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Decatur Central High School

2018 – 2019

Course Offerings and Scheduling Handbook

CHOICE

QUEST & INQUIRY

EDGE

NEW TECH

ICE

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DECATUR CENTRAL HIGH SCHOOL

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The EDGE……...*Director*, Christine Mullis….……ext. 25000

Secretary, Trish Foster…… ext. 25002

ICE …… *Director*, Todd Sconce.……. ext. 23000

Secretary, Cali Dixson…….. ext. 23002

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Secretary, Diane Rasmussen……. ext. 21011

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Secretary, Casi Kirk...…… ext. 24002

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Leigh Gary, Registrar…..……ext. 21007

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Derrek Staton, Assistant Athletic Director……. ext. 28001

Carie Parks, Treasurer…….ext. 21004

Mary Conway, Nurse…….ext. 21005

School Schedule

Starting Time 8:35 a.m.
Dismissal Time 3:45 p.m.

INFORMATION FOR STUDENTS, PARENTS AND TEACHERS

This handbook will assist students, parents, teachers and counselors in planning the academic program of all students at the high school level. Included are diploma types and requirements, curriculum and credit information, course descriptions and other pertinent information. Included in the course descriptions are course content, grade level(s), prerequisites, length of class and number of credits awarded for successful completion of the course.

SCHEDULING INFORMATION

General Scheduling Information

1. Every possible effort is made to schedule students into the classes they request.
2. Recommendations for the level of Math students are scheduled into for the following year come from the student's current math teacher.
3. For courses with prerequisites, students must meet the prerequisite to be eligible to be placed in the class or have approval from the instructor.

Scheduling Procedure

1. Students will access their Course Planner through Naviance to view course offerings during CCR and at home with their parents. Students will work on completion of Course Planner with his or her CCR teacher and counselor.
2. The student's counselor will review courses selected in Course Planner and make recommendations. Students will receive their approved course plan with course numbers to complete the online scheduling process. The student will enter his or her course requests for next year's schedule into Skyward.
3. The process of building the master schedule begins which will eventually result in schedules generated for all students.
4. After the schedule is generated and all conflicts are resolved, students and parents will be able to logon to review the selections. A deadline will be set for parents to complete the review process and request changes or corrections if needed. After that deadline, no schedule changes will be honored. If there is a need for a change it must be initiated by the school.

Schedule Change Procedures

A student may not change a class for credit after the 5th day of each semester. A student dropping a class after the 10th day of each semester may receive a grade of a WF.

Schedule changes may be made for the following reasons only:

- Incomplete schedule
- Duplicate period errors
- Senior needing a class for graduation
- Student does not meet the prerequisite for the class
- Replacement of summer school course(s) successfully completed
- Data input error
- Change in the master schedule
- Class size imbalances
- Inappropriate academic placement

DIPLOMA TYPES AND REQUIREMENTS

To earn a high school diploma, students must complete a minimum of 44 credits for a Core 40 diploma and meet all of the graduation requirements. Students will have to pass **ISTEP** in both Mathematics and English Language Arts in order to receive a high school diploma.

A student must earn 44 credit in the courses listed in the chart below. Beginning with the class of 2016, *students must take a math or quantitative reasoning course each year in high school*. The completion of Core 40 is an Indiana graduation requirement. Courses with "Pass/Fail" grades cannot be counted as classes for athletic eligibility. They cannot count toward the graduation requirements for a Core 40 diploma. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce. Students need to complete a Core 40 diploma to be considered for regular admissions to Indiana public colleges offering bachelor's (4-yr) degrees. The same Core 40 courses are strongly recommended for admission to public colleges offering associate's (2-yr) degrees and certificates for entry into the workforce.

NOTE: To graduate with less than Core 40, students and parents, along with school personnel, must complete a formal Opt-Out process.

INDIANA CORE 40 *(minimum of **44** credits)*

Course and Credit Requirements	
English/ Language Arts	**8 credits** Including a balance literature, composition and speech.
Mathematics	**6 credits** 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II *Or complete Integrated Math I, II, and III for 6 credits.* *Students must take a **math** or **quantitative reasoning** course each year in high school*
Science	**6 credits** 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	**6 credits** 2 credits: World History and Civilization or Geography/History of the World 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics
Directed Electives	**5 credits** World Languages Fine Arts Career and Technical Education
Physical Education	**2 credits** or extracurricular substitution
Health and Wellness	**1 credit** or substitute 3 FACS classes
Electives*	**10 credits** (College and Career Pathway courses recommended)
44 Total Credits Required	

CORE 40 with Academic Honors *(minimum **47** credits)*

To be considered for receiving Core 40 with Academic Honors Diploma, students must complete all of the Core 40 courses listed in the Core 40 Diploma requirements diploma section with a "C-" or above in each course and with a total grade point average of a "B-" (2.66) or above.

Class of 2016 and beyond

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 different 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-" (2.66) or better.
- Complete one of the following:
  - A. Earn 4 credits in 2 or more Advanced Placement courses and take corresponding AP exams.
  - B. Earn 6 verifiable transcripted college credits in dual credit courses from priority course list.
  - C. Earn *two* of the following:
    1. A minimum of 3 verifiable transcripted 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 1250 or higher on the SAT critical reading (590), mathematics (560) and writing sections.
  - E. Earn an ACT composite score of 26 or higher and complete written section.
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE 40 with Technical Honors *(minimum **47** credits)*

Class of 2016 and beyond

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

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. State approved, industry recognized certification or credential, or
  2. Pathway dual credits from the approved dual credit list resulting in 6 transcripted college credits.
- Earn a grade of "C-" or better in courses that will count toward the diploma.
- Have a grade point average of a "B-" (2.66) 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

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)

English/Language Arts	**8 credits**
	Credits must include literature, composition and speech
Mathematics	**4 credits**
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course ***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.***
Science	**4 credits**
	2 credits: Biology I 2 credits: Any science course ***At least one credit must be from a Physical Science or Earth and Space Science course***
Social Studies	**4 credits**
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	**2 credits** or Extracurricular substitution
Health and Wellness	**1 credit** or FACS substitution
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	**6 credits**
Flex Credit	**5 credits**
	Flex Credits must come from one of the following: • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives	**6 credits** 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.

40 Total Credits Required

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

DIRECTED ELECTIVE COURSES			
World Languages	Chinese I Chinese II Chinese III	Spanish I Spanish II Spanish III Spanish IV	Latin I Latin II Latin III Latin IV
Fine Arts	**Visual Arts**	**Vocal/Instrumental Arts**	**Theatre Arts**
	Intro to 2D Art Intro to 3D Art Painting 1 – 5 Ceramics Advanced Ceramics	Dance Performance Beginning Chorus Intermediate Chorus Intermediate Chorus (Expressions) Advanced Chorus (Goldenaires) Beginning Concert Band Intermediate Concert Band Advanced Concert Band Instrumental Ensemble Jazz Ensemble Advanced Jazz Ensemble Music History & Appreciation	Theatre Arts I & II Advanced Theatre Arts I & II Technical Theatre Advanced Technical Theatre I & II
Career and Technical	**Engineering & Technology**	**FACS**	**Health Sciences**
	Introduction to Communication	Child Development	Principles of Biomedical Sciences
	Introduction to Transportation *(New Tech only)*	Human Development	Human Body Systems
	Introduction to Design Processes	Interpersonal Relationships	Medical Interventions
	Introduction to Engineering Design	Preparing for College and Careers (8^{th} grade)	Biomedical Innovation
	Principles of Engineering		
	Computer Integrated Manufacturing		
	Introduction to Advanced Manufacturing and Logistics		
	Radio/TV (DCTV)		
	Engineering Design and Development		
	Principles of Marketing		
	Computer Science I		
NOTE: *All Career and Technical Courses (CTE) offered at Area 31 Career Center count as Directed Electives*			

QUANTITATIVE REASONING COURSES

ADVANCED PLACEMENT

Title/Description	Course Number
Calculus AB, Advanced Placement	2562
Calculus BC, Advanced Placement	2572
Macroeconomics, Advanced Placement	1564
Microeconomics, Advanced Placement (Apex)	1566
Physics C, Advanced Placement	3088

AGRICULTURE

Title/Description	Course Number
Landscape Management *(Area 31)*	5136

BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY

Title/Description	Course Number
Business Math (Apex)	4512
Computer Programming I *(Area 31)*	4634
Global Economics (Apex)	4558

ENGINEERING AND TECHNOLOGY

Title/Description	Course Number
Principles of Engineering	4814
Computer Integrated Manufacturing	4810
Engineering Design and Development	5698
Aerospace Engineering *(Area 31)*	4816
Civil Engineering and Architecture *(Area 31)*	4820
Digital Electronics *(Area 31)*	4826

SCIENCE

Title/Description	Course Number
Chemistry I	3064
Integrated Chemistry-Physics	3108
Physics I	3084
Physics C, Advanced Placement	3088

SOCIAL STUDIES

Title/Description	Course Number
Economics	1514
Macroeconomics, Advanced Placement	1564
Microeconomics, Advanced Placement (Apex)	1566

TRADE AND INDUSTRIAL

Title/Description	Course Number
Advanced Manufacturing II Conexus	5606
Construction Technology: HVAC II *(Area 31)*	5498
Electronics and Computer Technology II *(Area 31)*	5694
Precision Machining I *(Area 31)*	5782
Precision Machining II *(Area 31)*	5784

EXCEPTIONS TO DIPLOMA REQUIREMENTS

Health and Wellness Education: Students may choose to substitute 3 Family and Consumer Science (FACS) classes to meet the one (1) credit Health and Wellness requirement for graduation. The possible FACS classes for substitution are: Interpersonal Relationships, Child Development, Human Development and Wellness, or Preparing for College and Careers (PCC is offered in 8th grade for high school credit) NOTE: utilizing the Health substitution will affect the Valedictorian GPA calculation.

Certificate of Course Completion

Students who earn all credits required for graduation but fail to pass both Mathematics and English Language Arts ISTEP by the end of their senior year will receive *a Certificate of Course Completion*. The student will still be able to participate in the graduation ceremony. Upon successful completion of the ISTEP tests, the student will receive his or her diploma.

Certificate of Completion

Special Education students who are not pursuing a diploma will pursue a Certificate of Completion. Through a case conference committee decision, a prescribed course of study will be designed to meet the needs of the individual student. Students who complete their prescribed course of study may participate in the graduation ceremony.

CHANGES IN DIPLOMA REQUIREMENTS

On November 7, 2011, the State Board of Education approved changes to the diploma requirements for all four diploma types. These changes are applicable to the **class of 2016** and beyond.

Mathematics Requirements

- The State Board set the expectation that all students earning a diploma (i.e. any student except for a certificate of completion student) have access to completing *Algebra I* by the end of their freshman year. To support this, *Pre-Algebra* is no longer a high school course and has been replaced by *Algebra Lab*. *Algebra Lab* must be offered during the same academic year as *Algebra I*.
- Students earning a Core 40 Diploma, Core 40 with Academic Honors, or Core 40 with Technical Honors must earn six (6) credits in Mathematics in while in high school.

Quantitative Reasoning Courses

- The State Board created a new category of courses called "Quantitative Reasoning" courses. These are existing courses that help advance a student's ability to apply mathematics in real-world situations and contexts.
- Core 40, Academic Honors, and Technical Honors students will be required to be enrolled in a Mathematics course **or** a Quantitative Reasoning course each year they are in high school. (see Quantitative Reasoning Courses chart)
- General diploma students will be required to earn two (2) credits in a Mathematics course **or** a Quantitative Reasoning course during their junior or senior year.

Core 40 with Academic Honors Diploma

- If a student chooses to use the SAT option to fulfill the Academic Honors requirements, a student must achieve a composite score of 1250 and no less than 560 mathematics and 590 on EBRW.
- If a student chooses to use the ACT option to fulfill the Academic Honors requirements, the student must complete the written portion of the ACT.

Core 40 with Technical Honors Diploma

- To be eligible for a Technical Honors diploma, a student must earn six (6) credits in a college and career pathway. This replaces the previous requirement of eight to ten (8-10) credits in a career-technical program.
- The additional requirements now mirror the Academic Honors requirements but include options for fulfilling the Technical Honors diploma. In addition to earning a minimum score on WorkKeys, a student now has the option of demonstrating proficiency by (1) earning a minimum score on Accuplacer; or (2) earning a minimum score on Compass.

Dual Credit

- Courses counting as "dual credit" under the Academic Honors or Technical Honors diplomas must be verifiable from the Priority Course list set forth by the Commission for Higher Education.
- *Verifiable* means a school must receive notification from a postsecondary institution that the student has been awarded college credit for that course.

END OF COURSE ASSESSMENT REQUIREMENT

Three Ways to Meet the End of Course Assessment (ECA) Requirement:

1. Pass the End of Course Assessments (ECA) in both Mathematics and English Language Arts (ISTEP).

Students who are unsuccessful in passing the Mathematics and/or English Language Arts ISTEP by the end of their senior year, may be eligible for one of two state waivers by:

2. Fulfill the requirements of the ISTEP **Evidence-based waiver**:
   - Take the graduation examination (ISTEP) in each subject area (Mathematics and/or English Language Arts) in which the student did not achieve a passing score at least one time each year after the school year in which the student first took the ISTEP.
   - Complete any extra help sessions offered each year by the school to prepare for the ISTEP retests.
   - Maintain a school attendance rate of 95% or better over the course of the high school experience (excused absences are not counted against a student's attendance rate).
   - Maintain a grade point average of "C" or better in the courses required for graduation (a total of 34 credits- see list below).
   - Satisfy state and local graduation requirements.
   - Obtain a written recommendation from a teacher(s) of the student in the subject area(s) not passed, as well as one from the school principal, and show proof that the academic standards have been met, whether through other tests or classroom work.

3. Fulfill the requirements of the ISTEP **Work-readiness waiver**:
   - Take the graduation examination (ISTEP) in each subject area (Mathematics and/or English Language Arts) in which the student did not achieve a passing score at least one time each year after the school year in which the student first took the ISTEP.
   - Complete any extra help sessions offered each year by the school to prepare for the ISTEP retests.
   - Maintain a school attendance rate of 95% or better over the course of the high school experience (excused absences are not counted against a student's attendance rate).
   - Maintain a grade point average of "C-" or better in the courses required for graduation (a total of 34 credits-see list below).
   - Satisfy state and local graduation requirements.
   - Complete all of the following:
     - Meet the course and credit requirements for a General Diploma (including the career academic sequence);
     - Complete a workforce readiness assessment; and
     - *Starting with Class of 2017*:
       - Complete at least one industry certification from the state board's approved industry certification list.

