

# **Winchester Community High School Course Description Guide**

## **WCHS Mission Statement**

**Winchester Community High School will set high standards and expect high achievement from everyone every day.**

## **WCHS Vision Statement**

**Winchester Community High School will prepare our students to excel in an ever-changing world.**

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High School  
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# **2015-2016 School Year**

**This guide is available online at [wchs.rc.k12.in.us](http://wchs.rc.k12.in.us) under Counselors' Corner  
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# AGRICULTURAL EDUCATION

## AGRIBUSINESS MANAGEMENT, CC AGRIBUSINESS & FARM MANAGEMENT – AGRI 102

5002 (AG BUS MGMT)

*Agribusiness Management* provides foundational concepts in agricultural business. It is a two semester course that introduces students to the principles of business organization and management from a local and global perspective while incorporating technology. Concepts covered in the course include food and fiber, forms of business, finance, marketing, management, sales, leadership development, supervised agricultural experience career opportunities in the area of agribusiness management.

- Recommended Grade Level: Grade 11-12
- Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 1 credit per semester, maximum of 2 semesters (3 Ivy Tech hours)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit through Ivy Tech
- Qualifies as a Quantitative Reasoning course

## ANIMAL SCIENCE

5008 (ANML SCI)

*Animal Science* is a two semester 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, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.

- Recommended Grade Level: Grade 10-12
- Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 1 credit per semester, maximum of 2 semesters
- Fulfills a Life Science or Physical Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## INTRODUCTION TO AGRICULTURE, FOOD AND NATURAL RESOURCES

5056 (INT AGFNR)

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

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

**LANDSCAPE MANAGEMENT, CC**  
**LANDSCAPE MANAGEMENT I – LAND 103**

5136 (LAND MGMT I)

*Landscape Management* is a two semester 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 of landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscape operations and the care and use of equipment utilized by landscapers. Students will also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.

- Recommended Grade Level: Grade 10-12
- Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 1 credit per semester, maximum of 2 semesters (3 Ivy Tech credits)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit through Ivy Tech
- Qualifies as a Quantitative Reasoning course

**AGRICULTURE POWER, STRUCTURE, & TECHNOLOGY**

5088 (AG POW)

*Agriculture Power, Structure and Technology* is a lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in concert while incorporating technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in the area of agriculture power, structure and technology.

- Recommended Grade Level: Grade 10-12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 1-3 credit(s) per semester, maximum of 6 credits (3 Ivy Tech Credits)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

## PLANT AND SOIL SCIENCE

### 5170 (PLT SL SCI)

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

- Recommended Grade Level: Grade 10-12
- Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Fulfills a Life Science or Physical Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## SUPERVISED AGRICULTURAL EXPERIENCE

### 5228 (SAE)

*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 can be offered each year as well as during the summer session. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated.

- Recommended Grade Levels: 9-12
- Credits: 1 credit per semester, a maximum of 8 credits

# Visual Art

## ADVANCED ART HISTORY

### 4020 (ADV ART HST)

Advanced Art History is a course based on the Indiana Academic Standards for Visual Art. Students in this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. They build on knowledge and skills developed in Art History. Students continue to study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10-12
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## ADVANCED THREE-DIMENSIONAL ART (L)

### 4006 (ADV 3D ART)

*Advanced Three-Dimensional Art* is a course based on the Indiana Academic Standards for Visual Art. Students in this course 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. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade Levels: 11-12
- Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L), Ceramics (L), Sculpture (L) with a “B” average; permission of the teacher
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **ADVANCED TWO-DIMENSIONAL ART (L)**

### *4004 (ADV 2D ART)*

*Advanced Two-Dimensional Art* is a course based on the Indiana Academic Standards for Visual Art. Students in this course 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. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade Levels: 11-12
- Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L), Drawing (L), Painting (L) with a “B” average; permission of the teacher
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **ART HISTORY**

### *4024 (ART HIST)*

Art History is a course based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10-12
- Credits: a 1-semester course for 1 credit
- Fulfills requirements for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

## **CERAMICS (L)**

### *4040 (CERAMICS)*

*Ceramics* is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Levels: 10-12

- Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L) with a “C” average
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **DRAWING (L)**

### *4060 (DRAWING)*

*Drawing* is a course based on the Indiana Academic Standards for Visual Art. 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. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Levels: 10-12
- Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L) with a “C” average
- Credits: a 2-semester course for 2 credits. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **INTRODUCTION TO THREE-DIMENSIONAL ART (L)**

### *4002 (3D ART)*

*Introduction to Three-Dimensional Art* is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade Levels: 9-12
- Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas



**INTRODUCTION TO TWO-DIMENSIONAL ART (L)**  
(2D ART)

4000

*Introduction to Two-Dimensional Art* is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade Level: 9-12
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**PAINTING (L)**  
(PAINTING)

4064

*Painting* is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

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

**SCULPTURE (L)**  
(SCULPT)

4044

*Sculpture* is a course based on the Indiana Academic Standards for Visual Art. Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

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

# BUSINESS, MARKETING & INFORMATION TECHNOLOGY

## ACCOUNTING

4524 (ACC)

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

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Algebra I with a “C” average or better
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course

## BUSINESS MATH

4512 (BUS MATH)

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

- Recommended Grade Level: 10-12
- Recommended Prerequisite: Algebra I
- Credits: 1 credit per semester, maximum of 2 credits
- Fulfills a Mathematics requirement for the General Diploma only or counts as an Elective or Directed Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course

## DIGITAL CITIZENSHIP

4530 (DIGI CITI)

*Digital Citizenship* prepares students to use computer technology in an effective and appropriate manner. Students develop knowledge of word processing, spreadsheets, presentation and communications software. Students establish what it means to be a good digital citizen and how to use technology appropriately.

