Health	<b>1 credit</b>
Complete <u>one</u> of the following:	<ul style="list-style-type: none"> <li>- Two Advanced Placement courses and corresponding AP Exams</li> <li>- Academic, transferable dual high school/college courses resulting in 6 college credits</li> <li>- One Advanced Placement course and corresponding AP exam and academic transferable dual high school/college course(s) resulting in 3 college credits</li> <li>- Score 1200 or higher combined SAT math and verbal</li> <li>- Score a 26 composite on the ACT</li> </ul>
<b>Also:</b>	All 47 credits must earn a grade of "C" or above and Have a final GPA of 3.0 or above

For students who demonstrate financial need, the state of Indiana may award up to 100% public college tuition minus the expected family and student contribution to students who successfully complete the AHD requirements. The student must attend a public or private school in Indiana to receive the financial aid.

\*The State of Indiana requires a student to pass ISTEP ECA in Algebra I and English 10 in order to receive a diploma beginning with the class of 2012. Biology I end of course assessment will be required for NCLB.

**Class of 2012-2015  
Indiana CORE 40 with Technical Honors**

English/Language Arts	<b>8 credits</b> in English 9-12 Honors, AP, or Excel level
Mathematics	<b>6 credits</b> 2 credits: Algebra 1 2 credits: Algebra II Honors 2 credits: Geometry All students are required to take a math or physics course during their junior or senior year.
Science	<b>6 credits</b> 2 credits: Biology 1 Honors 2 credits: Chemistry 1 2 credits: Physics, Biology II, Chemistry II, Adv. Life Science Plants or Animal, or Adv. Earth Space Science
Social Studies	<b>6 credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World Geography or World History
Directed Electives	<b>8 - 10 credits</b> Career/Technical Program (Agriculture, Business, FACS, or Prosser)
Physical Education	<b>2 credits</b>
Health	<b>1 credit</b>
Additionally	<b>Complete two of the following options, one of which must be A or B:</b> A. Take WorkKeys and score at or above a designated level on each of the three core readiness subject areas. B. Technical, transferable dual high school/college credit courses resulting in 6 college credits. C. Professional career internship or cooperative education. D. A state approved industry recognized certification.
<b>Also:</b>	All 47 credits must be a C or above. Final GPA must be a 3.0 or above. <b>47 Total credits</b>

Upon completion of this program a student will be presented with a diploma designating Core 40 with Technical Honors

\*\*The State of Indiana requires a student to pass ISTEP ECA in Algebra I and English 10 in order to receive a diploma beginning with the class of 2012. Biology I end of course assessment will be required for NCLB.

For students who demonstrate financial need, the state of Indiana may award up to 90% public college tuition minus the expected family and student contribution to students who successfully complete the Core 40 requirements with a GPA of 2.0 or above. The student must attend a public or private school in Indiana to receive the financial aid.

**\*Please note that students interested in this diploma need to meet individually with a counselor.**

**Indiana General Diploma- Class of 2016 and beyond**  
 Effective beginning with students who enter high school in the 2007-08 school year:  
 Core 40 is an Indiana graduation requirement.

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

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

English/Language Arts	<b>8 credits</b> in English 9-11 and either English 12 or two English electives that include literature, composition, and speech
Mathematics	<b>6 credits</b> 2 credits: Algebra 1 2 credits: any math course 2 credits: math or quantitative reasoning course junior or senior year
Science	<b>4 credits</b> 2 credits: Biology 1 2 credits: a physical science
Social Studies	<b>4credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: any social studies course
Physical Education	<b>2 credits</b>
Health	<b>1 credit</b>
College & Career Pathway	<b>6 credits</b>
Flex Credit	<b>5 credits</b> To earn the 5 Flex Credits a student must complete one of the following: -Additional courses to extend the college & career pathway -Courses involving workplace learning, which may include: Prosser, SAE, SAE Co-Op - Advanced career-technical education, college credit -Additional courses in: language arts, social studies, mathematics, science, world languages or fine arts
Electives	<b>4 credits</b>

**40 Total credits**

\*Students may not participate in the awards program or the graduation ceremony if the graduation requirements have not been completed.

\*The State of Indiana requires a student to pass ISTEP ECA Algebra 1 and English 10 in order to receive a diploma.

\*Post Secondary Enrollment Program: for secondary school student in grades 11 and 12 who may, upon approval of the principal, enroll in courses offered by an eligible college institution.

\*Effective beginning with students who enter high school in the 2012-2013 school year.

# Indiana CORE 40

## Class of 2016 and beyond

English/Language Arts	<b>8 credits</b> in English 9-11 and either English 12 or two English electives that include literature, composition, and speech
Mathematics	<b>8 credits (each year of high school)</b> 2 credits: Algebra 1 2 credits: Geometry 2 credits: Algebra II 2 credits: math or quantitative reasoning course
Science	<b>6 credits</b> 2 credits: Biology 1 Honors 2 credits: Chemistry 1 2 credits: Earth Space Science, Physics, Biology II, Chemistry II, Adv. Life Science Plants or Animal, or Adv. Earth Space Science
Social Studies	<b>6 credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World Geography or World History
Directed Electives	<b>5 credits</b> World Languages Fine Arts Career/Technical
Physical Education	<b>2 credits</b>
Health	<b>1 credit</b>
Electives	<b>6 credits</b>

**40 Total credits**

\*Students may not participate in the awards program or the graduation ceremony if the graduation requirements have not been completed.

\*The State of Indiana requires a student to pass ISTEP ECA Algebra 1 and English 10 in order to receive a diploma.

\*Post Secondary Enrollment Program: for secondary school student in grades 11 and 12 who may, upon approval of the principal, enroll in courses offered by an eligible college institution.

\*Number of math credits required during the four years of high school.

\*Effective beginning with students who enter high school in the 2012-2013 school year.

# Indiana CORE 40 with Academic Honors Class of 2016 and beyond

For the Core 40 with Academic Honors diploma, students must earn **47** credits:

English/Language Arts	<b>8 credits</b> in Honors, AP, or EXCEL level
Mathematics	<b>8 credits (each year of high school)</b> 2 credits: Algebra 1 2 credits: Geometry 2 credits: Algebra II Honors 2 credits: Trig and Statistics or Pre-Calculus, or AP Calculus
Science	<b>6 credits</b> 2 credits: Biology 1 Honors 2 credits: Chemistry 1 2 credits: Physics, Biology II, Chemistry II, Adv. Life Science Plant or Animal
Social Studies	<b>6 credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World Geography or World History
World Language	<b>6-8 credits</b> Either 3 years in the same language or 2 years of one language and 2 years in another.
Fine Arts	<b>2 credits</b> in art or music
Physical Education	<b>2 credits</b>
Health	<b>1 credit</b>
Complete <u>one</u> of the following:	<ul style="list-style-type: none"> <li>- Two Advanced Placement courses and corresponding AP Exams</li> <li>- Academic, transferable dual high school/college courses resulting in 6 college credits</li> <li>- One Advanced Placement course and corresponding AP exam and academic transferable dual high school/college course(s) resulting in 3 college credits</li> <li>- Score 1750 composite on SAT; 530 minimum score on each section</li> <li>- Score a 26 composite on the ACT plus writing</li> </ul>
<b>Also:</b>	All 47 credits must earn a grade of "C" or above and Have a final GPA of 3.0 or above

\*Students may not participate in the awards program or the graduation ceremony if the graduation requirements have not been completed.

\*The State of Indiana requires a student to pass ISTEP ECA Algebra 1 and English 10 in order to receive a diploma.

\*Post Secondary Enrollment Program: for secondary school student in grades 11 and 12 who may, upon approval of the principal, enroll in courses offered by an eligible college institution.

\*Effective beginning with students who enter high school in the 2012-2013 school year.

## Indiana CORE 40 with Technical Honors Class of 2016 and beyond

English/Language Arts	<b>8 credits</b> in English 9-12 Honors, AP, or Excel level
Mathematics	<b>8 credits ( math each year in high school)</b> 2 credits: Algebra 1 2 credits: Geometry 2 credits: Algebra II Honors 2 credits: math or quantitative reasoning course
Science	<b>6 credits</b> 2 credits: Biology 1 Honors 2 credits: Chemistry 1 2 credits: Earth Space Science, Physics, Biology II, Chemistry II, Adv. Life Science Plants or Animal, or Adv. Earth Space Science
Social Studies	<b>6 credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World Geography or World History
College & Career Pathway	<b>6 credits</b> Career/Technical Program (Agriculture, Business, FACS, or Prosser) plus earn a designated industry-based certification or credential or 6 transcribed college credits
Physical Education	<b>2 credits</b>
Health	<b>1 credit</b>
Additionally	<b>Complete one of the following options:</b> A. Any one AHD option B. Take WorkKeys and score reading level 6; appl. Math level 6; and locating information level 5. C. Take Accuplacer and score writing 80; reading 90; and math 75. D. Take Compass and score algebra 66; writing 70; and reading 80.
<b>Also:</b>	All 47 credits must be a C or above. Final GPA must be a 3.0 or above.

### 47 Total credits

\*Students may not participate in the awards program or the graduation ceremony if the graduation requirements have not been completed.

\*The State of Indiana requires a student to pass ISTEP ECA Algebra 1 and English 10 in order to receive a diploma.

\*Post Secondary Enrollment Program: for secondary school student in grades 11 and 12 who may, upon approval of the principal, enroll in courses offered by an eligible college institution.

\*Effective beginning with students who enter high school in the 2012-2013 school year.

## Agriculture Education

### Fundamentals of Agricultural Science and Business (9)

Fundamentals of Agricultural Science and Business is a year long course that is highly recommended as a prerequisite and 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, farm and agribusiness management, landscape management, natural resources management, agricultural mechanization, and supervised agricultural experience which includes units on career and leadership development. An activity and project based approach is used along with team building to enhance the effectiveness of the student learning activities. Four-year career plans and personal and career portfolios should be developed, reviewed regularly, and upgraded, utilizing a local school counselor and other school and community persons or resources.

\*Two semester course. Two credits.

\* A Core 40 directed elective as part of a technical career area.

### Animal Science (10, 11, 12)

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. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, aquaculture, careers in animal science, common diseases and parasites, social and political issues related to the industry, and management practices for the care and maintenance of animals.

\***Prerequisite:** Fundamentals of Agricultural Science or Horticulture or Bio I and ICP (or concurrent enrollment in ICP)

\*Two semester course. Two credits.

\*Meets the requirement for third year Core 40 Science

\* A Core 40 directed elective as part of a technical career area.

### Plant and Soil Science (9)

Plant and Soil Science is a semester long course that provides students with opportunities to participate in a variety of activities including laboratory work. Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, environmental factors affecting plant growth, diseases and pests of plants and their management, 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, harvesting, and career opportunities in the field of plant and soil science.

\***Prerequisite:** Fundamentals of Agricultural Science or Horticulture or Bio. I and ICP (or concurrent enrollment in ICP)

\*Two semester course. Two credits.

\*Meets the requirement for third year Core 40 Science.

\* A Core 40 directed elective as part of a technical career area.

### **Horticultural Science (10, 11)**

Horticultural Science is a year long course designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, floriculture, management practices for field and greenhouse production, marketing concepts, production of herbaceous, woody, and nursery stock, fruit, nut, and vegetable production, and pest management. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

\*Two semester course. Two credits.

\* A Core 40 directed elective as part of a technical career area.

### **Landscape Management (11,12)**

Landscape Management is a year long course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures 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 seek an industry approved State Certificate of Mastery in Landscape Management.

\***Prerequisite:** Horticultural Science

\*Two semester course. Two credits.