*Starting with students who entered high school during the 2013-14 school year (class of 2017), the requirement to complete a career exploration internship, cooperative education course OR earn a workforce credential will be replaced with, "complete at least one industry certification from the state board's approved industry certification list."

Children with disabilities (IC 20-32-4-5) If a student with a disability (as defined in IC 20-35-1-2) does not achieve a passing score on the graduation examination, the student's case conference committee (CCC) may determine that the student is eligible to graduate if the CCC finds the following:

- The student's teacher of record, in consultation with a teacher of the student in each subject area in which the student has not achieved a passing score, makes a recommendation to the CCC. The recommendation must:
  - be agreed upon by the principal of the student's school; and supported by documentation that the student has attained the academic standard in the subject area based on:
    - tests other than the graduation examination; or
    - classroom work.
- The student meets all of the following requirements:
  - Retakes the graduation examination in each subject area in which the student did not achieve a passing score as often as required by the student's individualized education program (IEP).
  - Completes remediation opportunities provided to the student by the student's school to the extent required by the student's IEP.
  - Maintains a school attendance rate of 95% or better over the course of the high school experience to the extent required by the student's IEP (excused absences are not counted against a student's attendance rate).
  - Maintains a grade point average of "C" or better in the courses required for graduation (a total of 34 credits – see list below).
  - Satisfies all state and local graduation requirements.

Credits and Courses that Count for the "Evidence-based" and "Work Readiness" Waivers

For students entering high school in the 2006-07 school year or after, the "courses required for graduation" in computing the "C-" (1.66) average for the "evidence-based" and "work readiness" waivers include the following **34 credits**:

(1) Language Arts – **8 credits** (including a balance of literature, composition, and speech).
(2) Social Studies – **6 credits** (must include 2 credits in World History and Civilization or Geography and History of the World, 2 credits in U.S. History, 1 credit in U.S. Government and 1 credit in Economics).
(3) Mathematics – **4 credits** (must include 2 credits in Algebra I or Integrated Mathematics I and 2 additional mathematics credits. All 4 credits must be earned after the student enters high school).
(4) Science – **4 credits** (must include 2 credits in Biology and credits from at least one additional science category – Physical or Earth/Space Science).
(5) Health and Wellness – **1 credit**
(6) Physical Education I & II – **2 credits**
(7) Career-academic sequence – **6 credits**
(8) Flex credits – **3 credits**

**Note that while a "C-" average is needed in the 34 credits noted above to earn a waiver; students must still earn a minimum of 40 credits to earn an Indiana diploma.*

CURRICULUM AND CREDIT INFORMATION

Students who plan to go to a two or four-year college or technical school should pursue either a Core 40 or Core 40 with Academic or Core 40 with Technical Honors diploma. Students need to complete a Core 40 diploma to be considered for regular admissions to Indiana public colleges offering bachelor's (4-year) degrees. Students may still pursue a college education even if they earn a General diploma, however they will have to take and successfully complete courses (approximately 15 hours) at a community college such as Ivy Tech Community College and then apply for admission to a college or university.

Academic Honors Diploma Information
The Core 40 diploma can help you earn money for college. Indiana students who complete a Core 40 Academic Honors can receive up to 100 percent of state aid for which they are eligible. Some colleges also offer their own scholarships specifically for students who earn this diploma. Visit the Indiana Commission for Higher Education Web site for information on financial aid; http://www.in.gov/ssaci/

Core 40 Diploma Information
The Core 40 diploma can help you earn money for college. Indiana students who complete a Core 40 diploma and meet other financial aid and grade requirements can receive up to 90 percent of approved tuition and fees at eligible colleges. The Core 40 Diploma requires student to take 5 "***directed elective***" credits in any of the following areas: *World Language, Fine Arts or a Career/Technical area*. Career/Technical areas courses include the following: Engineering & Technology, Family and Consumer Sciences, Health Sciences, and Career and Technical Education (CTE) courses at DCHS and/or at Area 31 Career Center. (see Directed Electives section)

Honors Courses: At the high school level, students can be recommended or self-select into honors level courses. Students selecting Honors level courses must be prepared for the challenging nature and rigor of the courses. Honors level courses follow a ***weighted*** grading scale. The following are Honors courses:

English 9 Honors	Geometry Honors	Biology I Honors
English 10 Honors	Algebra II Honors	World History & Civilization Honors
Latin IV Honors	Pre-Calculus/Trigonometry Honors	

Advanced Placement Courses: The College Board establishes the curriculum and course content in Advanced Placement courses. An Advanced Placement (AP) course is designed to prepare students to take the AP exam given in May of each year. A score of a 3, 4 or 5 on the AP exam will allow students to earn college credit in that specific course. By earning college credit, students can potentially save tuition fees when transferring credits to the college of their choice. All Advanced placement courses are ***weighted*** courses. Advanced Placement offerings include:

English Language and Composition, AP	Calculus AB, AP	European History, AP
English Literature and Composition, AP	Calculus BC, AP	U.S. History, AP
Spanish Language, AP	Physics C, AP	U.S. Government and Politics, AP (1 sem)
Computer Science Principles, AP	Psychology, AP	Microeconomics, AP (1 sem)
		Computer Science A, AP

Dual Credit Courses: Students may earn high school credit and college credit for some courses (dual credit). At this time, there are two universities DCHS is partnering with for dual credit; Tech Community College and Vincennes University EXCEL program. Credits earned through these colleges may transfer to other state universities. In order for students to be enrolled in dual credit courses they have to take the Accuplacer test and meet admission requirements. The dual credit offerings include:

Ivy Tech Community College *Professor on Loan*
*English Composition (ENGL 111)
*Introduction to Literature (ENGL 206)
*Fundamentals of Public Speaking (COMM 101)
*Introduction to American Government and Politics (POLS 101)
*State and Local Government (POLS 112)
*Introduction to Criminal Justice Systems (CRIM 101)
*Introduction to Criminology (CRIM 105)

Ivy Tech Community College
Introduction to Engineering Design
Principles of Engineering
Computer Integrated Manufacturing
Introduction to Advanced Manufacturing and Logistics
*Finite Mathematics
*Biology 100/101/Lab

*__weighted__ courses

GENERAL INFORMATION ON CREDITS

1. *Home-bound credit* – may be granted only for courses taught by a home-bound teacher provided through the MSD of Decatur Township.
2. *Correspondence school credit* – may be accepted from any institution accredited through the North Central Association.
3. *Online credit* – may be earned from an approved online program such as Apex Learning through DCHS, Indiana Online Academy, Wayne Township Virtual Achieve Academy, IU Independent Studies, or Brigham Young University.
4. *Night School credit* – may be transferred to Decatur Central High School from an approved night school program.
5. *Home School credit* – may be granted if a student demonstrates competency on the final exam of a comparable course taught at Decatur Central High School.
6. *Post-Secondary credit* – Rule 511 IAC 6-10 states in part, a student may, upon approval of the school corporation, enroll in courses offered by an eligible institution on a full-time or part-time basis during grade 11 and grade 12. Upon successful completion, students will receive high school as well as college credit.

   The MSD of Decatur Township is committed to providing a variety of opportunities for students to meet their educational needs, including the opportunity to participate in post-secondary dual credit classes, if the following criteria are met:
   a. The institution must be an accredited public or private college or university located in Indiana that grants an associate or bachelor degree.
   b. Each student who wishes to enroll in an eligible institution under the program must secure prior approval from the student's counselor or Director of his or her small learning community.
   c. Students must meet the prerequisites for each course taken at the eligible institution.
   d. Students and their parents must be responsible for providing their own transportation and for paying the costs of the post-secondary course(s).
   e. A student is ineligible to participate in the program if participation would delay the student's normal progress toward high school graduation.
   f. The student will be eligible to receive high school credit if credit is received from an approved post-secondary institution and reflected on an official transcript. Students who wish to receive high school credit shall receive prior approval from their counselor or Director of their small learning community.

Credit Information:
Multiple credits may not be earned for the same course unless the IDOE state approved course description permits multiple credits to be awarded. For example: a course such as Beginning Concert Band can be taken for *successive semesters* throughout high school and count for credit each semester. A course such as Algebra I can only count for credit one time, even if taken and passed more than one time. The grade replacement policy will be applied to courses that are taken more than once.
Some courses have a limit to the number of credits that can be received by taking the course; ELL students may take English as a New Language (ENL) to count for up to a maximum of *4 credits* toward the English requirements for graduation. There are Math and Language Arts credits that do not count toward the credits required for graduation in English and Math, instead they count for elective credit. These courses include: Developmental Reading, Language Arts Lab, and Mathematics Lab.

Credit and Class Status:
A student's class status is determined by the number of credits earned and by passing both semesters of the prior grade level of English.

Freshman status	0 – 11 credits	NOTE: A student's class status will affect his or her ability to participate in grade specific activities, such as parking privileges, homecoming activities, prom, as well as other privilege based opportunities.
Sophomore status	12 – 23 credits and pass English 9	
Junior status	24 – 35 credits and pass English 10	
Senior status	36+ credits and pass English 11	

Grade Point Average (GPA) and Class Rank:
Decatur Central uses a 4.00 system to determine GPA and class rank. Cumulative GPA and class rank are completed through eight (8) semesters. At the end of each semester, the class rank and GPA is calculated and the transcripts of all students are updated with the final semester grade for each class.

Valedictorian and Salutatorian
The following is criteria for the Valedictorian and Salutatorian selection which will be implemented starting with the class of 2012.
1. Valedictorian and Salutatorian must earn a Core 40 with Academic Honors Diploma.
2. Grade Point Average (GPA) for determining Valedictorian and Salutatorian will be based only on the 47 credits required for the Core 40 with Academic Honors Diploma. Students choosing to substitute the three Family and Consumer Science credits will have their GPA based on 49 credits.
3. If there are multiple Valedictorians, then there will be no Salutatorian.
4. If there are 3 or more Valedictorians, then there will be only one speech given at graduation (in this case, Valedictorians will audition their speeches and a committee comprised of students and staff will determine who will give the Valedictorian speech).

Grades/Grading System:
Letter grades have assigned values (indicated below)

Regular Grades		Weighted Grades	
A	4.00	A	5.00
A-	3.66	A-	4.66
B+	3.33	B+	4.33
B	3.00	B	4.00
B-	2.66	B-	3.66
C+	2.33	C+	3.33
C	2.00	C	3.00
C-	1.66	C-	2.66
D	1.00	D	2.00
F	0.00	F	0.00

Grading Scale

A	= 100 - 93
A-	= 92 - 90
B+	= 89 - 87
B	= 86 - 83
B-	= 82 - 80
C+	= 79 - 77
C	= 76 - 73
C-	= 72 - 70
D+	= 69 - 67
D	= 66 - 63
D-	= 62 - 60
F	= 59 - 0

Weighted Courses
Honors level courses, Advanced Placement (AP) and most Dual Credit courses are weighted courses. See lists of these courses in the section on Curriculum and Credit Information.

Honor Roll
In order to obtain Honor Roll status a student must complete a minimum of six (6) classes per semester with a 3.0 grade point average. A grade point average of 3.5 or above is High Honor Roll. Students who have a grade of a "D" or "F" on their report card are not eligible for the Honor Roll. Honor Roll is computed at the end of each semester.

Report Cards
Report cards are no longer printed and mailed home for all students in the high school. Student and parents have access to grades on Canvas during each semester. Paper copies of a student's report card can be mailed home upon a written request submitted by a parent. Requests for report cards must be submitted to the secretary of the student's SLC. Parents needing access codes (login/password) for Skyward, they can contact the child's SLC secretary.

Graduation Information

To be eligible to participate in graduation ceremony a student must have earned all credits required for graduation. Graduation practice is a mandatory activity; any student missing the practice will not be allowed to participate in the ceremony. Any student who has obligations (financial or otherwise) to teachers or the school and have not cleared the obligation prior to graduation; will not be permitted to participate in the graduation ceremony.

NOTE: Students who have not earned all required credits for graduation, will not earn a diploma whether they have passed the both ISTEP tests or not and will not be permitted to participate in the graduation ceremony.

Transcript Information

Current students may request transcripts be sent to colleges through Naviance. Former students may go online at **www.parchment.com** and use the *eTranscript* system to request a transcript be sent to a school or college. Hard copy transcripts will not be provided to students.

SCHEDULE PLANNING

In preparation for the process of making next year's schedule, students should examine their transcripts and complete the graduation requirement checklist (credit tracker) to see what courses are needed. The required courses for each grade level will be pre-loaded into the online scheduling program. It will be necessary for students to determine what elective courses they want to take. Not only will the student need to select elective courses to fill his or her schedule, *alternate elective* classes need to be chosen as well. Up to 6 alternate elective choices need to be selected in case other choices are not available. Students will utilize a 4 year planner through Google Sheets to create their 4 year plans. Once 4 year plans are created, students will submit course requests into Skyward for approval.