- Recommended Grade Level: 9 -10
- Credits: Maximum of 1 semester, maximum of 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## TECHNICAL BUSINESS COMMUNICATIONS

### 4508 (TECH BUS COMM)

*Technical/Business Communication* provides students with the communication and problem-solving skills to function effectively in the workplace. Areas of study include written/oral/visual communication, listening, informational reading, Internet research/analysis, and electronic communication. Concepts addressed will include adapting communication to the situation, purpose, and audience. Students produce documents related to employee handbooks, instructional manuals, employment communication, organizational communication, business reports, and social and professional situations using word processing, presentation, multimedia, and desktop publishing software.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Digital Citizenship or Information and Communications Technology
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- May fulfill up to two graduation credits of the English/Language Arts requirement

## INTRODUCTION TO ENTREPRENEURSHIP

### 5967 (INTO ENTR)

*Introduction to Entrepreneurship* provides an overview of what it means to be an Entrepreneur. Student will learn about starting and operating a business, marketing products and services, and how to find resources to help. This course is ideal for students interested in starting their own art gallery, salon, restaurant, etc.

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

## PERSONAL FINANCIAL RESPONSIBILITY

### 4540 (PRS FIN RSP)

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

- Recommended Grade Level: 10 - 12
- Credits: 1 credit per semester, maximum of 1 semester

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

## **PREPARING FOR COLLEGE AND CAREERS**

### *5394 (PREP CC)*

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

- Recommended Grade Level: 9-10
- Credits: 1 credit per semester, maximum of 1 semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **PRINCIPLES OF MARKETING**

### *5914 (PRN MRKT)*

*Principles of Marketing* provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management.

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

## **TECHNICAL/BUSINESS COMMUNICATION**

### *4508 (TECH BUS COMM)*

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

projects, class or small group discussions, case studies or scenarios, community-based projects, technology, and business experiences.

- Recommended Grade Level: 11-12
- Prerequisites: Digital Citizenship or teacher recommendation
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- May fulfill up to two graduation credits of the English/Language Arts requirement

**ICE - INTERDISCIPLINARY COOPERATIVE EDUCATION  
(Including Related Instruction and On-The-Job Training)  
FIRST YEAR SEMINAR – IVYT 101**

5902

(ICE)

*Interdisciplinary Cooperative Education (ICE)* spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. The following two components must be included as part of the Interdisciplinary Cooperative Education course.

**Related Instruction**, that is classroom based, shall be organized and planned around the activities associated with the student's individual job and career objectives in a career cluster area/pathway; and shall be taught during the same semesters as the student is receiving on-the-job training. For a student to become occupationally competent and therefore employable, the related instruction should cover in varying proportions: (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.

**On-the-Job Training** is the actual work experience in an occupation in any one of the Indiana College and Career Pathways that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with pre-determined training plans and agreements and who assist in evaluating the student's job performance. Students in ICE placement must be paid in accordance with federal and state student employment and cooperative education laws.

- Recommended Grade Level: 12
- Required Prerequisite: A minimum of 4 credits in a logical sequence of courses from program areas related to the student's career pathway
- Credits: 2 credits for on the job training experience and 1 credit for related instruction per semester, 2 semesters (1 Ivy Tech credit)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

# ENGINEERING AND TECHNOLOGY EDUCATION

## ADVANCED MANUFACTURING I, CC KEY PRINCIPALS OF ADVANCED MANUFACTURING – ADMF 101

5608 (ADV MFTG I)

*Advanced Manufacturing I*, is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Industrial Technology and Software Controls covers wiring and schematic diagrams used to design, install, and repair electrical/electronic equipment such as wireless communication devices, programmable controllers. Course content will include basic theories of electricity, electronics, digital technology, and basic circuit analysis. Activities include experiences in: soldering; use of an oscilloscope, meters, signal generators and tracers; breadboarding; circuit simulation software; and troubleshooting. Understanding and using the underlying scientific principles related to electricity, electronics, circuits, sine waves, and Ohm's Law are integral to this course. Manufacturing Trends covers basic concepts in manufacturing operations and plant floor layout in the production environment. Applications of Computer Numerical Control (CNC), and lathe and turning operations are developed as a foundation for machining operations. Coordinate system concepts are introduced as relevant to machining processes, as well as fluid and mechanical power, welding, and lean manufacturing. Fluid power concepts will include hydraulic components and circuits, laws and principles, fluid power controllers, and the construction of systems. In the mechanical power portion of the course, students will learn about machine specifications, basic forces, friction, simple machines, motors, and motor controls. Students will also be introduced to lean manufacturing where they will study concepts including: lean goals, product quality, eliminating waste, cost effectiveness, lean concepts, resource planning, continuous improvement, and the various advantages of lean manufacturing. This course includes MSSC concepts required to earn MSSC certification.

- Recommended Grade Level: Grade 11-12
- Prerequisites: Introduction to Manufacturing with a "C" or better, or permission of teacher
- Credits: 1 credit per semester, maximum 2 semesters (3 Ivy Tech credits)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

## ADVANCED MANUFACTURING II, CC TECHNOLOGY IN ADVANCED MANUFACTURING – ADMF 102

5606 (ADV MFTG II)

Advanced Manufacturing II, Introduces basic blueprint reading, Computer Numerical Control (CNC) operation and the skills commonly used in the manufacturing industry. Areas of study will include: interpretation of drawing dimensions and notes to ANSI standards for machining including; Geometric Dimensioning and Tolerancing (GDT), welding, fabrication applications and inspection techniques. Students will be able to use Computer Aided Design software (CAD) to create 3D models and working drawings. Skills in the setup and operation of a CNC mill and lathe will also be acquired using multiple machine tool controllers. Other more general topics will include coordinate systems, dimensioning, line precedence, multiview drawings, safe dress, tool paths, speed and feed calculations, and tool selection. The course also introduces robotics, automation, and Computer Integrated Manufacturing Technology (CIMT). Common types of factory automation will be identified. The course will focus on three main types of manufacturing automation including; Programmable