\* A Core 40 directed elective as part of a technical career area.

### **Natural Resource Management (11, 12)**

This course is a year long program that provides students with a background in natural resource management. Students are introduced to career opportunities in natural resource management and related industries, the history of the forest industry and forest policy, the importance and uses of forest plants, factors that influence the development of forests, forest improvement and best management practices, proper care and use of forest tools and equipment, effects of management practices on the environment, soil conservation practices, water and its importance to natural resource management, hazardous waste management, native wildlife, waterfowl, fish, wetlands and pond management, surveying and map use, management of recreational areas, outdoor safety, and weather. "Hands-on" learning activities encourage students to investigate areas of environmental concern including: identification and management of ecosystems, management of waste, chemicals and the environment, soil conservation, land uses, regulations, and ordinances, water quality, and air quality.

\*Two semester course. Two credits.

\* A Core 40 directed elective as part of a technical career area.

## **Agribusiness Management (11,12)**

Agribusiness Management is a year long course that presents the concepts necessary for managing an agriculture-related business from a local and global perspective. Concepts covered in the course include: identification of careers in agribusiness, global visioning, safety management, entrepreneurship, the planning, organizing, controlling, and directing of an agribusiness, effects of government organizations on agribusiness, economic principles, credit, record keeping, budgeting, fundamentals of cash flow, taxation and the tax system, insurance, marketing, cooperatives, purchasing, the utilization of technology in agribusiness, human resource management, customer service, and employer-employee relations and responsibilities.

\* **Prerequisite:** Animal Science, Plant and Soil Science, or Horticulture

\*Two semester course. Two credits.

\* A Core 40 directed elective as part of a technical career area.

## **Advanced Life Science, Animals ANSC 102 (11,12)**

Advanced Life Science, Animals, 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 animal-based laboratory and field investigations as an essential course component. Students investigate key concepts that enable them to understand animal growth, development and physiology as it pertains to agricultural science. This course stresses the unifying themes of both biology and chemistry as students work with concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology and chemistry in highly advanced agricultural applications of animal development.

\*This course can be taken for Intro to Animal Agriculture. ANSC 102 for 3 college credits through Purdue University. \$85.00 per credit hour. You must be in the upper 50% of class rank.

\***Prerequisite:** Biology 1 Honors and Chemistry 1

\*An AHD and Core 40 course.

\*Two semester course. Two credits. Weighted

## **Advanced Life Science, Plant & Soil BTNY 210 (11, 12)**

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

\*This course can be taken for Intro to Plant Science. BTNY 210 for 4 college credits through Purdue University. \$85.00 per credit hour. You must be in the upper 50% of class rank.

- \***Prerequisite:** Biology 1 Honors and Chemistry 1
- \*An AHD and Core 40 course.
- \*Two semester course. Two credits. Weighted

### **Supervised Agricultural Experience (SAE) (12)**

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should experience and apply what is learned in the classroom, laboratory, and training site to real-life situations. Students work closely with their agricultural science and business teacher(s), parents, and/or employers to get the most out of their SAE program. This course should be offered each semester 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.

- \***Prerequisite:** Fundamentals of Agricultural Science and Business plus one full year of any other agriculture course each year. Approval of instructor required.
- \*One or two semesters. One credit per semester.
- \*A Core 40 directed elective as part of a technical career area.
- \*This course may be taken as summer SAE credits for 10, 11, and 12. One credit per summer.

### **FFA**

FFA is the vocational student organization, which is an integral part of the vocational program of instruction in Agribusiness Education. The many activities in FFA parallel the methodology of the instructional program and are directly related to each individual student's occupational goals and objectives. As an integral part of the instructional program, district and state levels FFA activities provide students an opportunity to demonstrate their proficiency in the skills, abilities, and knowledge they have acquired in the Agribusiness Education program of instruction and FFA activities are highly encouraged to represent their local community, district, and state in participating in the National FFA activities.

## **Business Management & Finance**

### **Accounting I (10, 11,12)**

Accounting I is a beginning level business finance course that introduces principles and procedures for proprietorships, partnerships, and corporations using double-entry accounting with emphasis on accounting principles as they relate to both manual and automated financial systems. This course will involve analyzing and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making. Instructional strategies may include the use of computers, projects, simulations, and real world experiences to apply accounting theories and principles.

\*Two semester course. Two credits.

• A Core 40 directed elective as part of a technical career area.

### **Accounting II (11, 12)**

Accounting II is an advanced level business finance course that will expand upon the principles and procedures learned in Accounting I. Emphasis will be placed on decisions made in the managerial accounting of corporations using more in-depth analysis of financial statements. Instructional strategies may include the use of computers, projects, simulations, and real world experiences to apply accounting theories and generate reports.

\* **Prerequisite:** Accounting I

\*Two semester course. Two credits.

\* A Core 40 directed elective as part of a technical career area.

### **Business and Personal Law- BUSN 102 (10, 11, 12)**

Business and Personal Law is a business course that provides the basic foundation of the legal system. This course will cover consumer rights and obligations, contractual agreements, business rights and obligations, torts, law for minors, and both criminal and civil trials. Instructional strategies may include mock trials, case studies, professional mentoring, job shadowing, field trips, guest speakers, and computer/ technology applications.

\* One semester course. One credit.

\*A Core 40 directed elective as part of a technical career area.

\* This course may be taken for 3 college credits through Ivy Tech if you are a junior or senior. You must meet Ivy Tech's requirements in order to receive college credit.

### **Business Foundations (10, 11, 12)**

Business Foundations is the introductory business course that provides the framework for future business courses. This core course acquaints students with personal finance, communications, technology, management, marketing, law, economics, insurance, entrepreneurship, and business careers. The application and importance of business etiquette and ethics will be introduced. Opportunities may be provided for the student to participate in job shadowing, job mentoring, and other field experiences. Instructional strategies may include computer and technology applications, simulations, projects, teacher demonstrations, and cooperative ventures between school and community.

\*Two semester course. Two credits.

\*A Core 40 directed elective as part of a technical career area.

## **Business Tech Lab**

### **Business Tech Lab – IC3 (9, 10, 11, 12)**

Business Tech Lab-IC3 is a business course that prepares students to use computerized devices and software programs to effectively handle communication-related school assignments and to develop communication competencies needed for personal and professional activities after graduation. Students will learn the capabilities and operation of high-tech hardware and software and will develop proficiency using a variety of computer input and out technologies, including touch keyboarding, speech recognition and handwriting recognition. Knowledge of hardware, software, and input and output proficiencies will be applied to communication situations that require problem solving and critical thinking.

\*A two semester course. Two credits.

\* A Core 40 elective.

### **Business Tech Lab I (10, 11, 12)**

Business Tech Lab I 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.

Intermediate & Advanced Microsoft Excel and Intermediate & Advanced Microsoft Access. Can lead to MOS (Microsoft Office Specialist) Certification.

\* **Prerequisite:** Business Tech Lab – IC3

\*One semester course. One credit.

\* An AHD and Core 40 elective

### **Business Tech Lab II (10, 11, 12)**

Business Tech Lab II 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.

Microsoft Publisher, Microsoft Power Point, and Web Design. Can lead to MOS (Microsoft Office Specialist) Certification.

\***Prerequisite:** Business Tech Lab – IC3

\*One semester course. One credit.

• An AHD and Core 40 elective.

## **Family and Consumer Science**

### **Consumer Economics (9)**

Consumer Economics enables students to apply economic principles to their individual, family, and community lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. The course focuses on interrelationships among economic principles and individual and family roles of exchanger, consumer, producer, saver, investor, and citizen. Economic principles to be studied include: scarcity, supply and demand, market structure, the role of government, money and the role of financial institutions, labor productivity, economic stabilization, and trade.

\*A one credit course. One semester

\*A Core 40 elective course.

### **Orientation to Life and Careers (9)**

Orientation to Life and Careers addresses the essential knowledge, skills, and behaviors that all students need to live successfully in today's world. This course emphasizes a project-based approach that utilizes higher order thinking, communication, leadership, and management processes in order to integrate suggested topics into the study of individual and family issues. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include: higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, principles, and goals; life and career exploration and planning; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; decision making and organizational skills; and managing personal resources. The opportunity for ninth graders to develop four-year career plans, with counselor participation, can be included based on local curriculum needs. Personal and career portfolios should be developed or upgraded with the cooperation of others, especially the business technologies and/or language arts teachers. This is a foundational course designed to teach knowledge and life skills that are essential for ALL high school students regardless of their career cluster interests.

\*A one credit. One semester course.

\*A Core 40 elective.

### **Nutrition and Wellness (10,11,12)**

Nutrition and Wellness enables students to realize the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include: impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices; planning for wellness and fitness; selection and preparation of nutritious meals and snacks based on USDA Dietary Guidelines including the Food Guide Pyramid; safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of science and technology on nutrition and wellness issues; and nutrition and wellness

career paths. Laboratory experiences which emphasize both nutrition and wellness practices are required components of this course.

\*A one semester course / one credit

\*A Core 40 directed elective as part of a technical career area.

### **Advanced Nutrition and Foods (11,12)**

Advanced Nutrition and Foods is a sequential course that addresses more complex concepts in nutrition and foods, with emphasis on contemporary economic, social, psychological, cultural, and global issues. Topics include: nutrition and wellness for individuals and families across the life span; community and world food concerns, including hunger; impacts of technology on nutrition, foods, and related tools and equipment; management of food-related resources; acquiring, organizing, and evaluating information about foods and nutrition; and exploration of careers in all aspects of the food industry. Laboratory experiences which emphasize advanced applications are required. School-based entrepreneurial enterprises, field-based observations and experiences, and service learning activities are recommended.

\***Prerequisite:** Nutrition and Wellness with a C or above

\*A one semester course. One credit

\*A Core 40 directed elective as part of a technical career area.

### **Interpersonal Relationships (11,12)**

Interpersonal Relationships addresses the knowledge, skills, attitudes, and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include components of healthy relationships, roles, and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships (e.g., power, conflicting interests, peer pressure, life events); establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communication styles; techniques for effective communication, leadership, and teamwork; individual and group goal setting and decision making; preventing and managing stress and conflict; addressing violence and abuse; and related resources, services, and agencies. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

\*A one semester course. One credit

\*A Core 40 directed elective as part of a technical career area

### **Housing and Interiors (11,12)**

Housing and Interiors addresses selecting and planning living environments to meet the needs and wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, maintenance, and aesthetic factors. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include: evaluation of housing styles, locations, zones, restrictions, and ownership options; managing resources to provide shelter for individuals and

families, including financing options and tax considerations; contemporary housing issues, including homelessness; environmental and energy issues; impacts of technology; housing to meet special needs; elements and principles of design related to interiors, housing, and architecture; blueprinting and floor planning skills; creating functional, safe, and aesthetic spaces; historical aspects and contemporary trends in housing, interiors, furniture, and appliances; and, exploration of housing-related careers.

\*One semester course. One credit

\*A Core 40 directed elective as part of a technical career area.

### **Fashion and Textiles Foundations (10,11,12)**

Textiles and Fashion Technologies addresses knowledge and skills related to design, production, acquisition, and distribution in the textiles and fashion arenas. Topics include: exploration of textiles and fashion industries; elements of science and design in textiles and apparel; textiles principles and applications; social, psychological, cultural, and environmental aspects of clothing and textiles selection; clothing and textile products for people with special needs; critical thinking applied to consumer options for fashion, textiles, and related equipment and tools; care and maintenance of textile products, equipment, and tools; impacts of technology; construction and alteration skills; contemporary issues, including global applications. Work-based, entrepreneurial, experimental, laboratory, and/or service learning are to be included. Portfolio activities are required. **Each student is responsible to purchase his/her own material and sewing notions in addition to the normal class fee.**

\*A one credit course. One semester

\*A Core 40 directed elective as part of a technical career area.