COURSE LISTINGS BY DEPARTMENT

Course Name	Grade level	# Sem	Prereq	Directed Elective	Course Numbers	
					SEM 1	SEM 2
Business						
Principles of Marketing (CHOICE)	10	2		X	5914CF	5914CS
Principles of Marketing (EDGE)	10	2		X	5914EF	5914ES
Engineering & Technology Education						
Introduction to Communication *(EDGE only)*	9	1		X	4790EF	4790ES
**Introduction to Communication *(NT only)*	10-12	1		X		4790NS
**Introduction to Transportation *(NT only)*	10-12	1		X	4798NF	
Introduction to Engineering Design *(PLTW)*	9-12	2		X	4812F	4812S
**IED w/Geometry *(NT only)*	9-11	2		X	4812NF	4812NS
Principles of Engineering *(PLTW)*	10-12	2	✔	X	4814F	4814S
Computer Integrated Manufacturing *(PLTW)*	11-12	2	✔	X	4810F	4810S
Introduction to Advanced Manufacturing and Logistics	10-12	2		X	4796F	4796S
Engineering Design and Development	12	2	✔	X	5698F	5698S
Radio and Television I *(DCTV 1-2)*	10-12	2	✔	X	5986F	5986S
Radio and Television II *(DCTV 3-4)*	10-12	2	✔	X	5992F	5992S
English						
English 9	9	2			1002F	1002S
**English 9 BioLit *(NT only)*	9	2			1002NF	1002NS
English 9 Honors	9	2			1002HF	1002HS
**English 9 Honors BioLit *(NT only)*	9	2			1002ZF	1002ZS
English 10	10	2			1004F	1004S
**English 10 Global Studies *(NT only)*	10	2			1004NF	1004NS
English 10 Honors	10	2			1004HF	1004HS
English 10 *(CHOICE only)*	10	2			1004CF	1004CS
**English 10 Honors Global Studies *(NT only)*	10	2			1004ZF	1004ZS
English 11	11	2			1006F	1006S
English 11 Social Action *(CHOICE only)*	11	2			1006CF	1006CS
**English 11 American Studies *(NT only)*	11	2			1006NF	1006NS
English 12	12	2			1008F	1008S
English 12 Ethnic Literature *(CHOICE only)*	12	1			1032CF	
English 12 World Literature *(CHOICE only)*	12	1				1052CS
English Language & Composition, AP	11	2			1056F	1056S
English Literature & Composition, AP	12	2			1058F	1058S
^English Composition (ENGL 111) Ivy Tech	12	1	✔		1008H	
^Introduction to Literature (ENGL 206) Ivy Tech	12	1	✔			1124EP
^Fund of Public Speaking (COMM 101) Ivy Tech	12	1	✔		1078CO	1078CO
Creative Writing	9-12	1			1092	1092
Mass Media	9-12	1			1084	1084
Student Publications: Yearbook	10-12	2	✔		1086F1	1086S1
Language Arts Lab	10-12	2			1010F	1010S
English as a New Language I	9-12	2			1012F	1012S
English as a New Language II	9-12	2			1012F2	1012S2
Resource ENL	9-12	2			1013F	1013S
Family and Consumer Sciences						
Child Development	9-12	1		X	5362	
Human Development and Wellness	9-12	1		X		5366
Interpersonal Relationships	9-12	1		X	5364	5364
Fine Arts						
Introduction to Two Dimensional Art	9-12	1		X	4000	4000
Painting 1 (Beginning Painting)	9-12	1		X	4064	4064
Painting 2 (Beginning Oils)	10-12	1	✔	X	40642	40642
Painting 3 (Advanced Oils)	10-12	1	✔	X	40643	40643
Painting 4 (Beginning Watercolor)	10-12	1	✔	X	40644	40644
Painting 5 (Advanced Watercolor)	10-12	1	✔	X	40645	40645

Ceramics	10-12	1	✔	X	4040	4040
Advanced Ceramics	10-12	1	✔	X	4040A	4040A
Introduction to Three Dimensional Art	10-12	1	✔	X		4002
Beginning Chorus	9-12	2		X	4182F	4182S
Intermediate Chorus	10-12	2	✔	X	4186F	4186S
Intermediate Chorus Girls (Expressions)	10-12	2	✔	X	4186GF	4186GS
Advanced Chorus (Goldenaires)	10-12	2	✔	X	4188F	4188S
Beginning Concert Band	9-12	2		X	4160F	4160S
Intermediate Concert Band	10-12	2		X	4168F	4168S
Advanced Concert Band (Wind Ensemble)	10-12	2		X	4170F	4170S
Jazz Ensemble	11-12	2		X	4164F	4164S
Advanced Jazz Ensemble	11-12	2		X	4164AF	4164AS
Instrumental Ensemble (Percussion)	9-12	2		X	4162F	4162S
Dance Performance (Color/Winter Guard)	9-12	2		X	4146F	4146S
Music History and Appreciation (F) / (S)	9-12	1 or 2		X	4206F	4206S
Theatre Arts I	9-12	1		X	4242F	4242S
Advanced Theatre Arts I (F) II (S)	11-12	2	✔	X	4240F	4240S
Technical Theatre	10-12	1		X	4244	4244
Advanced Technical Theatre I (F) II (S)	11-12	2	✔	X	4252F	4252S
Health and Physical Education						
Physical Education I	9-12	1			3542	
Physical Education II	9-12	1				3544
Health and Wellness Education	10-12	1			3506	3506
Elective PE (Adv Physical Conditioning)	10-12	1 or 2	✔		3560F	3560S
Elective PE (Physical Fitness)	9-12	1 or 2	✔		3560PF	3560PS
Mathematics						
Algebra I A / B	9-12	2			2520F	2520S
Algebra I Lab B yr (Sem 1)	9-10	1			2516F1	
Algebra I B yr (Sem 2)	9-12	1				2520S2
Algebra I Lab (Algebra support)	9-12	2			2516F	2516S
Geometry	9-12	2	✔		2532F	2532S
Geometry Honors	9	2	✔		2532HF	2532HS
**Geometry w/IED *(NT only)*	9-11	2	✔		2532NF	2532NS
**Geometry Honors w/IED *(NT only)*	9-11	2	✔		2532ZF	2532ZS
Algebra II	10-12	2	✔		2522F	2522S
Algebra II Honors	10	2	✔		2522HF	2522HS
Pre-Calculus/Trigonometry Honors	11-12	2	✔		2564HF	2564HS
Finite Mathematics	12	2	✔		2530F	2530S
Calculus AB, AP	12	2	✔		2562F	2562S
Calculus BC, AP	12	2	✔		2572F	2572S
Mathematics Lab	9-12	1 or 2			2560F	2560S
Multidisciplinary						
^College Entrance Preparation (CRC)	11-12	2			0500CE	0532S
College Entrance Preparation (Test Prep)	11-12	1			0532T	0532T
^Career Information and Exploration (JAG)	11	2			0522F	0522S
^Career Information and Exploration (JAG)	12	2			0522F2	0522S2
Science						
Biology I	9	2			3024F	3024S
**Biology I BioLit *(NT only)*	9	2			3024NF	3024NS
Biology I Honors	9	2			3024HF	3024HS
**Biology I Honors BioLit *(NT only)*	9	2			3024ZF	3024ZS
Anatomy & Physiology	10-12	2	✔	X	5276F	5276S
Biology II, Zoology	10-12	2	✔		3026F	3026S
Adv Science, Special Topics (Forensic Science)	11-12	2	✔		3092F	3092S
Biology 100 (Ivy Tech)	11-12	2	✔		3090F	3090S
Biology 100 Lab (Ivy Tech)	11-12	2	✔		3090LF	3090LS
Biology 101 (Ivy Tech)	11-12	2	✔		3090S	3090S
Biology 101 Lab (Ivy Tech)	11-12	2	✔		3090LS	3090LS
Earth Space Science I	11-12	1 or 2			3044F	3044S
Environmental Science	11-12	2	✔		3010F	3010S
Integrated Chemistry / Physics	10-12	2			3108F	3108S
Physics I	10-12	2	✔		3084F	3084S

**Physics w/Intro Trans/Comm *(NT only)*	10-11	2			3084N	3084N
Physics C, AP	11-12	2	✔		3088F	3088S
Chemistry I	10-12	2	✔		3064F	3064S
Chemistry II	11-12	2	✔		3066F	3066S
Health Science						
Anatomy & Physiology	10-12	2	✔	X	5276F	5276S
Principles of Biomedical Sciences *(PLTW)*	9-11	2		X	5218F	5218S
Human Body Systems *(PLTW)*	10-12	2	✔	X	5216F	5216S
Medical Interventions *(PLTW)*	11-12	2	✔	X	5217F	5217S
*Biomedical Innovation *(PLTW)*	12	2	✔	X	5219F	5219S
Note: *All of the above Health Science PLTW classes with the exception of *Biomedical Innovation count as Science credits for General or Core 40 diplomas*						
Social Studies						
World History and Civilization	9	2			1548F	1548S
World History and Civilization Honors	9	2			1548HF	1548HS
**World History and Civ Global Studies *(NT only)*	10	2			1548NF	1548NS
**World History and Civ Honors Global Studies *(NT only)*	10	2			1548ZF	1548ZS
European History, AP	10	2			1556F	1556S
United States History	11	2			1542F	1542S
**United States History American Studies *(NT only)*	11	2			1542NF	1542NS
United States History, AP/Dual credit	11	2			1562F	1562S
*Economics	12	1			1514	1514
*Microeconomics, AP	12	1				1566
*United States Government	12	1			1540	1540
*Government and Politics: United States, AP	12	1			1560	
**Economics PEP *(CHOICE only)*	12	1				1514CS
**United States Government PEP *(CHOICE only)*	12	1			1540CF	
**Topics in Social Science *(CHOICE only)*	12	1				1550CF
**State and Local Government *(CHOICE only)*	12	1			1536CS	
*Psychology	10-12	1			1532	1532
Psychology, AP	11-12	2	✔		1558F	1558S
Sociology	10-12	1			1534	1534
Law Education	10-12	1			1526	
Political Science	10-12	1				1530
Topics in History (History vs Hollywood)	10-12	1			1538HH	
Topics in History (History vs Hollywood II)	10-12	1				1538H2
^US Govt & Politics (POLS 101) Ivy Tech	12	1	✔		1560GO	1560GO
^Advanced Social Sciences (ECON 101) Ivy Tech	12	1	✔		1574EC	1574EC
World Language						
Chinese I	9-12	2	✔	X	2000F	2000S
Chinese II	10-12	2	✔	X	2002F	2002S
Chinese III	11-12	2	✔	X	2004F	2004F
Latin I	9-12	2	✔	X	2080F	2080S
Latin II	10-12	2	✔	X	2082F	2082S
Latin III	11-12	2	✔	X	2084	2084
Latin IV Honors	12	2	✔	X	2086	2086
Spanish I	9-12	2	✔	X	2120F	2120S
Spanish II	10-12	2	✔	X	2122F	2122S
Spanish III	11-12	2	✔	X	2124F	2124S
Spanish Language, AP (Spanish IV)	12	2	✔	X	2132F	2132S
** double blocked class						
*** triple blocked class						
^ course must be assigned by guidance counselor						

COURSE DESCRIPTIONS BY DEPARTMENT

ENGINEERING & TECHNOLOGY EDUCATION DEPARTMENT

Courses in the Technology Education department have taken on a different focus from past offerings. There are several classes associated with various aspects of communication, computer graphics, and video production. Other courses focus on design and engineering, robotics, manufacturing and logistics. There are currently three Project Lead the Way (PLTW) courses offered at DCHS. Students who wish to take additional Project Lead the Way courses may apply to Area 31 Career Center as a Junior and/or Senior.

ROBOTICS DESIGN & INNOVATION **4728 F/S**
Grades 10-12 **2 semesters** **2 credits** **Directed Elective**
Prerequisite: ***none*** **General, Core 40/AHD/THD elective**

Robotics Design and Innovation allows students to design, program, and test innovative technological designs related to robotic systems. Topics involve mechanics, pneumatics, control technologies, computer fundamentals, and programmable control technologies. Students design, build, and optimize robots to perform a variety of predesignated tasks. Individuals or small teams may choose to participate in organized robotic competitions or develop their own events during the course. Through this course, students will investigate exciting career and collegiate programs of study.

INTRODUCTION TO COMMUNICATION **4790**
Grades 9-12 **1 semester** **1 credit** **Directed Elective**
Prerequisite: ***none*** **General, Core 40/AHD/THD elective**

This course is available to all students. ***It is required of all EDGE freshman-2 semesters.*** ***(*****4790EF / 4790ES*****)***

This course specializes in identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use and assess systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major coals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Using the base knowledge students will use the design process to solve design projects in each communication area.

INTRODUCTION TO COMMUNICATION PHYS/COMM ***(New Tech only)*** **4790NS**
Grades 10-12 **1 semester** **1 credit** **Directed Elective**
Prerequisite: ***none*** **General, Core 40/AHD/THD elective**

Introduction to Communication and Physics I. (see course description above) *This is a double-blocked class paired with Physics covering two class periods*. This course is taken in the second semester.
New Tech students selecting this course must also select 3084NS PHYSICS I (PHYS/COMM) 3084NS

INTRODUCTION TO TRANSPORTATION PHYS/TRANS ***(New Tech only)*** **4798NF**
Grades 10-12 **1 semester** **1 credit** **Directed Elective**
Prerequisite: ***none*** **General, Core 40/AHD/THD elective**

Introduction to Transportation and Physics I.
It is an introductory course designed to help students become familiar with fundamental principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation or people, cargo and goods. Students will gain and apply knowledge and skills in the safe application, design, production, and assessment of products, services, and systems as it relates to the transportation industries. Content of this course includes the study of how transportation impacts individuals, society, and the environment. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant transportation related activities, problems, and settings. *This is a double-blocked class paired with Physics covering two class periods*. This course is taken in the fall semester.
New Tech students selecting this course must also select 3084NF PHYSICS I (PHYS/TRANS)

INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS **4796F / 4796S**
Grades 9-12 **2 semesters** **1 credit per semester** **Directed Elective**
Prerequisite: ***none*** **General, Core 40/AHD/THD elective**
This course introduces students to the technology, skills, and knowledge needed in today's modern, advanced manufacturing and logistics environments. Students will gain a working knowledge of safety, quality, and production processes through online course work and simulations, and will apply their new skills and knowledge in team-based classroom projects. Emphasis is placed on understanding manufacturing and logistics processes as a whole. In addition, students will gain a basic understanding of computer-numerical control devices, electrical skills, operations processes, inventory principles and basic business principles. Students have the opportunity to develop the characteristics employers seek, as well as skills that will help them in future endeavors, such as team building, effective communication, and problem-solving. Students will earn nationally-recognized industry certificates and college credit. A second year of the course called *Advanced Manufacturing* is offered at Area 31 Career Center.

INTRODUCTION TO ENGINEERING DESIGN (**P**roject **L**ead **T**he **W**ay) **4812**
Grades 9-12 **2 semesters** **1 credit per semester** **Directed Elective**
Prerequisite: ***Algebra I recommended*** **General, Core 40/AHD/THD elective**
This course develops student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn problem solving design process and how it is used in industry to manufacture a product, the Computer aided Design System (CAD) will also be used to analyze and evaluate the product design.