Logic Controllers (PLC), Computer Numerically Controlled Machines (CNC), and Robotics. Topics cover robotic principles including basic theory, robot safety, robotic classifications, applications, socioeconomic impact, work cell design, robot programming (Pendant and Software Language), and sensor and actuator interfacing. Students will be required to design, program and troubleshoot computer controlled machine logic and production processes in a project oriented learning environment.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: Advanced Manufacturing I with a “C” or better, passed the Safety and Quality certifications
- Credits: 1 credit per semester, maximum of 2 semesters (3 Ivy Tech credits)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit through Ivy Tech
- Qualifies as a Quantitative Reasoning course

## **COMPUTERS IN DESIGN AND PRODUCTION**

### **4800 (COMP DES)**

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

- Recommended Grade Level: 10-12
- Prerequisites: Introduction to Engineering Design with a “C” or better
- Credits: 1 credit per semester, maximum of 2 semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the courses specified in the sequence of courses for all Career Clusters and all of Indiana’s College and Career Pathway Plans

## **CONSTRUCTION SYSTEMS**

### **4782 (CONS SYST)**

*Construction Systems* is a course that specializes in how people use modern construction systems and the management of resources to efficiently produce a structure on a site. Students will explore the application of tools, materials, and energy in designing, producing, using, and assessing the construction of structures. Classroom activities introduce students to the techniques used in applying construction technology to the production of residential, commercial, and industrial buildings in addition to civil structures. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course.

- Recommended Grade Level: 9-11
- Credits: 1 semester course, 1 credit for the semester



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

## **CONSTRUCTION TECHNOLOGY I**

### *4830/4832 (CONST TECH I)*

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

- Recommended Grade Level: Grade 11-12
- Credits: 2-3 credits per semesters, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS**

### *4796 (INT ADV MFTG)*

*Introduction to Advanced Manufacturing and Logistics* is a course that specializes in how people use modern manufacturing systems with an introduction to advanced manufacturing and logistics and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. Students study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. After gaining a working knowledge of these materials, Students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, MSDS's, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors.

- Recommended Grade Level: Grade 10-12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **INTRODUCTION TO ENGINEERING DESIGN**

### *4802 (INT ENG DES)*

*Introduction to Engineering Design* is an introductory course which develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques. Computer Aided Design (CAD).

- Recommended Grade Level: 9-12
- Credits: 1 credit per semester, 2 semesters maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **TRANSPORTATION SYSTEMS**

### *4786 (TRANS SYST)*

*Transportation Systems* is a course that specializes in the study of the transportation systems used to support commerce and the logistics for the efficient movement of goods and people. In this course, students will explore the systems, techniques and vehicles used to move people and cargo on land, water, air, and space. Activities allow students to understand a variety of transportation systems and investigate the energy, power and mechanical systems used to move people and products from one location to another.

- Recommended Grade Level: 9-10
- Credits: 1 semester course, 1 credit for the semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **INTRODUCTION TO CONSTRUCTION**

### *4792 (INT CONST)*

*Introduction to Construction* is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the

structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

- Recommended Grade Level: Grade 10 -12
- Recommended Prerequisites: Construction Systems
- Credits: 1 credit per semester, 2 semester course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

# ENGLISH/LANGUAGE ARTS

## ADVANCED ENGLISH, COLLEGE CREDIT EXPOSITION & PERSUASION – ENGL 112

1124 (ADV ENG CC)

Advanced English Language Arts, College Credit, is an advanced course based on Indiana's Academic Standards for English Language Arts and the Common Core State Standards for English Language Arts in Grades 11 and 12. This course title covers any English language and Composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school. *Exposition and Persuasion* builds on the writing skills taught in ENGL 111 and emphasizes research-based analytic and argumentative writing.

- Recommended Grade Level: 12
- Prerequisites: A grade of a “C” or better in ENGL 111 English Composition; PSAT, ACT or SAT and/or Accuplacer test scores are also required
- Credits: 1 credit for 1 semester class (3 Ivy Tech credits)
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

## COMPOSITION

1090 (COMP)

*Composition*, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study and application of the rhetorical (effective) writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature.

- Recommended Grade Level: 11-12
- Prerequisites: teacher/guidance recommendation
- Credits: 1 credit for 1 semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course will be taken for English credit recovery

## CREATIVE WRITING

### 1092 (CREAT WRIT)

*Composition*, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study and application of the rhetorical (effective) writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. CREATIVE WRITING PROJECT: Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.

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

## ENGLISH 9

### 1002 (ENG 9)

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

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

## ENGLISH 9 HONORS

### 1002H (ENG 9)

This course is of greater depth and complexity than English 9 with a greater emphasis on higher levels of the learning taxonomy, namely, analysis, synthesis and evaluation. Students continue to practice more sophisticated levels of writing through technology services.

- Recommended Grade Level: 9
- Prerequisites: Testing/Identification, eighth-grade teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma

## ENGLISH 10

### 1004 (ENG 10)

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

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

## ENGLISH 10 HONORS

### 1004H (ENG 10)

This class is of greater depth and complexity than English 10 and will better prepare the student to take a college class. Regular sophomore curriculum with enrichment will be studied. Writing, research skills, and oral skills will be challenged and developed.

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

## ENGLISH 11

### 1006 (ENG 11)

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

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

## ENGLISH COMPOSITION – ENGL 111

1008 (ADV ENG CC)

*Elementary Composition* is designed to develop students' abilities to think, organize and express their ideas clearly and effectively in writing. This course incorporates reading, research and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion and argumentation. A research paper is required. Numerous in-class writing activities are required in addition to extended essays written outside of class.

- Recommended Grade Level: 11-12
- Recommended Prerequisites PSAT, ACT or SAT and/or Accuplacer test scores are also required
- Credits: 1 credit per semester, 2 semesters (3 Ivy Tech credits)
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

## ENGLISH 12

1008 (ENG 12)

*English 12, an integrated English course based on Indiana's Academic Standards for English/Language Arts for Grade 12 and the Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information

- Recommended Grade Level: 12
- Prerequisites: English 9, English 10, and English 11 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## LANGUAGE ARTS LAB

1010 (LANG LAB)

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

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1-8 credits. This course allows for successive semesters of instruction at advancing levels. Fulfills an English Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma.
- This course is for students who need additional support in language arts – especially in writing.