### **Child Development and Parenting (12)**

Child Development and Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. The focus is on research-based nurturing and parenting practices and skills that support positive development of children. Topics include: consideration of the roles, responsibilities, and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

\*One credit course. One semester

\*A Core 40 directed elective as part of a technical career area.

## Health and Physical Education

### Physical Education I (9)

Physical Education I continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics, (9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based skill evaluations.

\*This course is required to meet state graduation requirements, Academic Honors Diploma, and Core 40 requirements.

\*One semester course. One credit

### Physical Education II (10)

Physical Education II emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. It includes at least three different movement forms without repeating those offered in Physical Education I. Movement forms may include: (1) health-related fitness activities (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics, (9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers.

\***Prerequisite:** Physical Education I

\*This course is required to meet state graduation requirements, Academic Honors Diploma, and Core 40 requirements.

\*One semester course. One credit.

### Health Education (9)

High school health education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Standards Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drugs; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention. Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to

further develop health literacy.

\*This course is required to meet state graduation, Academic Honors Diploma, and Core 40 requirements.

\*One semester course. One credit.

### **Advanced Physical Education (11,12)**

Advanced Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in specific areas. A minimum of two of the following activities should be included: (1) health-related fitness activities (cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition), (2) team sports, (3) individual or dual sports, (4) aquatics and, (5) outdoor pursuits. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Field trips may also be included.

\*Physical fitness, strength training, and conditioning will be the primary focus of this class.

\***Prerequisite:** Physical Education I and II

\*One or two semester course. One credit per semester.

## Language Arts

### English 9 Honors (9)

Through the integrated study of literature, composition, and oral communication, English 9 Honors students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students practice identifying, analyzing, and composing with different elements, structures, and genres of written language. *Literature* instruction focuses on opportunities to: \*read and comprehend a broad variety of literature applying appropriate reading strategies to enhance reading skills and literary appreciation which includes the ability to: (1) identify and analyze the elements of story structure, (2) utilize literature and expository material related to the world of work and technical documents, (3) identify literature by genre, (4) identify the author's purpose and perspective, (5) recognize bias and propaganda, and (6) identify and analyze elements of drama; and \* develop vocabulary through: (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, and (5) independent reading.

The *Composition* component of language arts requires students to write for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. These include (1) having a hierarchy of ideas such as, thesis, supporting points, and specific examples; (2) the understanding of the paragraph as a formal structure, with a topic sentence; and (3) the understanding that composition (regardless of type) is an organized message from an author to a specific, identified audience. Using technology, students receive instruction and practice in the writing process. This process includes: (1) prewriting, including summarizing, analyzing, and evaluating research; defining a problem or question; and outlining; (2) drafting; (3) revising, which includes obtaining, evaluating, and using feedback to rewrite the substance of the document; (4) editing, which includes attending to issues of spelling, grammar, punctuation, and style using a style manual, such as that of the Modern Language Association [MLA], Chicago Manual of Style, or American Psychological Association [APA]; and (5) publishing, which includes overall presentation, stylistic consistency, and electronic production. Composition also provides opportunities to create multiple types of writing, including expository essays of persuasion and literary analysis, and technical writing assignments in various forms, including business letters, resumes, and laboratory reports.

*Oral Communication* (speech) emphasizes effective listening and speaking techniques and provides opportunities for students to integrate other reading and language arts skills as they learn to express ideas verbally. Oral communication should incorporate correct grammar, usage, vocabulary, reading, and composition skills. Student expectations emphasize both making presentations and being critical participants and listeners.

\*Presentations include: (1) a well researched and coherently organized message to a given audience, (2) using effective delivery techniques in presentations, (3) establishing rapport with the audience, and (4) using the proper mechanics of speech;

\*Critical listening and participant skills include: (1) identifying and analyzing characteristics of a speaker's tone and style of presentation, (2) actively contributing to group discussions, (3) note taking, and (4) collaborating with peers to create written texts, speeches, and to make decisions; and

\*Other skills related to oral communication include: (1) understanding the meaning and

consequences of Freedom of Speech, (2) reading about and researching topics using the library and various media resources, and (3) giving and following oral directions as expected in the workplace.

\***Prerequisite:** A, B, or C in English / Literature

\*Two semester course. Two credits.

\*An AHD and Core 40 course.

### **English 10 Honors (10)**

Language arts instruction, as with math and other disciplines, is cumulative. Thus, English 10 Honors reinforces and continues to make full use of many of the activities and skills of English 9 Honors. Beyond these, English 10 Honors adds the following emphasis: (1) consideration of a given canon of literature, usually American Literature; and (2) increased focus on the self-conscious choice of comprehension and writing strategies. Literature instruction focuses on opportunities to: respond critically, reflectively, and imaginatively to World Literature World Literature including classic and contemporary works, and recognizes the relevance of this literature in today's world; practice distinguishing among the different types of contents and purposes language can hold, for example, logic, opinion, ideology, point-of-view, and suggestion. Moreover, students practice using language for different, sophisticated purposes, including: (1) identifying and forming conclusions; (2) recognizing and using persuasive devices; (3) judging authors' purpose, perspective, and expertise; and (4) reading and interpreting public documents, instructions, and symbols; and develop vocabulary through: (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, and (5) independent reading. In addition, students should be responsible for taking personal time for both instructional and recreational reading.

The *Composition* component of language arts provides students with opportunities to write for various audiences and purposes. Students identify and employ various elements of good writing in well organized descriptive, expository, and narrative writings. These elements include: (1) stating and supporting a point of view or opinion, (2) using transitions effectively to relate individual points and paragraphs to each other and to the main idea, (3) creating expository essays of persuasion and literary analysis, and (4) completing technical writing assignments. Students use the basic modes of oral and written expression through the development of effective descriptive and narrative procedures, including focus and logical organization of ideas. As a part of the writing process, students: (1) apply and use specialized reading skills in the content areas; (2) listen attentively and critically for different purposes and take appropriate notes; (3) interpret research by summarizing, analyzing, evaluating, and making decisions individually as well as in groups; (4) utilize rating scales and checklists for personal assessment, and (5) use a variety of technological tools in the learning process. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing. Students are encouraged to use one of the manuals of style such as Modern Language Association (MLA), American Psychological Association (APA), or the Chicago Manual of Style (CMS).

*Oral Communication* (speech) provides students with opportunities to develop greater facility with choosing and employing different elements of effective oral communication. Student expectations include: (1) using effective delivery techniques; (2) communicating responsibly, critically, and confidently on specialized topics when speaking in public; (3) creating and using technological devices in oral presentations; (4) using transitional devices effectively and using the proper style of delivery; (5) using proper social etiquette; and (6) demonstrating the various types of speeches and developing an effective personal delivery style.

\*Two semester course. Two credits.

\*An AHD and Core 40 course.

## **English 11 Honors (11)**

Through the integrated study of literature, composition, and oral communication, English 11 Honors students further develop their use of language as a tool for learning and thinking and as a source of pleasure. In English 11 Honors, students move from predominantly analyzing and using the elements of written language to making judgments based on those analyses. English 11 Honors also incorporates a literary canon, much of which is from a culture or time period different from that of the students—a survey of American Literature from different periods. *Literature* instruction focuses on opportunities to: develop criteria for judging and analyzing literary works, speeches, essays, and poetry; elect appropriate reading skills and strategies to: (1) distinguish elements in literature that make it a reflection of the social, economic, political thinking, or condition of the times; (2) analyze literature as it reflects divergent points of view; and (3) identify how contemporary writing reflects past tradition and movements; respond critically, reflectively, and imaginatively to American Literature, including major authors from the Puritan Era, Age of Reason, the Romantic Period, the Civil War Era, the Twenties, Modern Black Literature, the Forties, the Fifties, and Modern Drama, and recognize the relevance of this literature in today's world; and develop vocabulary through: (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, (5) recognizing analogies, and (6) independent reading.

The *Composition* component of language arts provides students with opportunities to produce a variety of forms including persuasive writing, synthesis and analysis of information from a variety of sources, completing complex forms, describing procedures, giving directions, and using graphic forms to support a thesis. Composition continues to refine students' abilities to articulate sophisticated ideas in an organized manner. Increased sensitivity to context-audiences, purposes, and other environmental considerations-helps students better communicate their thoughts. In addition, students develop greater facility with the back-and forth-movement between analysis and synthesis. That is, students analyze sources with increasing attention to detail while they synthesize or compose written texts, using these analyses in accordance with a given purpose such as persuasion, exposition, description, and so forth. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing. Students are given the opportunity to learn the usage of one of the manuals of style such as Modern Language Association (MLA).

*Oral Communication* (speech) continues to emphasize effective listening and speaking techniques. This includes providing opportunities for students to integrate other reading and language arts skills as they incorporate correct grammar, usage, vocabulary, reading, and composition skills while learning to express ideas verbally. This course also calls attention to the contexts in which oral communication takes place. Student expectations include: (1) communicating in academic and non-academic language environments; (2) communicating responsible, critically, and confidently on specialized topics when speaking in public (3) analyzing speech in terms of socio-cultural values, attitudes, and assumptions; (4) enhancing speaking with appropriate nonverbal cues; (5) adapting to physical, psychological, and environmental distractions; (6) analyzing and evaluating historical, professional, and student speeches on content and delivery; and (7) demonstrating a basic knowledge of parliamentary procedure.

\*Two semester class. Two credits. Weighted.

\*An AHD and Core 40 course

## **English 12 Honors (12)**

Grade 12 continues to refine students' ability and desire to learn and communicate about language and literature. While students developed judgments informed by keen literary analysis in Grades 9-11, in Grade 12 they practice explaining and defending their readings to others. In addition, the emphasis on different cultural contexts is intensified in a focus on world literature. To negotiate these texts, students learn to identify and communicate about the broad themes, trends, and cultural issues present in British Literature. *Literature* instruction focuses on opportunities to: apply appropriate reading skills and strategies to make and defend judgments about written quality and content of literary works, written and technologically generated material, literary genres, conventions, and story structure; respond critically, reflectively, and imaginatively to the literature of outstanding British writers; become acquainted with cultures of other countries; study themes that relate to mankind and outstanding world writers; and analyze literature as it reflects a divergent point of view in all literary periods; and develop vocabulary through: (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, (5) recognizing analogies, and (6) independent reading.

The *Composition* component of English 12 Honors continues to provide students with opportunities to hone their writing. Writing at this stage has: (1) a clearly identified audience, (2) a well articulated purpose and thesis, and (3) a structured body that fulfills its stated purpose and supports its thesis in a way accessible to its audience. Writing at this stage is also well informed by careful research and intelligent analysis. Using technology, students are able to produce polished final documents. Polished writing requires following through with all phases of the writing process (prewriting, drafting, revising, editing, and publishing), at which all students should be proficient. All writing should meet the four criteria outlined above and have been through all stages of the process just described, including persuasive writing, synthesis and analysis of information from a variety of sources, and reflective essays. Students are also able to complete complex forms, describe procedures, give directions, and use graphic forms to support a thesis. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Students are encouraged to use one of the manuals of style such as Modern Language Association (MLA).

*Oral Communication* (speech) continues to emphasize the organization of ideas, awareness of audience, and sensitivity to context in carefully researched and well organized speeches. Student

expectations include: (1) presenting facts and arguments effectively; (2) analyzing speeches in terms of socio-cultural values, attitudes, and assumptions; (3) recognizing when another does not understand the message being delivered; (4) utilizing Aristotle's three modes of proof; (5) utilizing elementary logic such as, deductive, inductive, causal, and analogical forms of reasoning; and (6) expressing and defending, with evidence, one's thesis.