INTRODUCTION TO ENGINEERING DESIGN IED w/GEOMETRY ***(New Tech only)*** **4812NF / 4812NS**
Grades 9-12 **2 semesters** **1 credit per semester** **Directed Elective**
Prerequisite: ***Algebra I*** **General, Core 40/AHD/THD elective**
Introduction to Engineering Design and Geometry
This course engages students through the topics of engineering while learning Geometry. This course is the first course in the Project Lead the Way curriculum and covers the Indiana Standards for both Geometry and Introduction to Engineering Design. *This is a double-blocked class paired with Geometry covering two class periods*. New Tech students selecting this course must also select 2532NF / 2532NS GEOMETRY w/IED

PRINCIPLES OF ENGINEERING (PLTW) **4814F / 4814S**
Grades 10-12 **2 semesters** **1 credit per semester** **Directed Elective**
Prerequisite: ***Introduction to Engineering Design - grade of C or above*** **General, Core 40/AHD/THD elective**
This course is the second PLTW course guiding students interested in the study of engineering. This course focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems.

COMPUTER INTEGRATED MANUFACTURING (PLTW) **4810F / 4810S**
Grades 11-12 **2 semesters** **1 credit per semester** **Directed Elective**
Prerequisite: ***Principles of Engineering - grade of C or above*** **General, Core 40/AHD/THD elective**
This course applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction to Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes.

ENGINEERING DESIGN AND DEVELOPMENT (PLTW) **4828F / 4828S**
Grades 11-12 **2 semesters** **1 credit per semester** **Directed Elective**
Prerequisite: ***Introduction to Engineering Design and Principles of Engineering - grade of C or above*** **General, Core 40/AHD/THD elective**

Engineering Design and Development is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous pre-engineering courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in critical thinking and problem-solving skills, time management and teamwork skills, a valuable set for students' future careers.

RADIO AND TELEVISION I (DCTV 1-2) **5986F / 5986S**
Grades 10-12 **2 semesters** **1 credit per semester** **Directed Elective**
General, Core 40/AHD/THD elective

Prerequisite: ***Introduction to Communication with a B- or above – Students must have approval of EDGE Director and DCTV instructor. Students must complete an application process for placement in DCTV. Applications are available in the EDGE office and in room 314E. Any junior or senior who has not taken Introduction to Communication must petition the EDGE Director and Instructor for admission to DCTV.***

Radio and Television I focuses on communication, media and production. Emphasis is placed on career opportunities, production, programming, promotion, sales, performance, and equipment operation. Students will learn all aspects of producing a television program and will be directly involved in the organizing, planning, writing, directing, producing and anchoring the school's TV program DCTV. Students will be involved in a variety of experiences in the field including interviewing and filming.

NOTE: *Students are required to film and edit a minimum of 5 DCHS extracurricular events per semester and participate in the production of various projects that occur after school hours.*

RADIO AND TELEVISION II (DCTV 3-4) **5992F / 5992S (1 per)**
Grades 11-12 **2 semesters** **1 credit per semester** **Directed Elective**
General, Core 40/AHD/THD elective

Prerequisite: Radio and Television I (*DCTV 1-2) with C or above – Students must have approval of EDGE Director and DCTV instructor. Students must complete an application process for placement in DCTV. Applications are available in the EDGE office and in room 314E. Any junior or senior who has not taken Introduction to Communication must petition the EDGE Director and Instructor for admission to DCTV.*

This course will focus on video production. Students will learn all aspects of producing a television program and will be directly involved in the organizing, planning, writing, directing, producing and anchoring the school's TV program DCTV. Students will be involved in a variety of experiences in the field interviewing and filming. Students will also learn advanced techniques of video editing and special effects.

NOTE: *Students are required to film and edit a minimum of 5 DCHS extracurricular events per semester and participate in the production of various projects that occur after school hour.*

AP COMPUTER SCIENCE PRINCIPLES I **4568F / 4568S**
Grades 10-12 **2 semesters** **Elective**
1 credits per semester **General, Core 40/AHD/THD elective**
Prerequisite: ***Algebra I***

The AP Computer Science Principles course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. Students will creatively address real world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life.

AP COMPUTER SCIENCE A **4570F / 4570S**
Grades 11-12 **2 semesters** **Elective**
1 credit per semester **General, Core 40/AHD/THD elective**
Prerequisite: ***Algebra I***

This course counts as a Quantitative Reasoning course. It also counts as a Mathematics course. AP Computer Science A is a course based on the content established and copyrighted by the College Board. This course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language.

COMPUTER SCIENCE I **4801F / 4801S**
Grades 10-12 2 semesters **Directed Elective**
1 credits per semester **General, Core 40/AHD/THD elective**
Prerequisite: ***Algebra I***

Directed Elective Computer Science I introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment.

COMPUTER SCIENCE II: INFORMATICS **5251F / 5251S**
Grades 12 2 semesters **Directed Elective**
1 credits per semester **General, Core 40/AHD/THD elective**
Prerequisite: ***Algebra I***
Computer Science I

Directed Elective Computer Science II: Informatics introduces the student to terminology, concepts, theory, and fundamental skills used to implement information systems and functions in a wide variety of applications from small businesses to large enterprise organizations. Topics include the history of and trends in computing, operating systems, security, cloud implementations and other concepts associated with applying the principles of good information management to the organization.

PRINCIPLES OF MARKETING (Choice only) **5914CF/5914CS**
Grade 10 2 semesters 1 credit per semester **Directed Elective**
General, Core 40/AHD/THD elective

Principles of Marketing is part of the sophomore triple block class. This course provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed in oral and written communications, mathematical applications, problem-solving, information management, pricing, and product/service management.

PRINCIPLES OF MARKETING (EDGE only) **5914EF/5914ES**
Grade 10-12 2 semesters 1 credit per semester **Directed Elective**
General, Core 40/AHD/THD elective

Principles of Marketing provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed in oral and written communications, mathematical applications, problem-solving, information management, pricing, and product/service management.

ENGLISH DEPARTMENT

There are a variety of levels and types of English courses offered to meet the needs interests of all students including honors, advanced placement and dual-credit college courses. Their current English teacher will recommend the appropriate level of English for students. Students must earn 8 credits in English to meet graduation requirements. During the senior year, students have choices of several different courses to meet the senior English requirement for graduation denoted by a ◆. Courses that count toward graduation requirement credit are denoted by an *. There are honors, advanced placement and dual credit courses offered in the English department.

NOTE: Some SLCs have English courses that are integrated with other courses such as social studies, theatre, community service and are offered in double or triple blocks.

General	Core 40	Core 40 Academic Honors	Core 40 Technical Honors
English 9 (2 credits) English 10 (2 credits) English 11 (2 credits) English 12 (2 credits)	English 9 (2 credits) English 10 (2 credits) English 11 (2 credits) English 12 (2 credits)	The same course requirements as the Core 40 diploma, but students must earn a grade of "C-" in order for a course to count towards this diploma. In addition, students must have a grade point average of "B" or above.	The same course requirements as the Core 40 diploma, but students must earn a grade of "C-" in order for a course to count towards this diploma. In addition, students must have a grade point average of "B" or above.

***ENGLISH 9** **1002F / 1002S**
***ENGLISH 9 HONORS** **1002HF / 1002HS**
Grade 9 2 semesters 1 credit per semester General, Core 40/AHD/THD course

English 9, an integrated 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.

ENGLISH 9 DRAMATIC LITERATURE** ***(ICE only) **1002IF / 1002IS**
Grade 9 2 semesters 1 credit per semester General, Core 40/AHD/THD course

Dramatic Literature is required for freshman in the ICE Academy. This course covers the *Indiana's Academic Standards for English/Language Arts in Grade 9* and the *Common Core State Standards for English/Language Arts* and is integrated with World History, and Theatre Arts History. Students study the fundamentals of language arts and through the study of how different societies over the ages have influenced how people produced drama and literature. Students will gain skills in writing, reading, verbal communication and vocabulary through analyzing world history, theatre arts history, and literature. *This course is a triple-block class paired with Theatre and World History covering three periods.* ICE students must also select 4246IF THEATRE ARTS HISTORY DRAMATIC LITERATURE, 4354IS THEATRE ARTS, SPECIAL TOPICS DRAMATIC LITERATURE and 1548IF/ 1548IS WORLD HISTORY & CIVILIZATION DRAMATIC LITERATURE.

ENGLISH 9 BIOLIT** (New Tech only***) **1002NF / 1002NS**
ENGLISH 9 HONORS BIOLIT** (New Tech only***) **1002ZF / 1002ZS**
Grade 9 2 semesters 1 credit per semester General, Core 40/AHD/THD course

BioLit is required for freshman in New Tech. Students will integrate Biology and Literature concepts through a combination of reading, discussions, labs, and group projects. Some possible projects include exploring the ethics of genetic engineering, learning about the way that bacteria develops resistance to antibiotics, predicting the inheritance of genetic diseases, and proposing solutions to certain environmental problems. Biology I and English 9 Indiana standards provide the framework for these projects. *This is a double-blocked class paired with Biology covering two class periods*. New Tech students selecting this course must also select 3024NF / 3024NS BIOLOGY I BIOLIT.

***ENGLISH 10** **1004F / 1004S**
***ENGLISH 10 HONORS** **1004HF / 1004HS**
Grade 10 2 semesters 1 credit per semester General, Core 40/AHD/THD course

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 evaluations 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.

ENGLISH 10** ***(Choice Only) **1004CF / 1004CS**
Grade 10 2 semesters 1 credit per semester General, Core 40/AHD/THD course
This course is part of the sophomore triple block in CHOICE. 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 evaluations 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.

ENGLISH 10 GLOBAL STUDIES** ***(New Tech only) **1004NF / 1004NS**
ENGLISH 10 HONORS GLOBAL STUDIES** ***(New Tech only) **1004ZF / 1004ZS**
Grade 10 2 semesters 1 credit per semester General, Core 40/AHD/THD course
Global Studies is required for sophomores in New Tech.
This course engages student in the study of physical and cultural geography by using history to examine current global issues. This course covers the *Indiana's Academic Standards for English/Language Arts in Grade 10* and the *Common Core State Standards for English/Language Arts* and Geography and History of the World. *This is a double-block class paired with World History covering two class periods.* New Tech students selecting this class must also select 1548NF/1548NS WORLD HISTORY AND CIVILIZATION GLOBAL STUDIES.

***ENGLISH 11** **1006F / 1006S**
Grade 11 2 semesters 1 credit per semester General, Core 40/AHD/THD course
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 evaluations 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 comparisons, 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.

ENGLISH 11 AMERICAN STUDIES** ***(New Tech only) **1006NF / 1006NS**
Grade 11 2 semesters 1 credit per semester General, Core 40/AHD/THD course
This class will be taken by Juniors in New Tech.
This course engages students in the study of America's place in the world, both historically and currently. This course covers the Indiana Standards for 11th Grade English/Language Arts and American History. *This course is a double-block class paired with US History covering two class periods.* New Tech students selecting this class must also select 1542NF / 1542NS UNITED STATES HISTORY AMERICAN STUDIES.

***ENGLISH LANGUAGE AND COMPOSITION, Advanced Placement** **1056F / 1056S**
Grade 11 *See course description in the Advanced Placement and Dual Credit section.*

***ENGLISH 12** **1008F / 1008S**
Grade 12 2 semesters 1 credit per semester General, Core 40/AHD/THD course
English 12, an integrated English course based on *Indiana's Academic Standards for English/Language Arts in Grade 12* and the *Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication with a focus on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluations 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 comparisons, 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.

***ETHNIC LITERATURE ENGLISH 12 (*CHOICE only*)** **1032CF**
Grade 12 2 semesters 1 credit per semester General, Core 40/AHD/THD course
Ethnic Literature, taught during the first semester, is a study of literature focusing on specific multicultural issues produced by writers representing various ethnic cultures. Students analyze the expressions of cultural identities within ethnic literature and how problems or issues of interest, to a given group, relate or interconnect with the common 21st century DCHS student. Several cultures around the world are explored including a piece from all six continents.

***WORLD LITERATURE ENGLISH 12 (*CHOICE only*) 1022CS**
Grade 12 2 semesters 1 credit per semester General, Core 40/AHD/THD course
World Literature, taught during the second semester, is a study of ancient and modern representative works by major authors from six continents. Students will examine how the ideas and concepts presented in the works are both interconnected and reflective of the cultures. A majority of the reading will take place starting after the period of time which is known as the Dark Ages and move towards modern literature. Students analyze how the ideas and concepts presented in the works are both interconnected and reflective of the cultures and historical periods of the countries represented by the authors.

***ENGLISH LITERATURE AND COMPOSITION, Advanced Placement ◆ 1058F / 1058S**
Grade 12 *See course description in the Advanced Placement and Dual Credit section.*

ENGLISH AS A NEW LANGUAGE I 1012F / 1012S
Grades 9-12 2 semesters 1 credit per semester General, Core 40/AHD/THD course
English as a New Language (ENL), an integrated English course based on *Indiana's English Language Proficiency (ELP) Standards,* is the study of language, literature, composition and oral communication for Limited English Proficiency (LEP) students so they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency. Students are placed in ENL based on their language proficiency test scores. • *A maximum of four (4) credits of ENL may be earned to count toward English graduation requirements.*

ENGLISH AS A NEW LANGUAGE II 1012F2 / 1012S2
Grades 9-12 2 semesters 1 credit per semester General, Core 40/AHD/THD course
A second year of English as a New Language is available for students who have not reached a fluent level of English Language Proficiency. Students are placed in ENL based on their language proficiency test scores. • *A maximum of four (4) credits of ENL may be earned to count toward English graduation requirements.*

ADVANCED PLACEMENT AND DUAL CREDIT

***ENGLISH LANGUAGE AND COMPOSITION, Advanced Placement 1056F / 1056S**
Grade 11 2 semesters 1 credit per semester Core 40/AHD/THD course
Prerequisites: ***English 9, English 10, and teacher recommendation***
This course is based on the content established by the College Board. This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. This course focuses on the development of understanding rhetorical devices used in a variety of writing styles, focusing on non-fiction and American literature. Students write extensively in a variety of modes with an emphasis on persuasion through the use of ethos, pathos, and logos. 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

***ENGLISH LITERATURE AND COMPOSITION, Advanced Placement ◆ 1058F / 1058S**
Grade 12 2 semesters 1 credit per semester Core 40/AHD/THD course
Prerequisites: ***English 9, 10, 11, and teacher recommendation***
This course is based on the content established by the College Board. This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. This course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Students will write well-developed and organized essays that are clear, coherent and persuasive in nature. 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

ENG LANG COMP/ENGL 111 (IT)

***ENGL 111 – English Composition ◆ Ivy Tech** **1008H**

Grade 12 1 semester **Core 40/AHD/THD course**

1 high school credit/3 college credits per semester

Prerequisite: Accuplacer Sentence Skills 80+ and Reading 76+

ENGL 111 – English Composition is offered through the Ivy Tech Professor on Loan Program and can substitute for senior English. *(This course will take 3 class periods one day a week).*

English 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.