## JOURNALISM/STUDENT PUBLICATIONS--DIGITAL MEDIA

### 1080 (JRNALISM)

*Journalism*, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of communications history including the legal boundaries and the ethical principles that guide journalistic writing. It includes a comparison study of journalistic writing to other types of writing. Students prepare for a career path in journalism by working on high school publications or media staffs. **Journalism** is a semester course designed for students interested in student publications including the creation of the yearbook, a digital newspaper, and website layout and writing. Students will study the field of journalism and develop their skills as a writer. The course explores the contemporary media and the ethical responsibility issues inherent in the press today. Students will learn the fundamentals of news, feature, editorial and sports writing. Copy reading, news style and editing will be stressed. Students will create numerous original stories using varied structures and writing techniques. Students will also explore the field of photojournalism and learn to create computer-generated layouts and page designs. **Student publications** is a semester course designed so that students will explore the ever-changing digital world around them. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students will write about current and upcoming events, draft press releases, and create advertisements. They will also plan and execute the production of short video clips, event teasers, and information bulletins

- Recommended Grade Level: 9-12
- Credits: 2 credit, 2 semester course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma
- Journalism Academic Career Path form; *High School Journalism Standards; Research Standards; Historical Timeline*: <http://www.doe.in.gov/opd/languagearts/publications.html>
- NOTE: This is not a student publications course. The designated school newspaper or yearbook course is Student Publications (1086).

## SPEECH

### 1076 (SPEECH)

*Speech*, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts Standards*, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multi-media presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.

- Recommended Grade Level: 11-12
- Credits: 1 semester course for 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.



## STUDENT PUBLICATIONS--YEARBOOK

### 1086 (STDNT PUBS)

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

- Recommended Grade Level: 10-12
- Prerequisites: Journalism with a “C” average or better or teacher recommendation and completion of student application with teacher recommendations and acceptance to staff
- Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Journalism Academic Career Path form; High School Journalism Standards; Student Publications Standards: <http://www.doe.in.gov/opd/languagearts/publications.html>
- NOTE: This is the designated school newspaper or yearbook course.

## THEMES IN LITERATURE

### 1048 (THEMES LIT)

*Themes in Literature*, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of universal themes, such as the journey of the hero, the trials of youth, the search for identity, and other themes appropriate to the level and interests of students. The course may be limited to a few important related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of the cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition.

- Recommended Grade Level: 11-12
- Prerequisites: Teacher/guidance recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course will be taken for an English credit recovery

# FAMILY AND CONSUMER SCIENCES

## ADULT ROLES AND RESPONSIBILITIES

### 5330 (ADULT ROLES)

*Adult Roles and Responsibilities* is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepares to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of adult roles and responsibilities. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and postsecondary education in all career areas related to individual and family life.

- Recommended Grade Level: 10-12
- Credits: 1 credit for 1 semester
- Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## ADVANCED CHILD DEVELOPMENT

### 5360 (ADVCHLDDEV)

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

- Recommended Grade Level: 10-12
- Prerequisites: Child Development and Parenting with a "C" or better
- Credits: One-semester course for one credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## ADVANCED NUTRITION AND WELLNESS

### 5340 (ADV NTRN WEL)

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

- Recommended Grade Level: 11-12
- Prerequisites: Nutrition and Wellness with a “C” or better
- Credits: 1 semester course for 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## CHILD DEVELOPMENT

### 5362 (CHLD DEV)

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

- Recommended Grade Level: 10-12
- Credits: One-semester course for one credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the F&CS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)

## CONSUMER ECONOMICS

### 5334 (CONS ECON)

*Consumer Economics* enables students to achieve high standards and competencies in economic principles in contexts of high relevancy and applicability to their individual, family, workplace, 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 consumer economics 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. Depending on needs and resources, this course may be taught in a local program. In schools where it is taught, it is recommended for all students regardless of their career pathway, in order to build basic economics proficiencies.

- Recommended Grade Level: 9-11
- Credits: 1 semester class for 1 credit
- Fulfills a Social Studies requirement for the General Diploma only and counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **INTERPERSONAL RELATIONSHIPS**

5364 (INTRP RLT)

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

- Recommended Grade Level: 9-11
- Credits: One-semester course for one credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the F&CS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)

## **INTRODUCTION TO FASHION AND TEXTILES**

5380 (FSHNTX)

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

- Recommended Grade Level: 9-12
- Credits: 1 credit per semester, 2 semesters maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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

### *5350 (INT HSINT DES)*

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

- Recommended Grade Level: 10-12
- Credits: 1 credit for 1 semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **NUTRITION AND WELLNESS**

### *5342 (NTRN WLNS)*

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

- Recommended Grade Level: 11-12
- Credits: One-semester course for one credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the F&CS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)

# MATHEMATICS

## ADVANCED MATHEMATICS, COLLEGE CREDIT CALCULUS I - M215

25441 (ADV MTH CC)

*Calculus* focuses on coordinates, functions, straight lines, limits, continuity, derivatives, definite integral, applications, circles, conics, techniques of integration, and infinite series.

- Recommended Grade Level: 12
- Prerequisite: College Algebra and Trigonometry with a “B” average and teacher recommendation based on placement test
- Credits: 2 semester, 2 credit course for high school (5 IU credit hours possible)
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit through Indiana University

## ADVANCED MATHEMATICS, COLLEGE CREDIT COLLEGE ALGEBRA – MATH 136

25443 (ADV MTH CC)

*College Algebra* presents an in-depth study of functions, quadratic, polynomial, radical, and rational equations, radicals, complex numbers, systems of equations, matrices, rational fractions and exponential and logarithmic functions. MATH 136 and MATH 137 together comprise a standard two-semester college algebra and trigonometry course.