\*Two semester class. Two credits. Weighted.

\*An AHD and Core 40 course.

### **Advanced Composition ENGL 101 (12)**

Advanced Composition further develops and refines writing skills introduced in other composition courses. This course provides students frequent opportunities to write for different audiences and purposes, using a process that includes: (1) preprinting, (2) drafting, (3) peer sharing, (4) revising, and (5) editing. Techniques of persuasive writing and formal argument are studied, and increased emphasis is placed on language and style. This type of course encourages students to: (1) take risks as writers, (2) choose some of their own topics for writing, and (3) publish their writing in the most appropriate formats available, such as school and local newspapers, contests, and literary magazines. Students will do presentations critiquing their own writing. Students will also read and evaluate literary samples of good writing to enhance their own writing. Word processors used to support writing instruction in this course are recommended. This is a writing class for college credit. Students will develop their ability to think and write clearly using a variety of organizational writing patterns. Nine essays of 500 word length plus in-class essays will be completed. One of these essays will be a research paper. Textbook essays are read to familiarize students with the writing patterns. The grammar, vocabulary level, and writing topics are important aspects of this course. Journal writing is required. Exams covering the text and grammar are part of this class. Vocabulary work will be required. **Please note that as a college level course, some reading selections may contain mature themes and language.**

\***Prerequisite:** English 11 Honors with a grade of A, B, or C and a minimum SAT verbal score of 420 and writing 440 or PSAT score of 42 and 44 or ACT reading 21 and English 18. There is a required registration fee paid to Vincennes University Jasper Center. Students must purchase the texts for this class. Students earning at least a grade of "C" will receive three college credit hours. Many public colleges accept this as a transfer credit, and many private colleges do also; however, students may want to check specifically with their prospective college choice.

**\*If course is dropped after the last day of school in May, student is required to pay for the textbook.**

\*An AHD and Core 40 course. Weighted

\*One semester course. One high school credit.

### **Introduction to Literature LITR 100 (12)**

**Introduction to Literature is taken second semester in conjunction with Advanced Composition HEW 101.** This course is an introduction to literature and to three major genres: fiction, poetry, and drama. Emphasis is placed on the ability to read critically and gain an appreciation for literature. **Please note that as a college level course, some reading selections may contain mature themes and language.**

\***Prerequisite:** English 11, Honors with a grade of A, B, or C and a minimum SAT verbal score of 420 and writing 440 or PSAT score of 42 and 44 or ACT reading 21 and English 18. There is a

required registration fee paid to Vincennes University Jasper Center. Students must purchase the texts for this class. Students earning at least a grade of “C” will receive three college credit hours. Many public colleges accept this as a transfer credit, and many private colleges do also; however, students may want to check specifically with their prospective college choice.

**\*If course is dropped after the last day of school in May, student is required to pay for the textbook.**

\*One semester course. One credit. Weighted

\*An AHD and Core 40 course.

## **English 9 (9)**

Through the integrated study of literature, composition, and oral communication, English 9 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students practice identifying, analyzing, and composing with different elements, structures, and genres of written language. *Literature* instruction focuses on opportunities to read and comprehend a broad variety of literature applying appropriate reading strategies to enhance reading skills and literary appreciation which includes the ability to identify and analyze the elements of story structure, utilize literature and expository material related to the world of work and technical documents, identify literature by genre, identify the author’s purpose and perspective, recognize bias and propaganda, identify and analyze elements of drama, and develop vocabulary.

The *Composition* component of language arts requires students to write for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. These include having a hierarchy of ideas such as, thesis, supporting points, and specific examples; the understanding of the paragraph as a formal structure, with a topic sentence; and the understanding that composition (regardless of type) is an organized message from an author to a specific, identified audience. Using technology, students receive instruction and practice in the writing process. This process includes prewriting, including outlining; drafting, revising, which includes obtaining, evaluating, and using feedback to rewrite the substance of the document; editing, and publishing. Composition also provides opportunities to create multiple types of writing, including expository essays of persuasion and literary analysis, and technical writing assignments in various forms, including business letters, resumes, and laboratory reports.

*Oral Communication* (speech) emphasizes effective listening and speaking techniques and provides opportunities for students to integrate other reading and language arts skills as they learn to express ideas verbally. Oral communication should incorporate correct grammar, usage, vocabulary, reading, and composition skills. Student expectations emphasize both making presentations and being critical participants and listeners.

\* Two semester course. Two credits.

\* Core 40 course.

## **English 10 (10)**

Language arts instruction, as with math and other disciplines, is cumulative. Thus, English 10 reinforces and continues to make full use of many of the activities and skills of English 9. Beyond these, English 10 adds the following emphasis: (1) consideration of a given canon of literature,

usually American Literature; and (2) increased focus on the self-conscious choice of comprehension and writing strategies. Literature instruction focuses on opportunities to respond critically, reflectively, and imaginatively to literature, practice distinguishing among the different types of contents and purposes language can hold, for example, logic, opinion, ideology, point-of-view, and suggestion. In addition, students should be responsible for taking personal time for both instructional and recreational reading.

The *Composition* component of language arts provides students with opportunities to write for various audiences and purposes. Students identify and employ various elements of good writing in well organized descriptive, expository, and narrative writings. These elements include stating and supporting a point of view or opinion, using transitions effectively to relate individual points and paragraphs to each other and to the main idea, creating expository essays of persuasion and literary analysis, and completing technical writing assignments. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing.

*Oral Communication* (speech) provides students with opportunities to develop greater facility with choosing and employing different elements of effective oral communication. Student expectations include using effective delivery techniques, communicating responsibly, critically, and confidently on specialized topics when speaking in public; creating and using technological devices in oral presentations; using transitional devices effectively and using the proper style of delivery; using proper social etiquette; and demonstrating the various types of speeches and developing an effective personal delivery style.

\*Two semester course. Two credits.

\* Core 40 course.

## **English 11 (11)**

Through the integrated study of literature, composition, and oral communication, English 11 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. In English 11, students move from predominantly analyzing and using the elements of written language to making judgments based on those analyses. English 11 also incorporates a survey of American Literature from different periods. *Literature* instruction focuses on opportunities to develop criteria for judging and analyzing literary works, speeches, essays, and poetry; select appropriate reading skills and strategies to: (1) distinguish elements in literature that make it a reflection of the social, economic, political thinking, or condition of the times; (2) analyze literature as it reflects divergent points of view; and (3) identify how contemporary writing reflects past tradition and movements; respond critically, reflectively, and imaginatively to American Literature, including major authors from the Puritan Era, Age of Reason, the Romantic Period, the Civil War Era, the Twenties, Modern Black Literature, the Forties, the Fifties, and Modern Drama, and recognize the relevance of this literature in today's world; and develop vocabulary .

The *Composition* component of language arts provides students with opportunities to produce a variety of forms including persuasive writing, synthesis and analysis of information from a variety of sources, completing complex forms, describing procedures, giving directions, and using graphic forms to support a thesis. Composition continues to refine students' abilities to articulate

sophisticated ideas in an organized manner. Increased sensitivity to context-audiences, purposes, and other environmental considerations-helps students better communicate their thoughts. In addition, students develop greater facility with the back-and forth-movement between analysis and synthesis. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing. Students are given the opportunity to learn the usage of one of the manuals of style such as Modern Language Association (MLA).

*Oral Communication* (speech) continues to emphasize effective listening and speaking techniques. This includes providing opportunities for students to integrate other reading and language arts skills as they incorporate correct grammar, usage, vocabulary, reading, and composition skills while learning to express ideas verbally. This course also calls attention to the contexts in which oral communication takes place.

\*Two semester class. Two credits.

\*Core 40 course

## **English 12 (12)**

Grade 12 continues to refine students' ability and desire to learn and communicate about language and literature. While students developed judgments informed by keen literary analysis in Grades 9-11, in Grade 12 they practice explaining and defending their readings to others. In addition, the emphasis on different cultural contexts is intensified in a focus on British literature. To negotiate these texts, students learn to identify and communicate about the broad themes, trends, and cultural issues present in British Literature. *Literature* instruction focuses on opportunities to apply appropriate reading skills and strategies to make and defend judgments about written quality and content of literary works, written and technologically generated material, literary genres, conventions, and story structure; respond critically, reflectively, and imaginatively to the literature of outstanding British writers; become acquainted with cultures of other countries; study themes that relate to mankind and outstanding world writers; and analyze literature as it reflects a divergent point of view in all literary periods; and develop vocabulary.

The *Composition* component of English 12 continues to provide students with opportunities to hone their writing. Writing at this stage has: (1) a clearly identified audience, (2) a well articulated purpose and thesis, and (3) a structured body that fulfills its stated purpose and supports its thesis in a way accessible to its audience. Writing at this stage is also well informed by careful research and intelligent analysis. Using technology, students are able to produce polished final documents. Polished writing requires following through with all phases of the writing process (prewriting, drafting, revising, editing, and publishing), at which all students should be proficient. All writing should meet the four criteria outlined above and have been through all stages of the process just described, including persuasive writing, synthesis and analysis of information from a variety of sources, and reflective essays.

Students are also able to complete complex forms, describe procedures, give directions, and use graphic forms to support a thesis. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Students are encouraged to use one of the manuals of style such as Modern Language Association (MLA).

*Oral Communication* (speech) continues to emphasize the organization of ideas, awareness of audience, and sensitivity to context in carefully researched and well organized speeches. Student expectations include: (1) presenting facts and arguments effectively; (2) analyzing speeches in terms of socio-cultural values, attitudes, and assumptions; (3) recognizing when another does not understand the message being delivered; (4) utilizing Aristotle's three modes of proof; (5) utilizing elementary logic such as, deductive, inductive, causal, and analogical forms of reasoning; and (6) expressing and defending, with evidence, one's thesis.

\*Two semester class. Two credits.

\*Core 40 course.

### **Journalism I (10, 11, 12)**

This course provides the study of and practice in gathering and analyzing information, interviewing, and note taking for the purpose of: (1) writing, (2) editing, (3) publishing for print, and (4) broadcast media, including student publications. This course includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, and typography. Representative examples of amateur and professional journalism are reviewed and studied. The concepts of responsible journalism and journalism law are also reviewed. Both student publications will conform to the *Associated Press Stylebook and Libel Manual*.

Students enrolled in this course will gain applicable computer skills as each student learns and applies the knowledge gained from the computer. Students will use word processing programs, graphic arts programs, as well as desktop publishing to produce the entire school newspaper and yearbook. Programs such as, but not limited to, Microsoft Word, Adobe PageMaker, and Adobe Photoshop will be utilized.

Students in this course will also gain applicable business skills as the topic of advertising is discussed and put into practice. Students will work with the area businesses developing a relationship surrounding the financial aspects of supporting the school newspaper and yearbook. A final aspect of the course includes the basics of photography. Students will be responsible for learning the basics of taking and developing black and white photography along with the latest techniques of digital photography.

\***Prerequisite:** Honors English with a C or above or English with an A or B.

\*Two semester course. Two credits.

\*Students may be obliged to attend meetings in the summer prior to school opening, work on days when school is not in session, and work during their study periods. Students must be available to attend activities at NHHS.

### **Student Publications I (11, 12)**

This course may be taught concurrently with Journalism I, and is a continuation of Journalism I. Advanced topics of journalism will be explored. Such topics will include, but are not limited to, in-depth news writing, advanced techniques of photography, and the development of photo essays. Students enrolled in this course will be required to complete at least one in-depth news story and one photo essay per semester to be published in either the school newspaper or the yearbook. These students will also be expected to serve as a section editor on either the school newspaper or yearbook.