***ADVANCED ENGLISH/LANGUAGE ARTS, College Credit ◆ Ivy Tech** **1124EP**

***ENGL 206 – Introduction to Literature** **Core 40/AHD/THD course**

Grade 12 1 semester **1 high school credit/3 college credits per semester**

Prerequisite: Accuplacer Sentence Skills 80+ and Reading 76+

ENGL 206 – Introduction to Literature is offered through the Ivy Tech Professor on Loan Program and can substitute for senior English. *(This course will take up 3 class periods one day a week).*

English 206 – Introduction to Literature prerequisite is a grade of "C" or better in ENGL 111. English 206 builds on the writing skills taught in ENGL 111 and emphasizes research-based analytic and argumentative writing.

ADV SPEECH & COM/COMM 101 (IT)

*** COMM 101 - Fundamentals of Public Speaking ◆ Ivy Tech** **1078CO**

Core 40/AHD/THD course

Grade 12 1 semester **1 high school credit/3 college credits per semester**

Prerequisite: Accuplacer Sentence Skills 80+ and Reading 76+

COMM 101 - Fundamentals of Public Speaking is offered through the Professor on Loan Program through Ivy Tech. This English course can substitute for one semester of senior English (*ending with the class of 2019)*.

The course Introduces fundamental concepts and skills for effective public speaking, including audience analysis, outlining n, research, delivery, critical listening and evaluation, presentational aids, and use of appropriate technology.

(This course will take up 3 class periods one day a week)

ENGLISH DEPARTMENT ELECTIVES

CREATIVE WRITING **1092**

Grades 10-12 1 semester **1 credit per semester** **General, Core 40/AHD/THD elective**

Prerequisite: ***English 9***

This course provides students with ample opportunities to combine literary creativity with the discipline of written discourse. The concept of the manipulation of language to convey ideas, feelings, moods and visual images should be the basis of the course. Students become familiar with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing. Additionally, students learn strategies for evaluating and responding to their own writing and the writing of others in a peer-sharing component. In this peer-sharing component, students receive specific training in providing constructive, substantive feedback, while role-playing as likely readers of each creative work. Representative models of literary excellence may also be studied. Students can take the course for one semester only. Students can take the first **OR** second semester of the course.

ADVANCED COMPOSITION **1098**

Grades 10-12 1 semester **1 credit per semester** **General, Core 40/AHD/THD elective**

Prerequisite: ***Creative Writing OR recommendation from instructor***

Advanced Composition is a study and application of the rhetorical writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports.

MASS MEDIA **1084**

Grades 9-12 1 semester **1 credit** **General, Core 40/AHD/THD elective**

Prerequisite: ***none***

This course is the study of the importance of mass media as pervasive in modern life at the local, national, and global levels. It includes a study of the impact of constant and immediate news, entertainment, and persuasive messages on everyday life. Students use course content to become knowledgeable consumers of mass media in preparation for their roles as informed citizens in a democratic society.

STUDENT PUBLICATIONS; YEARBOOK **1086F1 / 1086S1**
Grades 10-12 **2 semesters** **1 credit per semester** **General, Core 40/AHD/THD elective**
Prerequisites: ***Mass Media or instructor approval***
Students demonstrate their ability to do journalistic writing and design for high school publications including school 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. This course emphasizes yearbook fundamentals such as layout, design, and typography and production procedures in advertising and editorial areas. The course includes the practical application of publication techniques and a wide range of school-community public relations activities. Actual journalism experiences are gained through the production of the school yearbook.

FAMILY AND CONSUMER SCIENCES DEPARTMENT

A student may substitute **three** (3) Family and Consumer Sciences classes for the graduation requirement of *Health and Wellness Education*. Students can take Preparing for College and Careers in 8th grade for high school credit. All courses in the Family and Consumer Sciences department count as Career/Technical Area Directed electives.

CHILD DEVELOPMENT **5362**
Grade 9-12 **1 semester** **1 credit** **Directed Elective**
Prerequisites: ***none*** **General, Core 40/AHD/THD elective**
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. The course also addresses the knowledge, skills, attitudes, and behaviors for supporting and promoting optimal growth and development of infants and young children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services and agencies; and career awareness.

HUMAN DEVELOPMENT AND WELLNESS **5366**
Grade 9-12 **1 semester** **1 credit** **Directed Elective**
Prerequisite: ***none*** **General, Core 40/AHD/THD elective**
This course addresses development and wellness of individuals and families throughout the life cycle. Topics include principles of human development and wellness; roles, responsibilities, and functions of families and family members throughout the life cycle; individual and family wellness planning; prevention and management of illness and disease; impacts of diverse perspectives, needs, and characteristics on human development and family wellness; gerontology and intergenerational aspects including adult care giving; contemporary family issues including ethics, human worth and dignity, change, stress, and family crisis-abuse-violence; physical, mental, and emotional health issues including substance use/abuse and eating disorders; managing the family's health-related resources; community services, agencies, and resources; and exploration of human and family services careers.

INTERPERSONAL RELATIONSHIPS **5364**
Grade 9-12 **1 semester** **1 credit** **Directed Elective**
Prerequisite: ***none*** **General, Core 40/AHD/THD elective**
This course addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. Topics include components of healthy relationships, roles and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships (e.g. interests, peer pressure, life events); establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communications styles; techniques for effective communication, leadership, teamwork and collaboration; individual and group goal setting and decision making; preventing and managing stress; conflict prevention, resolution and management; addressing violence and abuse; and related resources, services and agencies.

FINE ARTS DEPARTMENT

Courses in the Fine Arts department are divided into four main categories; Visual Arts, Theatre Arts, Instrumental Music, and Vocal Music. Students pursuing a Core 40 with Academic Honors Diploma (AHD) must successfully earn **two** (2) Fine Arts credits. All courses offered in the Fine Arts Department count as fine arts credits required for an Academic Honors diploma and also count as *Directed electives*. NOTE: some courses require a teacher recommendation, instructor approval or an audition. Some courses may require students to purchase their own costumes or equipment.

VISUAL ARTS

INTRODUCTION TO TWO – DIMENSIONAL ART (Beginning Drawing) **4000**
Grades 9-12 **1 semester** **1 credit** **Directed Elective**
Prerequisite: ***none*** **General, Core 40/AHD/THD elective**

Students taking Introduction to Two – Dimensional Art engage in sequential learning that encompasses art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The focus will be on introductory experiences in drawing. Students will use a variety of media and techniques. Subjects will allow students to learn how to draw realistic figures, portraits, landscapes and still lifes. Emphasis will be placed on skill development. In addition students will be exposed to composition and art criticism. Students will have the opportunity to reflect upon experiences, discuss and write about product and process and explore historical connections. Students will work individually and in groups. Correlations to other disciplines will be made. Visual arts career options and cultural opportunities within the community will be explored.

PAINTING 1 (Beginning Paining) **4064**
Grades 9-12 **1 semester** **1 credit** **Directed Elective**
Prerequisites: ***suggested Intro to 2D Art*** **General, Core 40/AHD/THD elective**

Students taking Painting 1 engage in sequential learning that encompasses art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Emphasis will be placed on painting skill development. Students will use a variety of painting media and techniques. Painting 1 is one of the prerequisites for advanced level classes. Students will have the opportunity to reflect upon experiences, discuss and write about product and process and explore historical connections. Students will work individually and in groups. Correlations to other disciplines will be made. Visual arts career options and cultural opportunities within the community will be explored.

PAINTING 2 (Beginning Oils) **40642**
Grades 10 -12 **1 semester** **1 credit** **Directed Elective**
Prerequisites: ***Intro to 2D Art AND Painting 1*** **General, Core 40/AHD/THD elective**

Students taking Painting 2 engage in sequential learning that encompasses art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. This class is designed to provide the student with different experiences in oil-base paint techniques. Students will have the opportunity to reflect upon experiences, discuss and write about product and process and explore historical connections. Students will work individually and in groups. Correlations to other disciplines will be made. Visual arts career options and cultural opportunities within the community will be explored.

PAINTING 3 (Advanced Oils) **40643**
Grades 10 -12 **1 semester** **1 credit** **Directed Elective**
Prerequisites: ***Intro to 2D Art AND Painting 1 AND Painting 2*** **General, Core 40/AHD/THD elective**

Students taking Painting 3 engage in sequential learning that encompasses art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. This class is designed for advanced skill development in oil techniques. Course work will deal with creative subject matter, color composition theories, as well as relying heavily on practical experiences in painting. Students will have the opportunity to reflect upon experiences, discuss and write about product and process and explore historical connections. Students will work individually and in groups. Correlations to other disciplines will be made. Visual arts career options and cultural opportunities within the community will be explored.

PAINTING 4 (Beginning Watercolor) **40644**
Grades 10 -12 **1 semester** **1 credit** **Directed Elective**
Prerequisites: ***Intro to 2D Art AND Painting 1*** **General, Core 40/AHD/THD elective**
NOTE: students do not have to take Painting 2 and 3 prior to Painting 4

Students taking Painting 4 engage in sequential learning that encompasses art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. This class is designed to provide the student with different experiences in water-base painting techniques. Students will have the opportunity to reflect upon experiences, discuss and write about product and process and explore historical connections. Students will work individually and in groups. Correlations to other disciplines will be made. Visual arts career options and cultural opportunities within the community will be explored.

PAINTING 5 (Advanced Watercolor) **40645**
Grades 10 -12 1 semester 1 credit Directed Elective
Prerequisites: ***Intro to 2D Art AND Painting 1 AND Painting 4*** **General, Core 40/AHD/THD elective**
NOTE: students do not have to take Painting 2 and 3 prior to Painting5
Students taking Painting 5 engage in sequential learning that encompasses art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. This class is designed for advanced skill development in watercolor techniques. Course work will deal with creative subject matter, color composition theories, as well as relying heavily on practical experiences in painting. Students will have the opportunity to reflect upon experiences, discuss and write about product and process and explore historical connections. Students will work individually and in groups. Correlations to other disciplines will be made. Visual arts career options and cultural opportunities within the community will be explored.

INTRODUCTION TO THREE – DIMENSIONAL ART **4002**
Grades 10 -12 1 semester 1 credit Directed Elective
Prerequisites: ***Intro to 2D Art or Painting 1*** **General, Core 40/AHD/THD elective**
Students taking Introduction to Three – Dimensional Art engage in sequential learning that encompasses art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The class will provide the student with experience working with various craft techniques and media, i.e., textile and basketry, the four approaches to sculpture, various sculpture media i.e., clay, wood and plaster. Students will have the opportunity to reflect upon experiences, discuss and write about product and process and explore historical connections. Students will work individually and in groups. Correlations to other disciplines will be made. Visual arts career options and cultural opportunities within the community will be explored.

CERAMICS **4040**
Grades 9-12 1 semester 1 credit Directed Elective
Prerequisites: ***Intro to 2D Art or Painting 1*** **General, Core 40/AHD/THD elective**
Students taking Ceramics 1 engage in sequential learning that encompasses art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. This class is designed to provide the student with experience in clay pottery construction and design through hand building and wheel throwing techniques. The student will also become familiar with decorating and glazing techniques. Students will have the opportunity to reflect upon experiences, discuss and write about product and process and explore historical connections. Students will work individually and in groups. Correlations to other disciplines will be made. Visual arts career options and cultural opportunities within the community will be explored.

ADVANCED CERAMICS **4040A**
Grades 10-12 1 semester 1 credit Directed Elective
Prerequisites: ***Ceramics*** **General, Core 40/AHD/THD elective**
Students taking Advanced Ceramics engage in sequential learning that encompasses art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. This class is designed to advance throwing skills. Glaze formulation will also be developed. Students will have the opportunity to reflect upon experiences, discuss and write about product and process and explore historical connections. Students will work individually and in groups. Correlations to other disciplines will be made. Visual arts career options and cultural opportunities within the community will be explored.

THEATRE ARTS

THEATRE ARTS I **4242F**
Grades 9-12 1 semester 1 credit Directed Elective
Prerequisite: ***none*** **General, Core 40/AHD/THD elective**
Theatre Arts provides an introduction to the basics of theatre by combining elements of improvisation, movement, acting, memorization and performance in order to develop acting and movement skills. In addition, students will focus on elements of theatre history, culture, analysis, creative process and technical theatre. Student participation is required and will include activities such as monologues, scenes, group work and performance.

THEATRE ARTS I ***(ICE only)*** **4242IF/4242IS**
Grade 9 2 semesters 1 credit per semester Directed Elective
Prerequisite: ***none*** **General, Core 40/AHD/THD elective**
Theatre Arts provides an introduction to the basics of theatre by combining elements of improvisation, movement, acting, memorization and performance in order to develop acting and movement skills. In addition, students will focus on elements of theatre history, culture, analysis, creative process and technical theatre. Student participation is required and will include activities such as monologues, scenes, group work and performance.

TECHNICAL THEATRE **4244**
Grades 10-12 **1 semester** **1 credit** **Directed Elective**
Prerequisites: ***none*** **General, Core 40/AHD/THD elective**
Students engaged in Technical Theatre actively engage in the process of designing, building, managing and implementing the technical aspects of a production. Student participation is required and activities will include elements of theatre history, culture, analysis and response, design, creative process and hands-on experience. Students will explore career opportunities in the theatre and recognize the responsibilities and importance of everyone involved in the theatrical community.

ADVANCED TECHNICAL THEATRE I and II **4252F / 4252S**
Grade 10-12 **2 semesters** **1 credit per semester** **Directed Elective**
Prerequisites: ***Technical Theatre and permission from instructor*** **General, Core 40/AHD/THD elective**
Students in Advanced Technical Theatre will participate in building, managing, programming, drafting and designing the technical aspects of a production. These activities will include analysis and response, design, theatre history, and a focus on technical careers. Students will investigate technical areas as well as employment opportunities. Student participation is required, and will include a capstone design project and a portfolio. Advanced Technical Theatre students will work in conjunction with the Technical Theatre class and will be expected to serve as leaders within the class.
To be considered for Advanced Technical Theatre, *students must complete an interview and audition process*. Students must have previously successfully completed Technical Theatre or a comparable class to be eligible for Advanced Technical Theatre.