- Recommended Grade Level: 11-12
- Prerequisites: Algebra II and Geometry with a “B” average or better, PSAT, ACT or SAT and/or Accuplacer test scores are also required
- Credits: 1 semester class for 1 credit (3 Ivy Tech credits possible)
- Note: To receive college credit, students must earn a PSAT of 52, SAT of 520 or Accuplacer score of 74 previous to taking the class
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

## ADVANCED MATHEMATICS, COLLEGE CREDIT TRIGONOMETRY WITH ANALYTIC GEOMETRY - MATH137

25444 (ADV MTH CC)

*Trigonometry* presents an in-depth study of right triangle trigonometry, oblique triangles, vectors, graphs of trigonometric functions, trigonometric identities and equations and complex numbers in rectangular and polar/trigonometric forms, rectangular and polar coordinates and conics.

- Recommended Grade Level: 11-12
- Prerequisites: Algebra II and Geometry with a “B” average or better, PSAT, ACT or SAT and/or Accuplacer test scores are also required

- Credits: 1 semester class for 1 credit (3 Ivy Tech credits possible)
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

## **MATHEMATICS AND ITS APPLICATIONS MATH 125**

25442 (ADV MTH CC)

A diverse course including statistics and other topics such as mathematical modeling, problem solving, finance, geometrical concepts, growth patterns, and applications to the physical sciences, social sciences, and economics. <http://www.bsu.edu/common/course/0,1481,-3353--MATHS-125,00.html>

- Recommended background: Algebra I, Algebra II and Geometry with a “C” average or better
- Credits: 2 semester, 2 credit course for high school (3 BSU credit hours possible)
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit through Ball State University
- This course may be used for multiple dual credit college courses in mathematics

## **ALGEBRA ENRICHMENT**

2516 (ALG ENRICH)

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

- Credits: A 2 credit course
- Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Algebra Enrichment is designed as a support course for Algebra I. As such, a student taking Algebra Enrichment must also be enrolled in Algebra I during the same academic year.

## **ALGEBRA I**

2520 (ALG I)

*Algebra I* formalizes and extends the mathematics that students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course

and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Credits: A 2 credit course
- Fulfills the Algebra I/Integrated Mathematics I requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students pursuing Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

## **ALGEBRA II**

### *2522 (ALG II)*

*Algebra II* builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Prerequisite: Algebra I with a “C” average or better
- Credits: A 2 credit course
- Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma
- Qualifies as a Quantitative Reasoning course

## **GEOMETRY**

### *2532 (GEOM)*

*Geometry* formalizes and extends students’ geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the *Geometry* course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Prerequisite: Algebra I and II with a “C” average or better. Algebra II is preferred prior to the class, but with teacher recommendation can be taken concurrently.
- Credits: A 2 credit course
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma



## MATHEMATICS LAB

### 2560 (MATH LAB)

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

- Credits: A 1 to 8 credit elective course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

# MUSIC

## ADVANCED CHORUS (L)

### 4188 (ADV CHOR)

*Advanced Chorus* is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Teacher recommendation
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## ADVANCED CONCERT BAND (L)

### 4170 (ADV BAND)

*Advanced Concert Band* is based on the Indiana Academic Standards for High School Instrumental Music. This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines.

Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Members of the WCHS Band are expected to participate in all aspects of the band program including: Marching Band, Pep Band, and Concert Band. Students are expected to remain in the band class for both semesters of a school year.

- Recommended Grade Level: 9-12
- Prerequisites: Previous band experience at the middle school level, or teacher recommendation
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

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

### **INTERMEDIATE CHORUS (L)**

#### *4186 (INT CHOR)*

*Intermediate Chorus* is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: permission of choir director
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

### **JAZZ ENSEMBLE (L)**

#### *4164 (JAZZ ENS)*

*Jazz Ensemble* is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical 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.

- Recommended Grade Level: 9- 12
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for the Core 40 with Academic Honors diploma if students are enrolled in another band or orchestra course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## MUSIC THEORY AND COMPOSITION (L)

### 4208 (MUS THEORY)

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

- Recommended Grade Level: 10-12
- Prerequisites: Previous instrumental or choral experience at the middle school level and freshman year of high school &/or teacher recommendation
- Credits: 1 semester course for 1 credit.
- Fulfills requirement for One Fine Arts credit for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## MUSICAL THEATRE

### 0518 (MUS THTR)

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

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

## PIANO AND ELECTRONIC KEYBOARD (L)

### 4204 (PIANO KEY)

*Piano and Electronic Keyboard* is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

- Recommended Grade Level: 9-12
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

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

## **THEATRE ARTS (L)**

### *4242 (THTR ARTS)*

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

- Recommended Grade Level: 9-12
- Prerequisites: Students must be involved in the school play or musical, or teacher permission
- Credits: a 1-semester course for 1 credit.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

# PHYSICAL EDUCATION AND HEALTH

## ADVANCED HEALTH & WELLNESS

3500 (ADV HLTH ED)

*Advanced Health & Wellness*, an elective course that is aligned to the *Indiana's Academic Standards for Health & Wellness*, provides advanced knowledge and skills to help students adopt and maintain healthy behaviors. Through a variety of instructional strategies, students practice the development of functional advanced health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. Advanced Health & Wellness provides students with an in-depth study of promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. The scientific components of health and wellness, health issues and concerns, health risk appraisals, individual wellness plans, health promotion and health careers are expanded and explored within the context of the course. This course provides students with the advanced knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- Recommended Grade Level: 10-12
- May be taken before Health and Wellness Education
- Credits: 1 credit, 1 semester course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## HEALTH & WELLNESS EDUCATION

3506 (HLTH&WELL)

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

- Recommended Grade Level: 10-12
- Credits: 1 credit, 1 semester course
- Fulfills the Health & Wellness requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas

## **ELECTIVE PHYSICAL EDUCATION (L)**

### **3560 (ELECT PE)**

*Elective Physical Education*, a course based on selected standards from *Indiana's Academic Standards for Physical Education*, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. 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. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 10-12
- Prerequisites: Physical Education I and II with a "B" average or better &/or teacher recommendation
- Credits: 1 credit per semester, trimester or upon mastery of course standards. There is no maximum amount of credits that may be earned provided that there is no course or skill level duplication.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

## **PHYSICAL EDUCATION I (L)**

### **3542 (PHYS ED)**

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

- Recommended Grade Level: 9
- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity

## PHYSICAL EDUCATION II (L)

### 3544 (PHYS ED II)

*Physical Education II* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in four of the following that were not in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9
- Recommended Prerequisites: Physical Education I
- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.