**\*Prerequisite:** Journalism I.

\*This course is a more exacting and detailed study of topics listed in Journalism I.

\*Two semester course. Two credits.

\*Students may be obliged to attend meetings in the summer prior to school opening, work on days when school is not in session, and work during their study periods. Students must be available to attend activities at NHHS.

### **Student Publications II (12)**

This course may be taught concurrently with Journalism I and Student Publications I, and is a continuation of Student Publications I. Students enrolled in this course will be key editors of either the school newspaper, or the yearbook. Students will be expected to invent and implement the design and theme for the school newspaper and yearbook. Students in this course will investigate career applications for journalism. Students will be required to complete in-depth research paper and presentation covering a communications career related topic in order to become familiar with career applications in the writing, public relations, design and photography careers. In addition, students will be required to job shadow at least two people in the above-mentioned careers.

**\*Prerequisite:** Journalism I and Student Publications I.

\*This course is a continued study of Journalism I and Student Publications I, but requirements are more detailed and exacting.

\*Two semester course. Two credits.

\*Students may be obliged to attend meetings in the summer prior to school opening, work on days when school is not in session, and work during their study periods. Students must be available to attend activities at NHHS.

### **Speech (10, 11, 12)**

Speech provides the study of and practice in the basic principles and techniques of effective oral communication. This course includes instruction in adapting speech to different audiences and purposes. Students have opportunities to make different types of oral presentations including: (1) viewpoint, (2) instructional, (3) demonstration, (4) informative, (5) persuasive, and (6) impromptu. Students are given opportunities to express subject matter knowledge and content through creative, analytical, and expository writing, as well as reading a variety of literary genre related to course content and speaking assignments. This course emphasizes research using technology and careful organization and preparation. Students also practice and develop critical listening skills.

\*One semester course. One credit.

\*An AHD and Core 40 class

### **Mass Media (10, 11, 12)**

Mass Media provides a study of television, film, newspaper, radio, and videotape as sources of information, persuasion, and creative expression. This course helps students develop an awareness of audience and purpose in evaluating mass media, as well as in producing their own media productions. It should also help students to judge media critically and understand the use of persuasive language and strategies. Opportunities are provided for students to generate material for mass media, such as: (1) radio and television material, (2) slide-tape presentations, (3) film, and (4) newspaper articles.

\*One semester course. One credit.

### **Contemporary Literature (10, 11, 12)**

Contemporary Literature focuses on the reading and analysis of literature since the 1950s. The course emphasizes how contemporary issues from around the world are explored in literature. Students are expected to read from multiple genres and to develop a sense of how particular genres are used today to represent ideas and events. As a part of this study, students also learn to use different theories and methods of textual criticism, especially theories popular during this period, for example, the American New Criticism. Source texts are taken from around the world including North America, Europe, post-colonial countries in Africa and Asia, and other world literature. In addition to the reading, students explore issues of interpretation, genre, and theme through creative and analytical writing, group discussion, and oral presentation.

\*One semester course. One credit. Offered every other year.

\*An AHD and Core-40 class.

### **Dramatic Literature (10, 11, 12)**

Dramatic Literature provides a study of plays and literary art, with particular focus on dramatic conventions which differentiate drama from other literary genres. Drama is an oral medium meant to be seen and heard but not read; the course reflects this by providing students with ample opportunities to see live and televised productions of plays and by providing opportunities for students to stage scenes from plays. By watching these productions, and also through an extensive oral component in the classroom, students see and practice how staging a drama alters interpretation from the silent text. Several subcategories of genre are considered, including: (1) representative works of important playwright, (2) dramatic and literary movements, and (3) developments in stagecraft and acting that alter the means of stage production and hence alter the way we interpret plays. Students are also given opportunities to express their knowledge of course content through creative, analytical, and expository writing.

\*One semester course. One credit. Offered every other year.

### **Language Arts Lab (11, 12)**

Language Arts Lab is a remediation course designed to give students, who have not yet developed proficiency in the application of the reading-language arts standards. Students gain reading, writing, speaking, and listening skills necessary to perform successfully both in the school and the community. Using an integrated approach to teach the Indiana Reading-Language Arts standards, the program instills a lifelong interest in, as well as an appreciation for, reading and writing. Individualized instruction dominates the teaching strategies employed in a student-centered classroom that focuses on reading and writing in both the content and general areas.

\*This course does not meet English credit requirements for graduation.

\* Seniors who have not passed ECA English 10 will be placed in this lab. Juniors will be placed as schedules allow. Prosser students will complete the ECA remediation provided at Prosser.

\* One or two semester course. One credit per semester.

## Mathematics

Beginning with the Class of 2008 Algebra I is a graduation requirement.

### Algebra I (9, 10)

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and 6) nonlinear equations.

\*Two semester course. Two credits.

\*An AHD and Core 40 course.

### Algebra Enrichment (9, 10)

Algebra Enrichment is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra Enrichment align with the critical areas of Algebra 1: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra Enrichment combines standards from high school courses with foundational standards from middle grades. **This is a support course for Algebra 1. A student taking Algebra Enrichment must also be enrolled in Algebra I during the same academic year.**

\*Two semester course. Two credits.

\*Counts as a mathematics course for the general diploma only or as an elective for Core 40 or AHD.

### Algebra II (10, 11, 12)

Algebra II is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.

\***Prerequisite:** Algebra I

\*Two semester course. Two credits.

\*An AHD and Core 40 course.

### **Algebra II Honors (10, 11, 12)**

Algebra II is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.

**\*Prerequisite:** Algebra I

\*Two semester course. Two credits. Weighted.

\*An AHD and Core 40 course.

### **Geometry (10,11,12)**

Geometry students examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids. Use of graphing calculators and computer drawing programs is encouraged.

**\*Prerequisite:** Algebra I

\*Two semester course. Two credits.

\* An AHD and Core 40 course.

### **Business Math (11, 12)**

Business Math is a business course designed to develop the ability to solve real world problems in order to become productive citizens and workers in a technological society. Areas of study to be included are number relationships and operations; patterns and algebra; measurements; and probability and statistics. Problem-solving applications will be used to analyze and solve business problems for such areas as: taxation; savings and investments; payroll records; cash management; financial statements; purchases; sales; inventory records; and depreciation.

\*Two semester course. Two credits.

### **Trigonometry (11, 12)**

Trigonometry is a course that provides for the development of the trigonometric relationships from an understanding of the circular functions and their properties and graphs. Trigonometry includes the study of (1) trigonometry in triangles, (2) trigonometric functions, (3) trigonometric identities and equations, and (4) polar coordinates and complex numbers.

**\*Prerequisites:** Algebra I, Geometry, and Algebra II

\*One semester course. One credit. Weighted.

\*An AHD and Core 40 course.

### **Probability and Statistics (11, 12)**

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

**\*Prerequisite:** Algebra I, II

\* One semester course. One credit. Weighted

\*An AHD and Core 40 course.

### **Pre-Calculus (11, 12)**

Pre-Calculus blends together all of the concepts and skills that must be mastered prior to enrollment in a college-level calculus course. A functional approach provides for the integration of all of the concepts listed for the course in Trigonometry plus: (1) relations and functions, (2) exponential and logarithmic functions, (3) sequences and series, and (4) data and analysis.

**\*Prerequisite:** Algebra I, II, and Geometry

\*One semester course. One credit. Weighted.

\*An AHD and Core 40 course.

### **Calculus, AP (12)**

Calculus is a course that provides students with the content established by the College Board. Topics include: (1) functions, graphs, and limits, (2) derivatives, and (3) integrals. The use of graphing technology is required.

**\*Prerequisite:** Algebra I, II, Geometry, Trigonometry, and Pre-Calculus

\*Two semester course. Two credits. Weighted.

\*An AHD and Core 40 course.

### **Mathematics Lab- Algebra (10, 11, 12)**

Mathematics Lab provides an opportunity for individualized instruction designed to help students successfully complete high-level work in mathematics. Algebra I will be the focus of this course.

\*This course does not meet mathematics credit requirement for graduation.

\*One credit per semester.

## Music

### **Beginning Chorus (9, 10, 11, 12)**

Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focus on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.

\*Two semester course. Two credits.

\*An AHD and Core 40 course.

### **Advanced Chorus (10,11,12)**

Advanced Chorus is a select group of men's and women's voices performing literature at a high degree of difficulty and musicianship. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focus on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.

The choral repertoire must be of the highest caliber. Mastery of basic choral technique must be evident. Areas of refinement include a cappella singing, sight-reading, and critical listening skills.

\*Two semester course. Two credits.

\*An AHD and Core 40 class.

### **Advanced Concert Band (9, 10, 11,12)**

Advanced Concert Band provides students with a balanced comprehensive study of music through the concert band. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences may include improvising, conducting, playing by ear, and sight-reading. Students have the opportunity to experience live performances by professionals during and outside of the school day. Performances include marching contests, parades, and on the average, four concerts a year. Students are also encouraged to participate in solo and ensemble performances.

\*Two semester course. Two credits.

\*An AHD and Core 40 course.

#### ***Participation prerequisites:***

- A. Evidence of a strong musical background developed in the elementary and middle school bands.
- B. Participation in summer band rehearsals at schools.
- B. Attendance at summer band camp.
- C. Attendance at all concerts, contests, parades and extra rehearsals.
- D. Evidence of a sincere professional attitude toward work in a performing musical organization.

### **Jazz Ensemble (10, 11, 12)**

Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through: (1) improvisation, (2) composition, (3) arranging, (4) performing, (5) listening, and (6) analyzing. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students are provided with opportunities to experience live performances by professionals during and outside of the school day. A limited amount of time outside of the school day may be scheduled for dress rehearsals and performances. In addition, a limited number of public performances may service as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering, at the discretion of the director.

\*Two semester course. Two credits.

\*An AHD and Core 40 course.

### **Music History and Appreciation (10, 11, 12)**

Students taking this course receive instruction designed to explore music and major musical style periods through understanding music in relation to both Western and Non-Western history and culture. Activities include but are not limited to: (1) listening to, analyzing, and describing music; (2) evaluating music and music performances; and (3) understanding relationships between music and the other arts, as well as disciplines outside of the arts.

**\*You are also enrolled in Music Theory and Composition as part of a year course.**

\*One semester. One credit

\*An AHD and Core 40 course

### **Music Theory and Composition (10, 11, 12)**

Students taking this course develop skills in the analysis of music and theoretical concepts. Students: (1) develop ear training and dictation skills, (2) compose works that illustrate mastered concepts, (3) understand harmonic structures and analysis, (4) understand modes and scales, (5) study a wide variety of musical styles, (6) study traditional and nontraditional music notation and sound sources as tools for musical composition, and (7) receive detailed instruction in other basic elements of music. Students have the opportunity to experience live performances by professionals, during and outside of the school day.

**\*Prerequisite:** Music History and Appreciation the previous semester.

\*One semester. One credit

\*An AHD and Core 40 course

## Science

### **Biology I Honors (9)**

Biology 1 Honors provides, through regular laboratory and field investigations, a study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students have opportunities to gain an understanding of the history of the development of biological knowledge, explore the uses of biology in various careers, and cope with biological questions and problems related to personal needs and social issues. Some dissection may also be incorporated.

\*Biology I Honors is a first year college preparatory class for the biological sciences.

\*Two semester course. Two credits.

\*An AHD and Core 40 course.