ADVANCED THEATRE ARTS I and II **4240F / 4240S**
Grade 11-12 **2 semesters** **1 credit per semester** **Directed Elective**
Prerequisites: ***Theatre Arts I and II and Audition*** **General, Core 40/AHD/THD elective**
Advanced Theatre Arts emphasizes performance for the stage individually and in a group setting. Students read and analyze plays and apply criteria to make informed judgments. Students will engage in in-depth character analysis to perform monologues, scenes, and to build realistic characters through observation, improvisation and script analysis. Students will memorize on a regular basis and perform at a high level. Students will learn to critique their own and other theatrical performances. They will take on the responsibilities of rehearsing and presenting several full productions throughout the year and are required to participate in after school rehearsals and performances. In addition, students will also explore elements of theatre history, culture, analysis and creative process. The second semester of Advanced Theatre Arts builds on the material of the first semester with careful script analysis and investigation, observation and response to characters and scripts. Students will read and perform plays as well as compose their own scripts in an effort to understand their structure, theme, and impact. *To be eligible to continue on to the second semester of Advanced Theatre Arts, a student must pass the first semester of Advanced Theatre Arts or audition and complete Theatre Arts I-II.*

VOCAL MUSIC

BEGINNING CHORUS (Cadet Choir) **4182F / 4182S**
Grade 9-12 **Successive Semesters** **1 credit per semester** **Directed Elective**
Prerequisite: *none* **General, Core 40/AHD/THD elective**
This course is also known as *Cadet Choir* and is a non-auditioned mixed choral ensemble. This course provides the necessary musical and educational foundation for beginning singers to increase their musical competencies and achieve successful performances. Students develop a basic understanding of music theory as well as beginning-level sight-reading. Significant time will also be spent in the preparation of music for performance. Music of various styles will be sung at the five mandatory extra-curricular performances given each year that support and extend the learning in the classroom. After two semesters in *Cadet Choir*, most singers will move on to the Intermediate choir (*Varsity Chorale*) without an audition.

INTERMEDIATE CHORUS (Varsity Chorale) **4186F / 4186S**
Grade 10-12 **Successive Semesters** **1 credit per semester** **Directed Elective**
Prerequisites: ***2 Semesters in Beginning Chorus or by Audition*** **General, Core 40/AHD/THD elective**
Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This course is also known as *Varsity Chorale* and is a non-auditioned mixed choral ensemble. This group performs primarily as a concert choir at the intermediate level. Singers in the *Varsity Chorale* will have demonstrated skills that surpass those of a beginning singer. Members work to continue to build their sight-reading, critical listening, and vocal technique through the rehearsal and performance of music that is serious in nature and moderate in difficulty, as well as through the continued study of music theory. Students are expected to participate in five mandatory extra-curricular performances each year that support and extend the learning in the classroom. After completing two semesters in the Intermediate choir, students may chose to remain in this choir (without an audition) or to audition for either *Expressions* or *Goldenaires*.

INTERMEDIATE CHORUS GIRLS (Expressions) **4186GF/ 4186GS**
Grade 10-12 **Successive Semesters** **1 credit per semester** **Directed Elective**
Prerequisites: ***2 Semesters of Any Choir AND an Audition*** **General, Core 40/AHD/THD elective**
This course is also known as *Expressions* and is an auditioned women's choral ensemble establishing a tradition of high-quality music making. This group of talented and dedicated students performs both as a women's concert choir, singing serious music of moderate difficulty and as a competitive show choir with extensive choreography. Areas of skill refinement include sight-reading, critical listening, and acappella singing in addition to a continued study of music theory. Students in the *Expressions* are expected to have displayed excellent work in other DCHS choirs, to be extremely reliable, and to achieve at a high level. The *Expressions* have a full and very active schedule of rehearsals and performances for civic groups, school events, and at competitions throughout Indiana. All extra-curricular rehearsals and performances are mandatory for all members of the choir. After each year in *Expressions*, students may choose to re-audition to remain in the group or to audition for the top choir, the *Goldenaires*. (Note: Students cannot join during the Spring semester without approval from the Choir Director) *Students are charged a significant fee for costuming and materials that can be offset through participation in fundraising activities.*

ADVANCED CHORUS (Goldenaires) **4188F / 4188S**
Grade 10-12 **Successive Semesters** **1 credit per semester** **Directed Elective**
Prerequisites: ***2 Semesters of Any Choir AND an Audition*** **General, Core 40/AHD/THD elective**
Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This course is also known as *Goldenaires* and is an auditioned mixed choral ensemble with a long history of music making of the highest caliber. It is the most advanced choir at DCHS, consisting primarily of a small group of upperclassmen. While not required, at least two years of participation in other DCHS choirs (*Cadet Choir*, *Varsity Chorale*, and/or *Expressions*) is recommended prior to auditioning. This group performs as both a concert choir, singing serious music of advanced difficulty and as a competitive show choir with extensive choreography. Advanced music theory and sight-reading will also be taught as well as refinement of the skills of a cappella singing and critical listening. Students in the *Goldenaires* are expected to have displayed excellent work in other DCHS choirs, to be extremely reliable, and to achieve at the highest level. The *Goldenaires* have a full and very active schedule of rehearsals and performances for civic groups, school events, and at competitions throughout Indiana. All extra-curricular rehearsals and performances are mandatory for all members of the choir. After each year in *Goldenaires*, students must re-audition to remain in the group. (Note: Students cannot join during the Spring semester without approval from the Choir Director) *Students are charged a significant fee for costuming and materials that can be offset through participation in fundraising activities.*

INSTRUMENTAL MUSIC

NOTE: *Students who participate in the any part of the Band Program are charged a significant fee that can be offset through participation in fundraising activities.*

BEGINNING CONCERT BAND **4160F / 4160S**
Grade 9-12 **Successive semesters** **1 credit per semester** **Directed Elective**
Prerequisite: ***Participation in the instrumental feeder program*** **General, Core 40/AHD/THD elective**
This band is open to students with an adequate or limited performance level on a WIND instrument. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, and analyzing music. Emphasis is placed on the continued development of tone quality, technique, ensemble performance, and sight-reading. Participation in Beginning Concert band incorporates all styles of band music and basic elements of music theory and offers public performance opportunities to the student through Marching Band, pep band, jazz ensembles, solos, and small ensembles. The beginning concert band is part of the full Marching Band and requires that each member participate in all rehearsals and performances with the marching band for the length of the performance season. The Marching Band rehearses several times a week outside of the normal school hours with all performances and rehearsals being mandatory. Failure to attend rehearsals or performances could result in an F for the 9 weeks or semester and removal from the band program. • *Students in the Marching Band are expected to participate in the summer band program for which students receive a grade and earn a credit if they meet the minimum number of hours required for a grade*.

INTERMEDIATE CONCERT BAND (Wind Ensemble) **4168F / 4168S**
Grade 9-12 **Successive semesters** **1 credit per semester** **Directed Elective**
General, Core 40/AHD/THD elective

Prerequisites: ***Participation in the instrumental feeder program / Beginning Concert band***

Intermediate Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that 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. Students study a varied repertoire of developmentally appropriate concert band literature and 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. The beginning concert band is part of the full Marching Band and requires that each member participate in all rehearsals and performances with the marching band for the length of the performance season. The Marching Band rehearses several times a week outside of the normal school hours with all performances and rehearsals being mandatory. Failure to attend rehearsals or performances could result in an F for the 9 weeks or semester and removal from the band program. *Students in the Marching Band are expected to participate in the summer band program for which students receive a grade and earn a credit if they meet the minimum number of hours required for a grade.*

ADVANCED CONCERT BAND (Wind Ensemble) **4170F / 4170S**
Grade 9-12 **Successive semesters** **1 credit per semester** **Directed Elective**
General, Core 40/AHD/THD elective

Prerequisites: ***Participation in the instrumental feeder program / beginning and/or Intermediate Concert band, Audition Required***

Advanced Concert Band is open to students with an advanced performance level on a WIND instrument. Audition may be required to place a student into this band. This is a college level course that plays music of the highest quality from a variety of musical periods. Students in this course are expected to practice and take lessons if possible. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, and analyzing music. Emphasis is placed on the continued development of tone quality, technique, ensemble performance, and sight-reading. This course offers public performance opportunities to the student through Marching Band, pep band, jazz ensembles, solos, and small ensembles. The advanced concert band is part of the full Marching Band and requires that each member participate in all rehearsals and performances with the marching band for the length of the performance season. The Marching Band rehearses several times a week outside of the normal school hours with all performances and rehearsals being mandatory. Failure to attend rehearsals or performances could result in an F for the 9 weeks or semester and removal from the band program. • *Students in the Marching Band are expected to participate in the summer band program for which students receive a grade and earn a credit if they meet the minimum number of hours required for a grade*.

JAZZ ENSEMBLE **4164F / 4164S**
Grade 11-12 **Successive semesters** **1 credit per semester** **Directed Elective**
General, Core 40/AHD/THD elective

Prerequisites: ***Participation in the instrumental feeder /concert band (and marching band), Audition Required***

Jazz Ensemble is open to students with a desire to learn about and play jazz. Participation in the concert bands is mandatory. This jazz ensemble has a set instrumentation and plays music of the highest caliber. This ensemble is moderate level course and students are expected to practice and take lessons if possible. Instruction includes the study of the history, formative, and stylistic elements of jazz. Emphasis is placed on the continued development of tone quality, technique, ensemble performance, sight-reading, in addition to big band playing, combo music, jazz listening/style and improvisation. The jazz ensemble is part of the full Marching Band and requires that each member participate in all rehearsals and performances with the marching band for the length of the performance season. The Marching Band rehearses several times a week outside of the normal school hours with all performances and rehearsals being mandatory. Failure to attend rehearsals or performances could result in an F for the 9 weeks or semester and removal from the band program. Students participating in Jazz Ensemble for successive semesters will be those performing at an advanced level. These students are expected to practice and take lessons if possible. Students who participate at the advanced level may play in performances which include jazz festivals, basketball games, concerts and civic functions. • *Students in the Marching Band are expected to participate in the summer band program for which students receive a grade and earn a credit if they meet the minimum number of hours required for a grade.*

ADVANCED JAZZ ENSEMBLE **4164AF / 4164AS**
Grade 11-12 **Successive semesters** **1 credit per semester** **Directed Elective**
General, Core 40/AHD/THD elective

Prerequisites: ***Participation in the instrumental feeder /concert band (and marching band), Audition Required***
Advanced Jazz Ensemble is an advanced level course and students are expected to practice and take lessons if possible. Instruction includes the study of the history, formative, and stylistic elements of jazz. Emphasis is placed on the continued development of tone quality, technique, ensemble performance, sight-reading, in addition to big band playing, combo music, jazz listening/style and improvisation. The jazz ensemble is part of the full Marching Band and requires that each member participate in all rehearsals and performances with the marching band for the length of the performance season. The Marching Band rehearses several times a week outside of the normal school hours with all performances and rehearsals being mandatory. Failure to attend rehearsals or performances could result in an F for the 9 weeks or semester and removal from the band program. Students participating in Jazz Ensemble for successive semesters will be those performing at an advanced level. These students are expected to practice and take lessons if possible. Students who participate at the advanced level may play in performances that include jazz festivals, basketball games, concerts and civic functions. *Students in the Marching Band are expected to participate in the summer band program for which students receive a grade and earn a credit if they meet the minimum number of hours required for a grade.*

INSTRUMENTAL ENSEMBLE (Percussion Ensemble) **4162F / 4162S**
Grade 9-12 **Successive semesters** **1 credit per semester** **Directed Elective**
General, Core 40/AHD/THD elective

Prerequisites: ***Participation in the instrumental feeder program /concert band/and marching band***
This class is designed for percussionists. *All percussionists should take this class instead of a concert band*. The focus of this class will be on specifics of marching percussion and concert percussion playing in addition to the improvement of individual skills through solo material. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, and analyzing music. Students of all levels will work on technique, music reading, and ensemble playing on all percussion instruments. Students will play with one of the concert bands as well as a percussion ensemble and the marching band. Students are expected to be a part of the Winter Percussion Ensemble – additional fees are a part of this ensemble. This ensemble is part of the full marching band and requires that each member participate in all rehearsals and performances with the marching band for the length of the performance season. The Marching Band rehearses several times a week outside of the normal school hours with all performances and rehearsals being mandatory. Failure to attend rehearsals or performances could result in an F for the 9 weeks or semester and removal from the band program. • *Students in the Marching Band are expected to participate in the summer band program for which students receive a grade and earn a credit if they meet the minimum number of hours required for a grade*.

DANCE PERFORMANCE: Ballet, Modern, Jazz, or Ethnic-folk (Color and Winter Guard) **4146F / 4146S**
Grade 9-12 **successive semesters** **1 credit per semester** **Directed Elective**
Prerequisites: ***none*** **General, Core 40/AHD/THD elective**
This course focuses on the learning of dance and color guard skills including advanced flag and weapon techniques through experiences in which students develop the ability to express thoughts, feelings, perceptions, and images through movement. This group is expected to attend all summer and after school rehearsals, including contests and football games for the entire competitive season (through semester 1). No P.E. credit substitution will be given if a member quits before the end of the season. This class performs as a part of the marching band during the half-time show of home football games. All members of this class are expected to be members of the Winter Guard, which provides many opportunities to perform as a part of the Indiana Color Guard circuit. The Winter Guard practices several times a week outside of the normal school day and an extra fee is charged. The Color Guard is part of the full marching band and requires that each member participate in all rehearsals and performances with the marching band for the length of the performance season. The Marching Band rehearses several times a week outside of the normal school hours with all performances and rehearsals being mandatory. Failure to attend rehearsals or performances could result in an F for the 9 weeks or semester and removal from the band program. • *Students in the Marching Band are expected to participate in the summer band program for which students receive a grade and earn a credit if they meet the minimum number of hours required for a grade*.