# SCIENCE

## BIOLOGY I (L)

3024 (BIO I)

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

- Recommended Grade Level: 9-10
- Credits: A two credit course
- Fulfills the Biology requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
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## BIOLOGY II, CC (L) INTRODUCTORY BIOLOGY – BIOL 101

3026 (BIO II)

*Biology II* is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In 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.

- Recommended Grade Level: 11-12
- Prerequisite: Biology I and Chemistry I with a "B-" average or better; PSAT, ACT or SAT and/or Accuplacer test scores are also required
- Credits: 2 semester course for 2 credits (3 Ivy Tech credits)
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

## CHEMISTRY I (L)

3064 (CHEM I)

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

- Recommended Grade Level: 10-12

- Recommended Prerequisite: Algebra II (can be taken concurrently), and Biology I with a “C-“ average or better
- Credits: A 2 credit course
- Fulfills the 2 credit requirement for Chemistry I for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course

**CHEMISTRY II, CC (L)**  
**INTRODUCTORY CHEMISTRY – CHEM 101**

3066 (CHEM II)

*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.

- Recommended Grade Level: 11-12
- Prerequisite: Chemistry I, Algebra II with a “B-” average or higher; PSAT, ACT or SAT and/or Accuplacer test scores are also required
- Credits: A two credit course, 1 credit per semester (3 Ivy Tech credits)
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit through Ivy Tech
- Qualifies as a Quantitative Reasoning course

**EARTH AND SPACE SCIENCE I (L)**

3044(EAS SCI I)

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

- Recommended Grade Level: 9-10
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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

3012 (ENVSCI AP)

*Environmental Science, Advanced Placement* is a course based on content established by the College Board. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze

environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Recommended Grade Level: 11-12
- Prerequisite: Chemistry I with a “B-“ average or better, or permission of the science department
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course
- Students are required to take the AP exam at the end of the course

### **INTEGRATED CHEMISTRY-PHYSICS (L)**

#### *3108 (ICP)*

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

- Recommended Grade Level: 10- 12
- Prerequisite: Successful completion of Algebra I and Biology I (may be taken concurrently with one of these courses)
- Credits: A two credit course, 1 credit per semester
- Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

### **PHYSICS**

#### *3084 (PHYS I)*

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

- Recommended Grade Level: 11-12
- Prerequisite: Chemistry I and Algebra II with a “B-“ average or better
- Credits: A two credit course, 2 semester course
- Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course

# SOCIAL STUDIES

## ECONOMICS ECONOMIC FUNDAMENTALS 101

1514(ECON)

*Economics* examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, the role of financial institutions, economic stabilization, and trade.

1. Recommended Grade Level: 12

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

## GEOGRAPHY AND HISTORY OF THE WORLD

1570 (GEO-HST WLD)

*Geography and History of the World* is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. Using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21<sup>st</sup> Century.

- Recommended Grade Level: 9, 10
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

## SOCIOLOGY

1534 (SOCIOLOGY)

*Sociology* allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students will describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students will examine society, group behavior, and social structures. The influence of culture on group

behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students will also analyze the role of individuals in the community and social problems in today's world.

- Recommended Grade Level: 11, 12
- Credits: 1 semester, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **UNITED STATES GOVERNMENT**

### *1540 (US GOVT)*

*United States Government* provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students will understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students will examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be examined. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, political, and civic activities and the need for civic and political engagement of citizens in the United States.

- Recommended Grade Level: 12
- Credits: 1 semester, 1 credit
- Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

## **UNITED STATES GOVERNMENT, CC**

### **INTRODUCTION TO AMERICAN GOVERNMENT & POLITICS – POLS 101**

### *1540H (US GOVT CC)*

*American Government* examines federalism, theories of the origins and purposes of government and other aspects of the American government, including interest groups, political parties, and the electoral process. Emphasis is placed on constitutional backgrounds and the organization and functions of the executive, legislative, and judicial segments of the national government, civil liberties and civil rights, public opinion, media, bureaucracies, domestic and foreign policy. Emphasis will be placed on importance of active involvement in the governmental process by the citizens.

- Recommended Grade Level: 12
- Prerequisites: PSAT, ACT or SAT and/or Accuplacer test scores are also required
- Credits: 1 credit, 1 semester (3 Ivy Tech credits)
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

## **UNITED STATES HISTORY**

### *1542 (US HIST)*

*United States History* builds upon concepts developed in previous studies of U.S. History. Students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

- Recommended Grade Level: 11
- Credits: 2 semester course, 1 credit each semester
- Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## **UNITED STATES HISTORY, CC SURVEY OF AMERICAN HISTORY II – HIST 102**

### *1542H (US HIST CC)*

*American History* covers major themes including the post Civil War period, western expansion, industrial growth of the nation and its effects, immigration and urban discontent and attempts at reform, World War I, the Roaring Twenties, social and governmental changes of the thirties, World War II and its consequences, the growth of the federal government, social upheaval in the sixties and seventies, and recent trends in conservatism, globalization, and cultural diversity.