### **Biology I (9)**

Biology 1 provides, through regular laboratory and field investigations, a study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students have opportunities to gain an understanding of the history of the development of biological knowledge, explore the uses of biology in various careers, and cope with biological questions and problems related to personal needs and social issues.

\*A Core 40 course

\*Two semester course. Two credits.

### **Integrated Chemistry-Physics (ICP) (10)**

Integrated Chemistry-Physics is a laboratory-based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.

\***Prerequisite:** Biology I

\*Two semester course. Two credits.

### **Earth and Space Science I ( 11, 12)**

Earth and Space Science I is a course focusing on the study of the earth's lithosphere, atmosphere, hydrosphere, and its celestial environment. Students enrolled in Earth and space Science I analyze and describe Earth's interconnected systems that may be changing or may be in equilibrium. Students examine energy at work in forming and modifying earth materials, landforms,

and continents through geological time. Through regular laboratory and field investigations, students understand the history and development of the earth and space sciences, explore the uses of knowledge of the earth and its environment in various careers, and investigate earth and space science problems concerning personal needs and community issues related to science.

\*Two semester course. Two credits.

\*Core 40 course

### **Chemistry I (10)**

Chemistry I is a course based on regular laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and societal issues, and (4) learn and practice laboratory safety.

\***Prerequisite:** Biology 1 Honors and Algebra 1 with an A or B strongly recommended

\*Two semester course. Two credits.

\*An AHD and Core 40 course.

### **Physical Science (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.

\*Two semester course. Two credits.

### **Biology II (11,12)**

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

\***Prerequisite:** Biology I Honors and Chemistry I

\*Two semester course. Two credits. Weighted.

\*An AHD and Core 40 course.

## Physics I, AP- PHYS 101 (11,12)

Physics I is a laboratory-based course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light, electricity, magnetism, atomic and subatomic physics. Through regular laboratory study using such quantities as velocity, acceleration, force, energy, momentum, and charge, students (1) examine the nature and scope of physics, including its relationship to other sciences and its ability to describe phenomena using physical laws, (2) describe the history of physics and its role in the birth of technology, (3) explore the uses of its model, theories, and laws in various careers, and (4) investigate physics questions related to personal needs and societal issues.

**\*Prerequisite:** Algebra I, Geometry, and Algebra II. Students who have not completed Algebra II must have an A or B in Algebra I both semesters before enrolling in physics. Bio. 1 H and Chem. 1.

\*Two semester course. Two credits. Weighted.

\*An AHD and Core 40 course

\*This course may be taken for 4 college credits through Ivy Tech if a student meets Ivy Tech's requirements.

## Human Biology-LFSC 100 (11, 12)

This course (formerly called Med. Tech. Bio.) is an anatomy/physiology class designed to introduce students to all the major body systems and the medical tools, techniques, and procedure involved in each system. Topics covered include: the twelve basic body systems, the major medical diseases, treatments, tools, procedures, and techniques common to each system. Group and individualized learning, cooperation, organizational skills, laboratories, dissection, current medical articles, videos, are used to supplement the text for curricular topics. On site visitations and shadowing of medical professionals will also be a part of the course requirements.

\*This course can be taken for LFSC 100 Human Biology credit through Vincennes University for 4 college credits. **Students may take this course for high school credit only.**

**\*Prerequisites:** A SAT score of CR 380, SAT writing 380 or ACT reading 17 and English 15 or Accuplacer Reading 59, Sentence Skills 68, plus a minimum score in Algebra 40+ using Accuplacer. This test will be given in class.

\*Two semester course. Two high school credits. Students may choose to take the course for 4 hour college elective (non-science major) biology credit through Vincennes University. This credit will not apply to the science requirement for nursing. Not all colleges accept Vincennes EXCEL credit so please check with the college of your choice to determine acceptance.

## Earth and Space Science- SES 100 (11, 12)

Earth and Space Science provides for the in-depth investigation of one or more specialized earth or space science disciplines, such as astronomy, climatology, geology, meteorology, mineralogy, oceanography, or alternatively for an in-depth study of the application of earth or space science concepts and principles to environmental issues and space travel.

\*This course can be taken for SES 100 Earth Science credit through Vincennes University Jasper Campus. **Students may take this course for high school credit only**

\* **Prerequisites:** SAT CR score 420 and writing 440, or ACT reading 21 and English 18, or

Accuplacer (test given in class) scores of Reading 89, Sentence Structure 80 . Accuplacer Algebra 40 is required. Biology I Honors and Chemistry I.

\*Two semester course. Two high school credits. Weighted. Students may choose to take the course for 4 hour college elective (non-science major) biology credit through Vincennes University. This credit will not apply to the science requirement for nursing. Not all colleges accept Vincennes EXCEL credit so please check with the college of your choice to determine acceptance.

### **Environmental Science, Advanced (11,12)**

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

\***Prerequisite:** Two years of Core 40 and AHD science course work such as Biology I Honors, Biology I, ICP, Biology II, Earth Science, Earth Science-Advanced, Chemistry I, or Physics.

\*Two semester course. Two credits.

\*An AHD and Core 40 course.

### **Chemistry II (12)**

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

\***Prerequisite:** Chemistry I, Geometry, and Algebra II

\*Two semester course. Two credits. Weighted

\*An AHD and Core 40 course.

## **Social Studies**

### **World Geography (9)**

World Geography provides an opportunity to study the interaction of humans and their environments in a world setting. Students study global patterns of physical (natural) and cultural (human) characteristics, including earth/sun relationships, atmospheric and oceanic circulation, landforms, climate, vegetation, population, economic activity, political structures, culture, cultural diffusion, and international and interregional links. They use maps, graphs, and technology, such as geographic information systems (GIS) to establish spatial relationships: the interaction of two or more physical and cultural characteristics within a designated place, area, or region. Historical trends and events provide a context for understanding cultural change. Countries and regions selected for study include examples from each continent. Students are expected to apply knowledge of geographic concepts to research, inquiry, and participatory processes. Geographic concepts that guide the course follow the Five Themes of Geography and the Six Basic Elements of the National Geography Standards. The Five Themes of Geography are Location, the Characteristics of Place, Human/Environment Interaction, Movement between Places and Regions. The Six Elements of the National Geography Standards are: (1) The World in Spatial Terms, (2) Places and Regions, (3) Physical Systems, (4) Human Systems, (5) Environment and Society, and (6) The Uses of Geography.

\*Two semester course. Two credits.

\*An AHD and Core 40 course.

### **World History and Civilization (10, 11,12)**

World History emphasizes events and developments in the past that greatly affected large numbers of people across broad areas of the earth and that significantly influenced peoples and places in subsequent eras. Some key events and developments pertain primarily to particular people and place; others, by contrast, involve transcultural interactions and exchanges between various peoples and places in different parts of the world. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making. They are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. Students are expected to examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Finally, students are expected to apply content knowledge to the practice of thinking and inquiry skills and processes. There should be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

\*Two semester course. Two credits.

\*An AHD and Core 40 course.

### **Economics (10, 11, 12)**

Economics is the social studies course that examines the allocation of scarce resources and their alternative uses for satisfying human wants. This course analyzes the economic reasoning used as consumers, producers, savers, investors, workers, voters, and government agencies make decisions. Key elements of the course include a study of scarcity and economic reasoning, supply

and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices in all aspects of daily life and demonstrate understanding of the role that supply, demand, prices, and profits play in a market economy. Students will examine the functions of government in a market economy and study market structures, including the organization and role of businesses. Students will understand the role of economic performance, money, stabilization policies, and trade of the United States. While the economic way of thinking involves scientific tools and techniques, economics remains a social science, which endeavors to systematically study the behavior of people, institutions, and societies.

\*One semester course. One credit.

\*An AHD and Core 40 course.

### **Psychology (12)**

Psychology is the scientific study of mental processes and behavior. The Standards have been divided into six content areas. These areas include: Scientific Methods, Developmental, Cognitive, Personality, Assessment and Mental Health, Socio-cultural and Biological Bases of Behavior. In the Scientific Methods area, research methods and ethical considerations are discussed. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of psychology focus on learning, memory, information processing, and language. Personality, Assessment and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and the influence of the group on the individual. The Biological Bases focuses on the way the brain and nervous system functions, including topics such as sensation, perception, motivation, and emotion. \* One semester course. One credit.

\*An AHD and Core 40 course.

### **Sociology- SOCI 111 (12)**

Sociology provides opportunities for students to study human social behavior from a group perspective. The sociological perspective is a distinct method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students will describe the development of sociology as a social science and identify methods and strategies of research. Students examine society, group behavior, and social structures through research methods using scientific inquiry. The influence of culture on group behavior is addressed through areas of content including social institutions such as the family, religion, education, economics, government, community organizations, and political and social groups. Students will also explore the impacts of social groups and social institutions on individual and group behavior and examine the changing nature of society. The development of group organizations and interactions, the factors that influence group behavior and social problems, and the impact of cultural change on society are included in the study. Students will analyze a range of social problems in today's world and examine the role of the individual as a member of the community.

\*One semester course. One credit.

\*An AHD and Core 40 course.

\*This course may be taken for 3 college credits through Ivy Tech if the student meets Ivy Tech's requirements.

## **United States Government (12)**

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States of America. Responsible and effective participation by citizens is stressed. Students will understand the nature of citizenship politics and government when they understand their rights and responsibilities as citizens and be able to explain how those rights and responsibilities as citizens are part of local, state, and national government in the United States today. Students examine how the United States Constitution protects individual rights and provides the structures and functions for the various levels of government affecting their lives. Students will also analyze how the United States government interacts with other nations and evaluate the United States' role in world affairs. Students inquire about American government through primary and secondary sources and articulate, evaluate, and defend positions on political issues with sound reasoning and evidence. As a result, students can explain the roles of citizens in the United States and the participation of individuals and groups in government, politics, and civic activities, recognize the need for civic and political engagement of citizens, and exercise rights and responsibilities in order to preserve and improve their civil society and constitutional government.

\*One semester class. One credit.

\*An AHD and Core 40 class.

## **United States History (11)**

United States History is a two-semester course, which builds upon concepts developed in previous studies of American history. Students in this course are expected to identify and review significant events, persons, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of key events, persons, and groups with political, economic, social, and cultural influences on state and national development in the late nineteenth, twentieth, and early twenty-first centuries. Students are expected to trace and analyze chronological periods and examine the relationship of significant themes and concepts in Indiana and United States history. They are expected to develop skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, and research that uses primary and secondary sources found at local and state historic sites, museums, libraries, and archival collections, including electronic sources. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents that provide diverse perspectives. Investigation of themes and issues includes cultural pluralism and diversity of opinion in American society. Students should exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision-making in the classroom, school, and community setting.

\*Two semesters required for graduation.

\*An AHD and Core 40 class.

## **Current Problems, Issues, and Events (10, 11,12)**

Current Problems, Issues, and Events provide 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.

\*One semester course. One credit.

\*An AHD and Core 40 course.

### **Citizenship and Civics (10, 11, 12)**

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

\*One semester course. One credit.

## Multidisciplinary

### Peer Tutoring (10, 11, 12)

Peer tutoring provides high school students with an organized exploratory experience to assist students 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. The course provides a balance of class work relating to the development of and use of listening skills, communication skills, facilitation skills, decision-making skills and teaching strategies.

\*A one or two semester course. One credit per semester.

### Cadet Teaching Experience (12)

This elective course provides students in grade 12 organized exploratory teaching experiences in the elementary. All teaching experiences are pre-planned by the high school Cadet Teaching Experience teacher –trainer and the cooperating teacher(s) who are interested in 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 experience.

Study topics and background reading provide the cadets 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.