MUSIC HISTORY AND APPRECIATION **4206**
Grades 9-12 **1 credit, 1 semester** **Directed Elective**
Prerequisites: ***none*** **General, Core 40/AHD/THD elective**
Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

All high school students are required to complete two semesters of Physical Education to meet state graduation requirements.
• NOTE**:** Students who participate in an IHSAA sport, competition cheerleading, a club sport, Goldenaires, Expressions, Dance team, Marching band, Winter Percussion Ensemble, or Color guard may be eligible to earn their Physical Education credit through requirements met by participating in these activities. Students who are not planning to use a PE substitution of any kind are recommended to take the P.E. and Health courses during their freshman or sophomore year.
Elective physical education courses may be taken only after Physical Education 1 and 2 have been successfully completed or if a student is participating in an extracurricular activity as a substitution for the P.E. requirement. A freshman may only take APC if he or she is participating in an athletic substitution season as a varsity athlete or a junior varsity athlete (if there is a freshman team) or if the student has approval from the athletic director.
A student may earn a maximum of 6 credits from the elective physical education classes offered provided that there is no course or skill level duplication. • NOTE *Students may substitute the three (3) Family and Consumer Science courses for the graduation requirement of Health and Wellness*.

PHYSICAL EDUCATION I **3542**
Grades 9-12 1 semester 1 credit General, Core 40/AHD/THD course
Prerequisite: ***none***
Physical Education 1 emphasizes health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics, (9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based skill evaluations.

PHYSICAL EDUCATION II **3544**
Grades 9-12 1 semester 1 credit General, Core 40/AHD/THD course
Prerequisite: ***none***
Physical Education 2 emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. It includes at least three different movement forms without repeating those offered in Physical Education 1. Movement forms may include: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics, (9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers.

HEALTH & WELLNESS EDUCATION **3506**
Grades 10-12 1 semester 1 credit General, Core 40/AHD/THD course
Prerequisite: ***none***
This course 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. 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. Topics 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. • *Three (3) Family and Consumer Science classes to substitute for this course.*

ELECTIVE PHYSICAL EDUCATION

Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in specific areas. A minimum of two of the following activities should be included: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition), (2) team sports, (3) individual or dual sports, (4) aquatics and, (5) outdoor pursuits. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design 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.

ELECTIVE PHYSICAL EDUCATION (Advanced Physical Conditioning) **3560F / 3560S**
FOOTBALL only **3560FF / 3560FS**
Grades 10-12 **1-2 semesters** **1 credit per semester** **General, Core 40/AHD/THD elective**
Prerequisites: ***Physical Education I and II or current extracurricular substitution;*** ***scheduling priority given to athletes***
Advanced Physical Conditioning is a class to develop strength, flexibility, speed development and cardiovascular fitness. These objectives are met by combining: stretching, calisthenics, form running, weight training and plyometrics.

ELECTIVE PHYSICAL EDUCATION (Lifetime Fitness) **3560P**
Grades 9-12 **1-2 semesters** **1 credit per semester** **General, Core 40/AHD/THD elective**
Prerequisites: ***Physical Education I and II or current extracurricular substitution***
Physical Fitness is a class to develop strength, flexibility, speed development and cardiovascular fitness. These objectives are met by combining: stretching, calisthenics, form running, and plyometrics.

MATHEMATICS DEPARTMENT

All students must pass ***Algebra I** as part of the minimum requirements for a diploma. Students must be provided the opportunity to complete Algebra I during their freshman year. Students may be enrolled in Algebra I Lab as a support course for Algebra I, especially if the student did not receive credit for Algebra in 8th grade. *See the sequencing of mathematic courses table*.
Students who are trying to determine whether they take Pre-Calculus/Trigonometry or Finite Mathematics need to research the university they are interested in attending. Some universities require as an admissions requirement four years of mathematics even if the student is not pursuing a Core 40 with Academic Honors.

General	Core 40	Core 40 Academic Honors	Core 40 Technical Honors
*Algebra I (2 credits) additional math (2 credits)	*Algebra I (2 credits) Geometry (2 credits) Algebra II (2 credits)	*Algebra I (2 credits) Geometry (2 credits) Algebra II (2 credits) Pre-Calculus (2 credits) **or** Finite Math (2 credits)	*Algebra I (2 credits) Geometry (2 credits) Algebra II (2 credits)

Sequencing of Mathematics courses
The following information shows the sequencing of math classes through the sophomore year.

8th grade	9th grade	10th grade
Intro to Algebra	Algebra I A/B (both semesters) Algebra I Lab (both semesters)	Geometry
Algebra I A (1 sem) no HS credit received	Algebra I A/B (both semesters) Algebra I Lab (both semesters)	Geometry
Algebra I A (1 sem) HS credit received	Algebra I Lab Byr (1st sem) Algebra I Byr (2nd sem)	Geometry
Algebra I (both semesters) HS credit received	Geometry	Algebra II
Geometry	Algebra II	Pre-Calculus/Trigonometry Honors
Geometry Honors	Algebra II Honors	Pre-Calculus/Trigonometry Honors

***ALGEBRA I A/B** **2520F / 2520S**
Grade 9-10 **2 semesters** **1 credit per semester** **General, Core 40/AHD/THD course**
Prerequisite: ***none***
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. • A student must pass the first semester of Algebra I to be able to continue on to the second semester of Algebra I.

ALGEBRA I LAB B year (first semester) **2516F1**
ALGEBRA I B year (second semester) **2520S2**
Grades 9-10 **1 semester** **1 credit** **General, Core 40/AHD/THD course**
Prerequisite: **Algebra I (first semester)**
Students who have taken and passed Algebra I A (first semester) may enroll in Algebra Enrichment (first semester) AND Algebra I B (second semester).

GEOMETRY 1/2 **2532F / 2532S**
Grades 9-12 **2 semesters** **1 credit per semester** **Core 40/AHD/THD course**
Prerequisite: ***Algebra I with grade of C- or higher recommended***
This course includes six critical areas: congruency and similarity; measurement; analytic geometry; circles; and polyhedra. The course includes both plane and solid geometry. Students examine the properties of two and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons with a special focus on quadrilaterals, triangles, and right triangles; (3) circles; and (4) polyhedra and other solids.

GEOMETRY HONORS 1/2 **2532HF / 2532HS**
Grade 9 **2 semesters** **1 credit per semester** **Core 40/AHD/THD course**
Prerequisite: ***Algebra I credit in 8th grade***
This course includes six critical areas: congruency and similarity; measurement; analytic geometry; circles; and polyhedra. The course includes both plane and solid geometry. This course includes both plane and solid geometry. Students examine the properties of two and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons with a special focus on quadrilaterals, triangles, and right triangles; (3) circles; and (4) polyhedra and other solids.

GEOMETRY w/IED ***(New Tech only)*** **2532NF / 2532NS**
GEOMETRY HONORS w/IED ***(New Tech only)*** **2532ZF / 2532ZS**
Grades 9-12 **2 semesters** **1 credit per semester** **Core 40/AHD/THD course**
Prerequisite: ***Algebra I***
Geometry and *Introduction to Engineering Design*.
This course engages students through the topics of engineering while learning geometry. This course is the first course in the Project Lead the Way curriculum and covers the Indiana Standards for both Geometry and Introduction to Engineering Design.
New Tech students selecting this course must also select 4812NF / 4812NS INTRODUCTION TO ENGINEERING DESIGN IED w/GEOMETRY.

ALGEBRA II A/B **2522F / 2522S**
Grades 10-12 **2 semesters** **1 credit per semester** **Core 40/AHD/THD course**
Prerequisite: ***Algebra I and/or Geometry***
This course 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 class is an extension and a refinement of Algebra I and provides further development of the concept of function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability. Included also are imaginary numbers and the quadratic formula. • *A student must pass the first semester of Algebra II to be able to continue on to the second semester of Algebra II.*

ALGEBRA II HONORS A/B **2522HF / 2522HS**
ALGEBRA II HONORS ***(New Tech only)*** **2522ZF / 2522ZS**
Grade 10 **2 semesters** **1 credit per semester** **Core 40/AHD/THD course**
Prerequisites: ***Geometry Honors, teacher recommendation***
This course includes the following topics: Functions, rational and negative exponents, solutions of nth degree polynomial equations, matrices, determinants, number theory, sequences and series, and problem-solving by use of linear programming.

FINITE MATHEMATICS **2530F / 2530S**
Grades 11-12 **2 semesters** **1 credit per semester** **Core 40/AHD/THD course**
Prerequisite: ***Algebra II***
Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Topics include: 1) counting techniques, 2) matrices, 3) recursion, 4) graph theory, 5) social choice, 6) linear programming, and 7) game theory.

PRE-CALCULUS/TRIGONOMETRY HONORS **2564HF / 2566HS**
Grade 11-12 **2 semesters** **1 credit per semester** **Core 40/AHD/THD course**
Prerequisites: ***Algebra II or Algebra II Honors***
In this course Trigonometry and Pre-Calculus are combined into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. This course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The student will cover topics in College Algebra, Analytic Geometry and Trigonometry. This course includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) trigonometry in triangles, (4) trigonometric functions, (5) trigonometric identities and equations, (6) polar coordinates and complex numbers, (7) sequences and series, and (8) data analysis.
This course includes the following topics: Analytic proofs, conics, rotation and translation, space coordinates, quadric surfaces and vectors. Students are expected to be able to apply the topics to real world problems. Trigonometry should provide for, but not be limited to, student learning in the trigonometric functions, acute angles, right triangles, circular functions, graphs of trigonometric functions, Law of Sines, Law of Cosines, logarithmic functions, applications and polar coordinates.

CALCULUS AB, Advanced Placement **2562F / 2562S**
Grade 12 **2 semesters** **1 credit per semester** **Core 40/AHD/THD course**
Prerequisite: ***grade of C- or above in Pre-Calculus/Trigonometry***
This course is designed for students who have successfully completed Pre-Calculus/Trigonometry and who are interested in taking the Advanced Placement (AP) Calculus AB test. The course provides content established by the College Board with topics that include: (1) function, graphs, and limits, (2) derivatives, and (3) integrals. Students will receive instruction and practice relevant to the types of questions found on the Calculus AB (AP) test. A passing score on the AP test enables a student to receive college credit in Calculus. *The use of a graphing calculator is required*.

CALCULUS BC, Advanced Placement **2572F / 2572S**
Grade 12 **2 semesters** **1 credit per semester** **Core 40/AHD/THD course**
Prerequisite: ***grade of C- or above in Calculus AB, AP***
Calculus BC, Advanced Placement is a course based on content established by the College Board. *Calculus BC* is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; (3) integrals; and (4) polynomial approximations and series. A comprehensive description of this course can be found on the College Board AP Central Course Description webpage at: http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf. *The use of a graphing calculator is required*.

ALGEBRA I LAB **2516F / 2516S**
Grades 9-12 **2 semesters** **1 credit per semester** **Core 40/AHD/THD elective**
Prerequisite: ***none***
Algebra I Lab 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 I Lab* 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 I Lab* combines standards from high school courses with foundational standards from the middle grades. A student taking Alge*bra I Lab* must also be enrolled in Algebra I during the same academic year.

MATHMATICS LAB **2560F / 2560S**
Grades 9-12 **2 semesters** **1 credit per semester** **Core 40/AHD/THD elective**
Prerequisite: ***none***
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* instead, schools should offer *Algebra I Lab* to provide students with rigorous support for Algebra I.

MULTIDISCIPLINARY

COLLEGE-ENTRANCE PREPARATION (College Readiness Center) **0500CE / 0532S**
Grade 11-12 2 semesters 1 credit per semester Core 40/ADH/THD elective
Prerequisites: ***2.0 – 2.5 GPA***
Students are recommended by their SLC director to be considered for the College Readiness Center. This class is designed to prepare students for college who may not be ready to pass an entrance exam. Students work on math and English skills (both reading and writing) to improve their skills to be able to pass the Ivy Tech entrance exam (Accuplacer Test). Students will receive an elective credit each semester. The second semester of the course is an Ivy Tech course called IVYT 120 New Student Seminar. New Student Seminar enhances success in college by assisting students in obtaining skills necessary to their educational, career, and life objectives. Students will create and apply critical thinking strategies in areas of time management, learning styles, study skills, career planning, resource utilization and media literacy. Students will learn skills that will allow them to be self-aware, self-motivated, and personally responsible. Depending on how high a student scores on the Acculacer Test, the student may be eligible to take Ivy Tech courses at DCHS through the Professor on Loan program. Students are assigned to this course by their SLC director.

CAREER INFORMATION AND EXPLORATION (JAG) **11th grade 0522F / 0522S**
12th grade 0522F2 / 0522S2
Grade 11-12 2 semesters 1 credit per semester General, Core 40/ADH/THD elective
Prerequisites: WIA income eligibility requirement
Students are recommended by their SLC director to be considered for the JAG (Jobs for America's Graduates) program. This class is designed to prepare students for post-secondary education and the work place. This course provides students with opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in: 1) employability, 2) understanding the economic process, and 3) decision making and planning. Opportunities are provided for students to observe various job situations through field trips, internships, mock interviews, and guest speakers. Students are provided with work-based learning experiences that will lead to career advancement opportunities or to enrollment in a postsecondary institution that leads to a rewarding career. Students are assigned to this course by their SLC director.

ETHNIC STUDIES **1516**
Grade 9-12 1 semester Core 40/ADH/THD elective
Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. This course may also include analysis of the political impact of ethnic diversity in the United States.

INDIANA STUDIES **1518**
Grade 9-12 1 semester Core 40/ADH/THD elective
Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process.

SCIENCE DEPARTMENT

Students at DCHS must take two semesters of Biology I and two semesters of a non-life science to fulfill the minimum state science requirement for graduation. The following are all considered non-life sciences: Earth/Space Science I, Integrated Chemistry-Physics, Chemistry I, Chemistry II, Environmental Science, Physics I, and Physics, AP. All science courses are considered lab courses. The two semesters of Earth and Space Science I can be taken separately. *Please note*: some courses are sequential and a student must pass the first semester of the course to be eligible to progress onto the second semester. * denotes a course/s required for graduation. NOTE: *Principles of Biomedical Sciences* can substitute for the graduation requirement for Health and Wellness Education. Principles of Biomedical Sciences, Human Body Systems, and Medical Interventions can count as science courses for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

General	Core 40	Core 40 Academic Honors	Core 40 Technical Honors
*Biology I (2 credits) Non-life science (2 credits)	*Biology I (2 credits) Chemistry I or Physics I (2 credits) *(2 credits) from the following*: Chemistry I , Physics I, Chemistry II, Physics AP, Biology 105, Environmental Science, Earth/Space Science I, Integrated Chemistry-Physics, Zoology, Forensic Science, Anatomy & Physiology, Principles of Biomedical Sciences, Human Body Systems, or Medical Interventions	The same course requirements as the Core 40 diploma, but students must earn a grade of "C-" in order for a course to count towards this diploma. In addition, students must have a grade point average of "B" or above.	The same course requirements as the Core 40 diploma, but students must earn a grade of "C-" in order for a course to count towards this diploma. In addition, students must have a grade point average of "B" or above.