- Recommended Grade Level: 11
- Prerequisites: PSAT, ACT or SAT and/or Accuplacer test scores are also required
- Credits: 1 credit, 1 semester (3 Ivy Tech credits)
- as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

## **WORLD HISTORY AND CIVILIZATION**

### *1548 (WLD HST/CVL)*

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

- Recommended Grade Level: 10, 11, 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

## CURRENT PROBLEMS, ISSUES, AND EVENTS

### 1512 (CPIE)

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

- Recommended Grade Level: 10-12
- Recommended /Required Prerequisites: none
- Credits: 1 semester, 1 credit.
- Course may be repeated for credit if the content of the course changes.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## TOPICS IN HISTORY

### 1538 (TOP HIST)

*Topics In History* provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth- century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: United States History or History and World Civilizations
- Credits: 1 semester/1 credit.
- This course may be repeated if the material in the course is different from one semester to the next. Topics in History can address different topics in World History or U.S. History.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

# SPECIAL NEEDS

0500

## RESOURCE MATH

This program is available for students with disabilities. The curriculum involves improving mathematical skills in the areas of math computation, math reasoning, measurement, and money. The instructional program of this course addresses both the understanding and use of the concepts in appropriate problem-solving situations for functioning in society on a daily basis.

- Grade Level 9-12
- Students must be recommended for this course through their individual education programs which are decided upon at the case conference.
- Credits: 0

0500

## RESOURCE ENGLISH

This program is available for students with disabilities. The curriculum involves improving word recognition, vocabulary, reading comprehension, and writing skills needed for functioning in society on a daily basis.

- A. Grade Level 9-12
- B. Students must be recommended for this course through their individual education programs which are decided upon at the case conference
- C. Credits: 0

0500

## RESOURCE NUTRITION

This program is available for students with disabilities. The curriculum 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. Laboratory experiences which emphasize both nutrition and wellness practices are components of this course.

- Grade Level 9-12
- Students must be recommended for this course through their individual education programs which are decided upon at the case conference.
- Credits: 0

0500

## RESOURCE HEALTH

This program is available for students with disabilities. This curriculum provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks for functioning in society on a daily basis.

- Grade Level 9-12
- Students must be recommended for this course through their individual education programs which are decided upon at the case conference.
- Credits: 0



0500

### **BASIC SKILLS DEVELOPMENT**

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

- Grade Level 9-12
- Students must be recommended for this course through their individual education programs which are decided upon at the case conference.
- Credits: 0

0500

### **FUNCTIONAL LIFE SKILLS**

This program is available for students with disabilities. The curriculum involves improving daily tasks of life. Topics may include: Personal Care, Social-Emotional, and Independent Living ( which would cover Household chores, cooking, health care, safety practices, transportation, living options, community resources, and vocational skills.) The students may have the opportunity for Community Based Outings to practice skills and to participate in the work training program with the support of a job coach.

- Grade Levels: 9-12
- Students must be recommended for this course through their individual education programs which are decided upon at the case conference.
- Credits: 0

0500

### **FUNCTIONAL SKILLS IN ENGLISH**

This program is available for students with disabilities. The curriculum involves improving word recognition, vocabulary, reading comprehension, and writing skills needed for functioning in society on a daily basis.

- Grade Levels: 9-12
- Students must be recommended for this course through their individual education programs which are decided upon at the case conference.
- Credits: 0

197

### **FUNCTIONAL SKILLS IN MATH**

This program is available for students with disabilities. The curriculum involves improving in basic math skills of computation, problem solving, time, measurement, and money (which would cover money recognition, counting, managing, budgeting, banking skills, and taxes) needed for functioning in society on a daily basis.

- Grade Levels: 9-12
- Students must be recommended for this course through their individual education programs which are decided upon at the case conference.
- Credits: 0

0500

### **FUNCTIONAL SKILLS IN NUTRITION**

This program is available for students with disabilities. The curriculum 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. Laboratory experiences which emphasize both nutrition and wellness practices are components of this course.

- Grade Level 9-12
- Students must be recommended for this course through their individual education programs which are decided upon at the case conference.
- Credits: 0

522

### **WORK TRAINING**

The job coach at Winchester Community High School works with employers in the community to gain employment for special needs students. The student works both with the job coach and the employer in learning important job skills, such as communicating on the work site, special skills, and working with others.

- Grade Levels: 9-12
- Students must be recommended for this program through their individual education programs which are decided upon at the case conference.
- Credits: 0

# WORLD LANGUAGES

## GERMAN I

### 2040 (GER I)

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

- Recommended Grade Level: 9-11
- Recommended Prerequisites: Student must have received a "C+" or better in their previous semester of English or teacher recommendation
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

## GERMAN II

### 2042 (GER II)

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

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Successful completion of German I with a "C" average or better
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

## GERMAN III

### 2044 (GER III)

*German III*, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for German language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of German-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding German language and culture outside of the classroom.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Successful completion of German II with a "C+" average or better
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

## GERMAN IV

### 2046 (GER IV)

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

- Recommended Grade Level: 12
- Recommended Prerequisites: Successful completion of German III with a "B-" average or better
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

## **SPANISH I**

### *2120 (SPAN I)*

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

- Recommended Grade Level: 9-11
- Recommended Prerequisites: Student must have received a "C+" or better in their previous semester of English or teacher recommendation
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

## **SPANISH II**

### *2122 (SPAN II)*

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

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Successful completion of Spanish I with a "C" average or better
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

## **SPANISH III**

### **SPANISH LEVEL I & II – SPAN 101 & 102**

### *2124 (SPAN III)*

*Spanish III*, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing,

providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Successful completion of Spanish II with a “C+” average or better and PSAT, ACT or SAT and/or Accuplacer test scores are also required
- Credits: A 2-credit course (6 Ivy Tech credits)
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

#### **SPANISH IV SPANISH LEVEL I & II – SPAN 201 & 202**

2126 (SPAN IV)

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

- Recommended Grade Level: 12
- Recommended Prerequisites: Successful completion of Spanish III with a “B-” average or better and PSAT, ACT or SAT and/or Accuplacer test scores are also required
- Credits: A 2-credit course (6 Ivy Tech credits)
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

# VOCATIONAL

## MUNCIE AREA CAREER CENTER

Students accepted into this program will spend one-half day at their regular high school and on-half day at the career center working in their chosen vocational area. Transportation is provided by the school to Muncie in the morning only. Areas include:

Automotive Technology – 5510

Biomedical Sciences - 5218

Construction Technology – 5580

Cosmetology – 5802

Dental Careers – 5203

Early Childhood Education – 5412

Electricity Education – 5684

Health Sciences I – 5282

Health Sciences II – Anatomy/Physiology – 5276 & Health Career practicum – 5207

PC Technician – 5230

Network Administration – 5234

Web Design & Graphic Arts – 5232

Programming – 5236

Public Safety – 5822

Welding Technology – 5776

\*\*A Radio/TV class is offered through MACC at Union City Community High School.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Requires an approved application form and recommendation of the counselor and principal.
- Credits: 3 credits per semester up to 4 semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

### **ICE - INTERDISCIPLINARY COOPERATIVE EDUCATION (Including Related Instruction and On-The-Job Training) FIRST YEAR SEMINAR – IVYT 101**

5902

(ICE)

*Interdisciplinary Cooperative Education (ICE)* spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. The following two components must be included as part of the Interdisciplinary Cooperative Education course.

**Related Instruction**, that is classroom based, shall be organized and planned around the activities associated with the student's individual job and career objectives in a career cluster area/pathway; and shall be taught during the same semesters as the student is receiving on-the-job training. For a student to become occupationally competent and therefore employable, the related instruction should cover in varying

proportions: (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.

***On-the-Job Training*** is the actual work experience in an occupation in any one of the Indiana College and Career Pathways that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with pre-determined training plans and agreements and who assist in evaluating the student's job performance. Students in ICE placement must be paid in accordance with federal and state student employment and cooperative education laws.

- Recommended Grade Level: 12
- Required Prerequisite: A minimum of 4 credits in a logical sequence of courses from program areas related to the student's career pathway
- Credits: 2 credits for on the job training experience and 1 credit for related instruction per semester, 2 semesters (1 Ivy Tech credit)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit through Ivy Tech



**Winchester Community High School**  
**Graduation Requirements**  
**44 Credits**

**I. DIPLOMAS**

- A. Indiana Core 40 with Academic Honors Diploma
- B. Indiana Core 40 with Technical Honors Diploma
- C. Indiana Core 40
- D. General Diploma (opt out)

**II. STATE OF INDIANA HIGH SCHOOL/WCHS diploma** - the following criteria must be met to receive the diploma:

A. The credits of high school work necessary for graduation must include 34 credits in the following required subjects:

|  |           |
|--|-----------|
| 1 .English - English 9, 10, 11 and 12                          | 8 credits |
| 2 .Science – Biology and Physical                              | 4 credits |
| 3 .Math (Algebra I required)                                   | 4 credits |
| 4 .Social studies U.S. History,<br>U. S. Government, Economics | 4 credits |
| 5 .Personal Finance  | 1 credit  |
| 6 .Physical Education I & II                                   | 2 credits |
| 7 .Health and Wellness   | 1 credit  |
| 8 .Career and Academic Sequence                                | 6 credits |
| 9. Flex credits  | 5 credits |
| 10 .Electives  | 9 credits |

B. 44 credits: A credit is 1 credit per class successfully completed per semester

C. Passing both English 10 and Algebra End of Course Assessments (ECA's) or obtaining one of the waivers.

**III. END OF COURSE ASSESSMENTS WAIVERS:**

A student may graduate without passing the ECAs by:

- Continuing to take the test at least one time every year.
- Maintaining a 95% attendance rate (exempt absences not included).
- Completing remediation opportunities provided by the school
- Maintaining a 1.667 grade point average in the 34 credits specifically required for graduation
- Satisfy any other state and local graduation requirements.
- Complete one of the following:
  - Fulfill requirements for the Evidence-Based Waiver by obtaining a written recommendation supporting the request for the appeal from the student's teacher(s) I the subject area(s) in which the student has not achieved a passing score.
  - Fulfill requirements for the Work-Readiness Waiver by completing a workforce readiness assessment and at least one career exploration internship, cooperative education, or workforce credential recommended by your school.
- Students who wish to appeal the decision of the committee will need to follow the procedure of presenting new information to the committee within 48 hours.

**IV. CERTIFICATES OF COURSE COMPLETION** is for any student who receives the required number of credits, yet does not qualify for a waiver diploma. These students have the right to re-enroll in WCHS to take classes to prepare to pass the ECA so they could receive a regular high school diploma.

**V. CERTIFICATES OF COMPLETION** is for non-diploma track students with disabilities who complete their IEP or 504 Plan, but do not pass the ECAs or other graduation requirements.

## Indiana General High School Diploma

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

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

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

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

|   |   |
|---|---|
| <b>English/Language Arts</b>  | <b>8 credits</b>  |
|   | Credits must include literature, composition and speech   |
| <b>Mathematics</b>  | <b>4 credits</b>  |
|   | 2 credits: Algebra I or Integrated Mathematics I<br>2 credits: Any math course<br><b>General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</b>   |
| <b>Science</b>  | <b>4 credits</b>  |
|   | 2 credits: Biology I<br>2 credits: Any science course<br><b>At least one credit must be from a Physical Science or Earth and Space Science course</b>   |
| <b>Social Studies</b>   | <b>4 credits</b>  |
|   | 2 credits: U.S. History<br>1 credit: U.S. Government<br>1 credit: Any social studies course   |
| <b>Physical Education</b>   | <b>2 credits</b>  |
| <b>Health and Wellness</b>  | <b>1 credit</b>   |
| <b>College and Career Pathway Courses</b>   | <b>6 credits</b>  |
| Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities |   |
| <b>Flex Credit</b>  | <b>5 credits</b>  |
|   | Flex Credits must come from one of the following: <ul style="list-style-type: none"> <li>• Additional elective courses in a College and Career Pathway</li> <li>• Courses involving workplace learning such as Cooperative Education or Internship courses <ul style="list-style-type: none"> <li>• High school/college dual credit courses</li> </ul> </li> <li>• Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts</li> </ul> |
| <b>Electives</b>  | <b>6 credits</b>  |
|   | Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.  |

# INDIANA CORE40

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

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

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

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

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

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

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

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

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

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