\***Prerequisite:** 2.50 or above GPA, application, and interview

\*Two semester course. Two credits

\*Student may be obliged to attend meetings and sporting events after regular school hours.

## Visual Arts

### Introduction to Two-Dimensional Art (10,11,12)

Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of art history, students search for meaning, significance, and direction in two-dimensional works of art and artifacts through in-depth historical study and analysis of artwork from a variety of cultures and time periods; in art criticism, students search for meaning, significance, and direction in two-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork; aesthetics, students search for meaning, significance, and direction in two-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general; and in production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. At this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Additionally, students will create works of art, reflect upon the outcomes of those experiences, explore historical connections, write about the process, make presentations about their progress at regular intervals, work individually and in groups, find direct correlation to other disciplines, and explore career options in visual art. Students also identify ways to utilize and support art museums, galleries, studios, and community resources.

**\*You are also enrolled in Introduction to Three-Dimensional Art as part of a year course.**

\*One semester course. One credit.

\*An AHD and Core 40 course.

### Introduction to Three-Dimensional Art (10,11,12)

Students taking Introduction to Three-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of art history, students search for meaning, significance, and direction in three-dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods; art criticism, students search for meaning, significance, and direction in three-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork; aesthetics, students search for meaning, significance, and direction in three-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general; and production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of three-dimensional media. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Within this context students will create works of art, reflect upon the outcomes of those experiences, explore historical connections, write about the process, make presentations about their progress at regular intervals, work individually and in groups, find a direct

correlation to other disciplines, and explore career options in visual art. Students also utilize art museums, galleries, studios, and/or community resources in their studies.

**\*You are also enrolled in Intro. Two-Dimensional Art as part of a year course.**

\*One semester course. One credit.

\*An AHD and Core 40 course.

### **Advanced Two-Dimensional Art (11,12)**

Students in Advanced Two-Dimensional Art build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of art history, students search for meaning, significance, and direction in two-dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods; art criticism, students search for meaning, significance, and direction in two-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork; aesthetics, students search for meaning, significance, and direction in two-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their own ideas and definitions in relation to the art community in general; and production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

Additionally, students will create works of art, reflect upon the outcomes of those experiences, explore historical connections, write about the process, make presentations about their progress at regular intervals, work individually and in groups, find a direct correlation to other disciplines, and explore career options in visual art. Students also utilize art museums, galleries, studios, and community resources in their studies.

**\*Prerequisite:** Introduction to Two-Dimensional Art/Three Dimensional Art

\*One semester course. One credit.

\*An AHD and core 40 course.

### **Advanced Three-Dimensional Art (11, 12)**

Students in Advanced Three-Dimensional Art build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of art history, students search for meaning, significance, and direction in three-dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods; art criticism, students search for meaning, significance, and direction in three-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork; aesthetics, students search for meaning, significance, and direction in three-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general; and production, students search for meaning, significance and direction in their own work by producing works of art

in a variety of three-dimensional media. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Within this context, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options in visual art. Students also utilize art museums, galleries, studios, and community resources in their studies.

**\*Prerequisite:** Introduction to Two Dimensional Art/Three-Dimensional Art.

\*One semester course. One credit.

\*An AHD and Core 40 Course

## **Drawing (11, 12)**

Students in Drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary drawings from a variety of cultural groups identifying relationships between context, form, and function; art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary drawings; aesthetics, students search for meaning, significance, and direction in their work by:(1) formulating evaluations of historic and contemporary drawings, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition, students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to drawing. Art museums, galleries, studios and community resources are utilized.

\*One semester course. One credit.

\*An AHD and Core 40 course

## **Painting(11,12)**

Students taking the class in Painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. In the area of art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary paintings from a variety of cultural

groups, identifying relationships between context, form, and function; art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary paintings; aesthetics, students search for meaning, significance, and direction in their work by formulating evaluations of historic and contemporary paintings, responding to personal questions about the nature of art, reflecting on their changing definitions of art, and assessing their ideas in relation to the art community; and production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) use a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Within this context, students will create abstract and realistic paintings, reflect upon the outcome of these experiences, explore historical connections, write about the process, make presentations about their progress at regular intervals, work individually and in groups, find direct correlations to other disciplines, and explore career options related to painting. Art museums, galleries, studios and/or community resources are utilized.

**\*Prerequisite:** Intro. 2D/3D or drawing with a C or above

\*One semester course. One credit.

\*An AHD and Core 40 course.

## **Ceramics (11,12)**

Students in Ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. In the area of art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary paintings from a variety of cultural groups, identifying relationships between context, form, and function; art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary ceramic works; aesthetics, students search for meaning, significance, and direction in their work by formulating evaluations of historic and contemporary ceramic works, responding to personal questions about the nature of art, reflecting on their changing definitions of art, and assessing their ideas in relation to the art community; and production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition students use organizational principles and functions to solve specific visual problems and apply media, techniques, and processes with sufficient skill to communicate intended meaning. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing process. Additionally, students: reflect upon the outcome of these experiences, explore cultural and historical connections, write about the process, make presentations about their progress at regular

intervals, work individually and in groups, find direct correlations to other disciplines, and explore career options related to ceramics. Art museums, galleries, studios, and community resources are utilized.

**\*Prerequisite:** Intro. 2D/3D or drawing with a C or above

\*One semester course. One credit.

\*An AHD and Core 40 course.

## **Studio Art (12)**

Portfolios are designed for students who are seriously interested in the practical experience of art. Studio Art is not based on a written examination; instead, **students submit portfolios for evaluation at the end of the school year**. The program is a cooperative endeavor that helps high school students complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and placement. Exploration into art historical research will also be included.

3-D Design Portfolio: This portfolio is intended to address a broad interpretation of 3-dimensional issues in depth and space. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio. Any work that is derived from photographs, published images, and/or other artists' works must show substantial and significant development beyond duplication.

**\*Prerequisite:** A or B in Intro.2D/Intro. 3D or A or B in Adv. 2D/Adv. 3D or Ceramics

\*For successful completion of this course, a portfolio is required at the end of the course.

\*An AHD and Core 40 course.

\* Two semesters. Two credits.

## World Languages

### Spanish I (9,10,11,12)

Level I world language courses provide instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, the course provides students with opportunities to:

- respond to and give oral directions and commands and to make routine requests in the classroom and in public places;
- understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events;
- ask and answer simple questions and participate in brief guided conversations related to their needs and interests;
- read isolated words and phrases in a situational context, such as menus, signs, and schedules;
- comprehend brief written directions and information;
- read short narrative texts on simple topics, and
- write familiar words and phrases in appropriate contexts and respond in writing to various stimuli.

Additionally, students learn:

- about nonverbal communication, such as gestures and body language;
- about awareness of current events in the cultures;
- the major holidays and geographical features of the countries being studied;
- greeting and leave taking behaviors in a variety of social situations;
- the appropriate way to respond to introductions and use courtesy behaviors; and
- appropriate etiquette in a variety of social settings.

**\*Prerequisite:** A grade of C or higher in high school Honors English or a grade of B or higher both semesters in English and Literature in 8<sup>th</sup> grade.

\*A Core 40 and AHD course.

\*A two semester course. Two credits.

### Spanish II (10,11,12)

Level II world language courses enable students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Students are able to:

- ask questions regarding routine activities;
- participate in conversations on a variety of topics;
- relate a simple narrative about a personal experience or event;
- interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life;

- understand main ideas and facts from simple texts over familiar topics;
- read aloud with appropriate intonation and pronunciation; and
- write briefly in response to given situations, for example postcards, personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style.

Additionally, students become:

- familiar with major geographical features, historical events, and political structures of the country or countries being studied;
- familiar with different aspects of the culture, including the visual arts, architecture, literature and music, using the world language where appropriate;
- able to extend and respond to hospitality as a host or a guest; and
- aware of time expectations, such as arriving for appointments and social engagements.

**\*Prerequisite:** World Language I with a grade of C or higher. Any student receiving a D must have permission from the instructor to take the next level course.

\*A Core 40 and AHD course.

\*A two credit course based on Indiana's Academic Standards for Level II World Languages.

### **Spanish III (11,12)**

Level III world language courses provide instruction enabling students to understand and appreciate other cultures by comparing social behaviors and values of people using the languages being learned. Students are willing to initiate and participate in discussions concerning these cultures. In addition, students are able to:

- respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases;
- read for comprehension from a variety of authentic materials, such as advertisements in newspapers and magazines, and cartoons and personal correspondence;
- read short literary selections of poetry, plays, and short stories;
- complete authentic forms and documents and take notes that require familiar vocabulary and structures;
- write paraphrases, summaries, and brief compositions;
- describe different aspects of the culture, using the world language where appropriate, including: (1) major historical events, (2) political structures, (3) value systems, (4) visual arts, (5) architecture, (6) literature, and (7) music; and
- seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries.

**\*Prerequisites:** World Language I and II (in the language studied) with the grade of C or above. Any student receiving a D must have permission from the instructor to take the next level course.

\*A Core 40 and AHD course.

\*A two semester course. Two credits. Weighted.

## Spanish IV (12)

Level IV world language courses enable students to participate in classroom and extra-curricular activities related to the language studied, such as presentations to the student body and to parent groups and taking leadership roles in language clubs. Students are willing to participate in conversations with native and advanced non-native speakers, either in their community or in the school. This course also enables students to:

- respond to factual and interpretive questions, interact in complex social situations, and express opinions and make judgments;
- give presentations on cultural topics including; (1) traditions, (2) historical and contemporary events, and (3) major historical and artistic figures;
- paraphrase or restate what someone else has said;
- read for comprehension from a variety of longer authentic materials, such as newspapers and magazine articles, novels, and essays, as well as make judgments about what is read;
- write well-organized compositions on a given topic; and
- begin using the language creatively in writing simple poetry and prose.

Students are also:

- aware of the relationship between various art forms in at least one major historical period;
- aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in which the language is spoken;
- able to adjust speech appropriate to the situation and audience; and
- able to participate appropriately in a variety of specific circumstances when could include public meetings, attending concerts, and using public transportation.

**\*Prerequisites:** World Language I, II, and III (in the language studied) with a grade of C or above. Any student receiving a D must have permission from the instructor to take the next level course.

\*A Core 40 and AHD course.

\*A two semester course. Two credits. Weighted.

# Prosser Program Guide

## Agriculture

### **Horticulture Science**

DOE

5132

Horticulture students study the biology and technology involved in the production, processing and marketing of horticultural plants and products. Students study plant propagation and growth, growth media, floriculture, greenhouse management, nursery stock and landscaping. While participating in a variety of activities, including extensive laboratory work in the school's five greenhouses, students grow plants to sell to the community during winter and spring plant and flower sales events.

**Related Careers:** 1. Landscaper 2. Horticulture Sales 3. Sports Turf Specialist

## Architecture and Construction

### **Architectural Drafting and Design**

DOE

5640

Drafting students will learn the theory and skills of architectural drafting and design. Curriculum will focus on all aspects of fundamental drafting, geometric constructions, orthographic (multi-view) drawings, ANSI standards, and residential design and site work. Students will learn to transition from 2 dimensional drafting to 3 dimensional modeling. This course will utilize the most current computer-aided design (CAD) and 3D modeling software available.

**Related Careers:** 1. Architect 2. Engineer 3. Interior Designer

### **Construction Technology**

DOE

5580

Construction students gain familiarity with all aspects of building of a single-family residence. Through classroom instruction and laboratory experience, students acquire hands-on training in estimating, layout, footing and foundation, platform construction, framing, roofing, sidings, insulation, exterior finish, window and door installation, and stair building. Students learn safe ways to construct brick and block walls; identify and mix mortar; mix and finish concrete. During each school year, students construct one home in Prosser's *Builders' Ridge* subdivision to be sold on the open real estate market.

**Related Careers:** 1. Frame/Trim Carpenter 2. Mason/Bricklayer 3. Construction Cost Estimator

### **Construction and Earthmoving Equipment Operator**

Construction and Earthmoving Equipment students are trained to operate and/or maintain heavy equipment. Students learn how to maneuver and operate heavy equipment on computerized simulators as well as on actual backhoes, skid-steers, excavators and bulldozers. In addition, students learn to operate rollers, tractors, earthmovers, extended-hoes, graders, dump trucks, and rubber-tired loaders. Curriculum includes knowledge of safety and preventative maintenance, surveying, road construction, and basic earthwork construction.

**Related Careers:** 1. Heavy Equipment Operator 2. Excavation Specialist 3. Home-site Specialist

### **Electrical Technology**

DOE

5684

Electricity students learn basic electrical theory, residential, commercial and industrial wiring. An in-depth study of the National Electrical Code is a primary focus as students wire the residential homes in *Builders' Ridge*, Prosser's subdivision. Industrial automation, including robotics, programmable logic controllers, and mecha-tronics provide students with the high-demand training for factory maintenance, installation and repair work. Included in the second year of study, motors, rotating machines, and electrical motor controls and basic aspects of green energy, including photo-voltaics (solar) and wind turbines.

**Related Careers:** 1. Residential/Commercial/Industrial Electrician 2. Electro-Mechanical Technician  
3. Electrical Engineer

### **Heating, Ventilation, Air-Conditioning and Refrigeration**

DOE

5496

HVACR students learn all aspects of the fundamentals of residential and commercial HVACR. Curriculum will focus on the skills and knowledge required for trouble-shooting, repairing and maintaining heating and air-conditioning units. In addition, students identify and interpret health, safety, and welfare standards and codes as designated by local, state, or federal agencies. Students will install the HVAC units and ductwork in the residential homes in *Builders' Ridge*, Prosser's subdivision.

**Related Careers:** 1. Residential/Commercial Technician 2. HVAC Sales and Service 3. HVAC Installation

## Arts/AV Technology & Communications

### **Interactive Media**

DOE

5232

Interactive Media students will utilize computer software to manipulate text, photos, graphics, sound and moving images into creative projects. Interactive media emphasizes the development of digitally generated or computer enhanced products using multiple technologies. Graphic design, animation, full audio and video production and photography are also included.

**Related Careers:** 1. Graphic Designer      2. Audio Engineer      3. Web Content Designer

## Business and Marketing

### **Entrepreneurship and Management**

Entrepreneurship and Management students will study curriculum that focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free enterprise system. A special focus will be placed upon the entrepreneurship skills and tools critical for starting and succeeding in a new business venture. Topics of government and legal restrictions, franchising, sales and revenue forecasting, business accounting, start-up funding, and business plan development will also be covered.

**Related Careers:** 1. Accountant      2. Sales Representative      3. Business Manager

## Health and Human Services

### **Cosmetology**

DOE

5802

Cosmetology students study curriculum related to bacteriology, anatomy, hygiene, and sanitation, as well as, small business (salon) management, record keeping, and customer relations. Students' practical experiences will be conducted in a lab setting as well as in the Prosser School of Cosmetology full-service salon. Cosmetology students accumulate the required 1500 clinical hours over the two-year period to be eligible to test for the Indiana Cosmetology License.

**Related Careers:** 1. Cosmetologist      2. Nail Technician      3. Make-up Artist

### **Culinary Arts and Hospitality Management**

DOE

5440

Culinary Arts students will successfully complete three the basic disciplines of baking, food and beverage, and culinary. Instruction includes sanitation and safety requirements for food preparation; maintenance and operation of culinary tools and equipment; recipe reading and measurement. In addition to classroom instruction, students' practical experiences will be conducted in a lab setting as well as in the Prosser Café and through participation in Prosser's Culinary catering service.

**Related Careers:** 1. Chef      2. Caterer      3. Restaurant Manager

### **Health Science**

DOE

5282

Health Science students study the skills common to specific health-care topics and study medical terminology, basic anatomy/physiology, disease processes, infection control, and components for wellness and healthy lifestyle. Students learn and demonstrate technical skills in Prosser's mock clinical laboratories. In addition, students study the role of the healthcare worker, effective communication skills, and the legal and ethical standards within the health care industry. Second-year students focus on career specialists and are placed in an actual clinical setting where they are prepared for the Certified Nursing Assistant (CNA) certification. Students participate in a variety of other experiences such as nursing, lab testing, obstetrics, imaging, physical therapy, surgery, medical offices or extended care.

**Related Careers:** 1. Nurse      2. Medical Assistant      3. X-Ray Technician

### **Introduction to Pharmacy**

DOE

5214

Pharmacy students will attend their home school for a full schedule of classes and attend Prosser's pharmacy class two days a week from 3:45 p.m. – 6:00 p.m. Students study an introduction to health care systems, basic medical and pharmaceutical terminology, body systems, pharmaceutical dispensation, drug conversions, legal and ethical responsibilities, the role of the pharmacist/technician, pharmaceutical industry trends. In addition, students participate in a required internship within an actual pharmacy. Students must be 18 by November 1<sup>st</sup> to participate in this experience.

**Related Careers:** 1. Pharmacist      2. Pharmacy Technician      3. Pre-Med

## Information Technology

### **Networking**

DOE 5234

Networking students will learn how to assemble and configure computers, install operating systems and software, and troubleshoot hardware and software problems. Students will also learn all aspects of network support including the fundamental concepts of local, wide area, and home networks. The Network Systems curriculum is aligned with Compia A+, Comptia Network+, and Cisco CCNA.

**Related Careers:** 1. Information Systems Management 2. Computer Installation & Maintenance  
3. Computer Systems Analysis

### **Computer Programming**

DOE 5236

Computer Programming students design, develop, test, document, implement and maintain computer systems and software. Programming introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into the high-level languages. Students learn computer languages, including Visual Basic and C++, JAVA, PHP, XHTML, Javascript, XML, AJAX, Oracle and SQL.

**Related Careers:** 1. Computer Programmer 2. Computer Software Engineer 3. Database Manager

## Public Safety

### **Criminal Justice**

Criminal Justice students will study the basic fundamentals of law enforcement and the criminal justice system. The Criminal Justice curriculum is based on the standards and content provided by official law enforcement academies. Students will learn criminal law, traffic control, and how to conduct effective criminal investigations. Students will also learn personal safety and defense tactics and participate in weekly physical training.

**Related Careers:** 1. Police Officer 2. Probation Officer 3. Conservation Officer:

### **Fire and Rescue/EMT**

Fire and Rescue students will focus on all aspects of Fire Science in the first year curriculum. This will include Firefighter safety and health, fire control and behavior, rescue equipment, and hazardous materials. Second year curriculum will include pre-hospital care, medication identification, and ambulance operations. Students completing the second year curriculum will be prepared to test for a Basic Emergency Medical Technician (EMT) certification.

**Related Careers:** 1. Firefighter 2. EMT 3. Paramedic

## Manufacturing

### **Precision Machine Technology**

DOE

5782

Precision Machine students learn a basic understanding of the precision machining processes used in industry, manufacturing, maintenance and repair. Students experience hands-on training on some of the most technologically advanced equipment found in industry, including CNC (computer numerical control) lathes, CNC mills, EDM (electrical discharge machining) wire machines, CMM (coordinate measuring machine), CAD/CAM (computer-aided design/computer-aided machining) computers, robots, lathes, mills, surface grinders, drill presses, and saws.

**Related Careers:** 1. Machinist 2. Tool & Die Maker 3. CNC Programmer

### **Welding Technology**

DOE

5776

Welding Technology students learn to fabricate and weld metal, using shielded metal arc, oxy fuel, MIG, TIG, and plasma arc techniques and procedures. In addition, students study the properties of metals, safety, blueprint reading, electrical principles, welding symbols, and mechanical drawings. The principles of metallurgy, gases, and material science are integral to this course.

**Related Careers:** 1. Pipe Fitter 2. Iron Worker 3. Steel Fabricator

## Transportation

### **Aviation Maintenance Technology**

DOE

5520

Aviation Maintenance students receive instruction in power plants, airframes, aircraft drawing, basic electricity, basic physics, cleaning and corrosion control, fluid lines and fittings, ground operations and servicing, maintenance publications, materials and processes, mathematics, mechanical privileges and limitations, and aircraft weight and balance. The Aviation Maintenance program is located in the Federal Aviation Administration (FAA) certified facility, located at Shawnee High School. Aviation Maintenance students are actually Jefferson Community Technical College students and will attend classes with other JCTC students.

**Related Careers:** 1. Aviation Mechanic 2. Grounds Maintenance Crew

### **Aircraft Operations**

DOE

5524

Aviation students will study and prepare for a career in aviation. First year curriculum will include air transportation, aircraft propulsion and operating, ATC procedures, and primary ground school. Second year students (one credit) will exclusively log actual flight hours at the Clark County Airport. Flight lessons can be scheduled during the day, after school or on weekends. Second year students may have the option of scheduling a full or reduced load of classes at their high school. This program is uniquely operated in partnership with Vincennes University.

**Related Careers:** 1. Pilot 2. Air-Traffic Controller 3. Grounds Crew

### **Automotive Collision Repair Technology**

DOE

5514

Auto Collision students train in many phases of the collision repair process: cost estimating, frame and body damage analysis, structural and unibody three-dimensional measuring, metal straightening, MIG welding, computerized frame diagnosis, computerized color mixing, computerized estimating of repair costs, panel and parts replacement. Students also learn auto-electrical systems, air-conditioning and air-bag systems. In addition to completing classroom instruction, students' practical experiences will be conducted in Prosser's fully-operational auto collision business.

**Related Careers:** 1. Collision Repair Technician 2. Insurance Estimator/Appraiser 3. Automotive Refinish Tech

### **Automotive Services Technology**

DOE

5510

Automotive Services Technology students learn industry theory and experience hands-on instruction in repairing vehicles using the latest diagnostic and repair equipment in the automotive industry. Topics covered include steering and suspension, braking systems, manual transmissions, differentials, automatic transmissions, air conditioning, engine repair, electrical systems and engine performance. In addition to completing classroom instruction, students' practical experiences will be conducted in Prosser's fully-operational automotive services business.

**Related Careers:** 1. Auto Service Technician 2. Service Writer 3. Insurance Adjuster

### **Diesel Service Technology**

DOE

5620

Diesel Service Technology students experience all phases of repair work on diesel engines and heavy equipment. Classroom and lab activities utilize state-of-the-art diagnostic equipment and tools to repair and troubleshoot all aspects of diesel operation, service and maintenance. Students also practice with the use of technical manuals, hand and power tools, and testing and diagnostic equipment.

**Related Careers:** 1. Diesel Maintenance Technician 2. Hydraulics Repair Technician 3. Service Writer

December 15, 2011

## Dual Credit Courses

Course requirements for these courses are located in the Course Description Book.

### Vincennes University

\*Must meet Vincennes requirements for college course admission.

Advanced Composition, ENGL 101  
Introduction to Literature, LITR 100  
Advanced Earth and Space Science, SES 100  
Human Biology, LIFSC 100

### Purdue University

\*Must apply and be accepted to Purdue.

Advanced Life Science, Animals, ANSC 102  
Advanced Life Science, Plants, BTNY 210

### Ivy Tech

\*Must meet Ivy Tech's requirements for college course admission

Business Law, BUSN 102  
Physics, PHYS 101  
Sociology, SOCI 111