LIFE Sciences

***BIOLOGY I** **3024F / 3024S**
***BIOLOGY I HONORS** **3024HF / 3024HS**
Grade 9 **2 semesters** **1 credit per semester** **General, Core 40/AHD/THD course**
Prerequisite: ***none***

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. Students have opportunities to: (1) gain an understanding of the history of the development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate biological questions and problems related to personal needs and social issues. Biology is an exciting introductory course to a lifetime of learning about the living world. As part of the course, all students are required to demonstrate proficiency in the use of the scientific method.

BIOLOGY I BIOLIT** (New Tech only***) **3024NF / 3024NS**
BIOLOGY I HONORS BIOLIT** (New Tech only***) **3024ZF / 3024ZS**
Grade 9 **2 semesters** **1 credit per semester** **Core 40/AHD/THD course**

Students will integrate Biology and Literature concepts through a combination of reading, discussions, labs, and group projects. Some possible projects include exploring the ethics of genetic engineering, learning about the way that bacteria develops resistance to antibiotics, predicting the inheritance of genetic diseases, and proposing solutions to certain environmental problems. Biology I and English 9 Indiana standards provide the framework for these projects. *This is a double-blocked class covering two class periods*. New Tech students selecting this course must also select ENGLISH 9 BIOLIT 1002NF / 1002NS or ENGLISH 9 HONORS BIOLIT 1002ZF / 1002ZS

ANATOMY & PHYSIOLOGY **5276F / 5276S**
Grades 10-12 **2 semesters** (sequential) **1 credit per semester** **Core 40/AHD/THD course**
Prerequisite: ***Biology I with a C- or above***

This is an advanced science class for students who are seriously interested in the study of Anatomy and Physiology at the high school level. Students will learn most of the structures and functions of the parts of the human body with a subsequent introduction to medical terminology and diseases of the body. This class requires excellent memorization skills and some memorization techniques are taught. Laboratory activities include working with models and x-rays; dissection of major body organs from a sheep; muscle strength and fitness; urinalysis; sensory testing; respiratory function tests; simulated blood typing; hair and fingerprint analysis; and personal dietary study with an emphasis on total caloric intake, cholesterol and salt intake. Due to the fact that the subject matter is sequential, students must take the first semester of Anatomy & Physiology before taking the second semester of Anatomy & Physiology. • Students must also be passing first semester Anatomy & Physiology with a 70% or must have the permission of the instructor in order to be eligible to take the second semester of Anatomy & Physiology.

BIOLOGY II, ZOOLOGY **3026F / 3026S**
Grades 10-12 **2 semesters** (sequential) **1 credit per semester** **Core 40/AHD/THD course**
Prerequisite: ***Biology I with a C- or above***

Zoology is a course designed to introduce the student to the complexities of the Animal Kingdom through the study of body structures, related terminology and interrelationships of the invertebrates and vertebrates with their ecosystems. Zoology (1st semester) will focus on invertebrates, while Zoology (2nd semester) will focus on vertebrates, animal behavior and comparative anatomy. Students will conduct a number of dissections in order to gain knowledge of the Animal Kingdom. Due to the fact that the subject matter is sequential, students must take 1st semester Zoology before 2nd semester Zoology. • Students must also be passing 1st semester Zoology with a 70% or must have the permission of the instructor in order to be eligible to continue on with 2nd semester Zoology.

ADVANCED SCIENCE, SPECIAL TOPICS (FORENSIC SCIENCE) **3092F / 3092S**
Grade 11-12 **2 semesters** **1 credit per semester** **Core 40/AHD/THD course**
Prerequisite: ***Chemistry I and/or Physics I with a grade of C- or better***
Priority scheduling will be given to Q & I and Choice students

Do you like watching the crimes investigation shows on TV? Thinking about becoming a crime scene investigator? This course is designed to introduce the student to practical applications of chemistry, physics, and biology in the study of forensics. This course will provide students with an introduction to the theoretical understanding and practical application of forensic science techniques including forensic DNA typing, bloodstain pattern analysis, forensic entomology, forensic toxicology, drugs and poisons, crime scene investigations, evidence collection and examination, ballistics, understanding of the relationship between forensic science and legal studies, and career opportunities in forensics.

BIOLOGY 100/101 **3090F/3090S (class)**
Grades 11-12 **3090FL/3090SL (lab)**
See course description in the Advanced Placement and Dual-Credit section.

NON-LIFE Sciences

INTEGRATED CHEMISTRY-PHYSICS **3108F / 3108S**
Grades 10-11 **2 semesters** **1 credit per semester** **Core 40/AHD/THD course**
Recommended Prerequisites: ***Enrollment in Algebra I and earned a C- in Biology I, or***
Enrollment in Algebra I B and earned a D or F in Biology I, or
Enrollment in Geometry and earned a D or F in Biology I
After successful completion of Integrated Chemistry-Physics, students will enroll in Physics I or Chemistry I.

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

PHYSICS I **3084F / 3084S**
Grades 10-12 **2 semesters** **1 credit per semester** **Core 40/AHD/THD course**
Prerequisites: ***Algebra I with a C- or above; passed Algebra ECA***

Physics I aids students in synthesizing the fundamental concepts and principles concerning matter and energy through the laboratory study of mechanics, wave motion, heat, light, electricity, magnetism, electromagnetism, and atomic and nuclear physics. Students have opportunities to: (1) acquire an awareness of the history of physics and its role in the birth of technology, (2) explore the uses of its models, theories, and laws in various careers, and (3) investigate physics questions and problems related to personal needs and social issues. Physics is the study of the fundamental laws that govern the universe. To help students learn about and comprehend these laws, Physics is treated conceptually with a basic algebra component in this course. It is hoped that students will develop an appreciation for the beauty of the natural world as revealed by science. Topics will include motion, forces, matter, heat, sound, light, electricity, magnetism, the atom, and the nucleus.

PHYSICS I PHYS/TRANS & PHYS/COMM ***(New Tech only)*** **3084NF / 3084NS**
Grades 10-12 2 semesters 1 credit per semester Core 40/AHD/THD course
Prerequisites: ***Algebra I***
Physics and *Introduction to Transportation* & *Introduction to Communication*.
This course engages students in physics through the topics of transportation systems and communication systems. Indiana Standards of Physics and the Technology Education courses of Transportation Systems and Communication systems are covered. Students will explore various communication systems that help people exchange information and ideas. These systems allow people to grow intellectually, express feelings, and better understand diverse cultures. This course explores the physics and application of the tools, materials, and energy in designing, producing, using and assessing communication systems. In the transportation semester, students will explore systems and techniques used to move people and cargo in vehicles, and by other means on land, in water, air and space. Gathering data while testing their vehicles, students will utilize principles of physics to explain the success or failure of their activity. Activities should allow students to understand a variety of transportation systems and investigate the processes and energy resources used to move people and products from one location to another. *This is a double-blocked class covering two class periods.* New Tech students selecting this course must also select INTRODUCTION TO TRANSPORTATION PHYS/TRANS 4798NF and INTRODUCTION TO COMMUNICATION PHYS/COMM 4790NS.

PHYSICS C, Advanced Placement (Electricity/Magnetism and Mechanics) 3088F / 3088S
Grades 11-12 *See course description in the Advanced Placement and Dual-Credit section.*

CHEMISTRY I 3064F / 3064S
Grades 10-12 2 semesters 1 credit per semester Core 40/AHD/THD course
Prerequisites: ***Enrollment in Algebra II; passed Algebra ECA***
This course is 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 compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions through laboratory investigations of matter and chemical reactions. Students have opportunities to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and social issues, and (4) learn and practice laboratory safety. Chemistry I is the study of material (chemicals) and the processes people use to combine and separate chemicals into more useful forms.

CHEMISTRY II 3066F/3066S
Grades 11-12
See course description in the Advanced Placement and Dual-Credit section.

ENVIRONMENTAL SCIENCE 3010F / 3010S
Grades 11-12 2 semesters (sequential) **1 credit per semester Core 40/AHD/THD course**
Prerequisite: ***Biology I with a C- or above***
Environmental Science is an interdisciplinary course, integrating biology, earth science, chemistry, and other disciplines. It is an in-depth study of ecosystems, population dynamics, resources and their management, and environmental consequences of human activities and natural processes. Laboratory and field investigations are essential components in helping students understand the complexities of environmental systems. The class also focuses on the Decatur Township Community and the role it has in the Earth's environment. Students in this class become advocates of the Decatur Township Outdoor Classroom, the Decatur Township Community, and their world.

ENVIRONMENTAL SCIENCE 3010CF / 3010CS
Grades 11-12 2 semesters (sequential) **1 credit per semester Core 40/AHD/THD course**
Prerequisite: ***Biology I***
CHOICE-10th only This course is part of the sophomore triple block course in CHOICE. Environmental Science is an interdisciplinary course, integrating biology, earth science, chemistry, and other disciplines. It is an in-depth study of ecosystems, population dynamics, resources and their management, and environmental consequences of human activities and natural processes. Laboratory and field investigations are essential components in helping students understand the complexities of environmental systems. The class also focuses on the Decatur Township Community and the role it has in the Earth's environment. Students in this class become advocates of the Decatur Township Outdoor Classroom, the Decatur Township Community, and their world.

EARTH AND SPACE SCIENCE I A/B **3044F / 3044S**
Grades 11-12 1 or 2 semesters 1 credit per semester General, Core 40/AHD/THD course
Prerequisite: ***none***
Earth and Space Science I A (1st semester- 3044F) is a study of the earth's lithosphere and hydrosphere. This course emphasizes the study of energy at work in forming and modifying earth materials, landforms, and continents through geological time. Topics of study include rocks, minerals, volcanoes, earthquakes, continental drift and plate tectonics. Students have opportunities to gain an understanding of the history of the development of the earth and space sciences, to explore the uses of knowledge of the earth and its environment in various careers, and to investigate problems related to personal needs and social issues.

Earth and Space Science I B (2nd semester- 3044S) is a study of the earth's atmosphere, hydrosphere, and its celestial environment. This course blends astronomy (space science) and meteorology (weather science). Primary topics include space exploration, our solar system, stars, and weather phenomena such as highs, lows, tornadoes, hurricanes, and weather prediction. Students have opportunities to gain an understanding of the history of the development of the earth and space sciences, to explore the uses of knowledge of the earth and its environment in various careers, and to investigate problems related to personal needs and social issues.

ADVANCED PLACEMENT AND DUAL-CREDIT

BIOLOGY 100/101 and Lab **3090F/3090S(class)/3090FL/3090SL (lab)**
Grade 11-12 2 semesters 1 credit per semester Core 40/AHD/THD course
Prerequisites: ***Biology I with a C- or above and either Zoology, Anatomy & Physiology or Chemistry I***
Accuplacer scores: Elementary Algebra (74), Reading (89) or ACT Reading 21, or PSAT Reading 42 or SAT Verbal 420
This course is the introductory college biology course for students who plan to pursue careers in science (or who plan to pursue any major with a biology requirement). The course will include the following topics: biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis; living systems store, retrieve, transmit, and respond to information essential to life processes; biological systems interact, and these systems and their interactions possess complex properties. Through studying the topics, students would gain further knowledge in the following topics: molecules and cells, heredity and evolution, and organisms and populations. This course is a great preparation for students considering a course of study in pre-med, pre-dental, or other medical fields.

PHYSICS C, Advanced Placement (Electricity/Magnetism and Mechanics) **3088F / 3088S**
Grades 11-12 2 semesters 1 credit per semester Core 40/AHD/THD course
Prerequisites: ***Physics I and Algebra II***
This course follows the College Board Advanced Placement Examination curriculum (C track). Electricity and Magnetism provides instruction in each of the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. Mechanics provides instruction in each of the following content areas: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravity.

CHEMISTRY II and Lab **3066F / 3066S**
Grades 11-12 2 semesters 1 credit per semester Core 40/AHD/THD course
Prerequisites: ***Chemistry I; Accuplacer scores: Elementary Algebra (74), Reading Comprehension (89) and Sentence Skills (80)***
CHEMISTRY II and Lab provides extended lab and literature investigations of the chemical reactions of matter in living and nonliving materials. It involves a more specialized study of materials (chemicals) and the processes used to combine and separate those chemicals into more useful forms. It stresses the unifying themes of chemistry, the development of physical and mathematical models of matter and its interactions, and the methods of scientific inquiry. It is ideal for students who plan to pursue either a pure science major or a science-related major in college. Topics include the classification of matter, quantitative relationships in matter, atomic structure and bonding theory, and gases, among others. This course is a great preparation for students considering a course of study in pre-med, pre-dental, or other medical fields. The course is the equivalent of Vincennes University CHEM105 (3 semester hours) and Vincennes University CHML105 (2 semester hours). Through Vincennes Project EXCEL, students may enroll for college credit. A course syllabus may be obtained from the instructor.

HEALTH SCIENCE EDUCATION

The Health Science course offerings are all Project Lead the Way courses that are meant to be taken in a sequence either starting as a freshman or a sophomore. Freshman who enter the first course must have a teacher recommendation or be concurrently enrolled in Honors Biology. Sophomores who enter the first course must have completed Biology with a grade of a C- or higher.
Students interested in Health Careers and wish to earn a CNA (Certified Nurse Assistant) certification can apply to the Ben Davis Area 31 Career Center prior to their junior year.

PRINCIPLES OF BIOMEDICAL SCIENCES (Project Lead The Way) **5218F / 5218S**
Grades 9-12 2 semesters 1 credit per semester Directed Elective
Prerequisite: ***Biology I with a C- or above, teacher recommendation for 9th graders*** **Core 40/AHD/THD *science course*/elective**
This course may substitute for the graduation requirement of Health & Wellness Education.
This course counts as a Core 40 Science class.
This course provides an introduction to this field through "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate.

HUMAN BODY SYSTEMS (PLTW) **5216F / 5215S Directed Elective**
Grades 10-12 2 semesters 1 credit per semester Core 40/AHD/THD *science course*/elective
Prerequisites: Principles of Biomedical Sciences / concurrent or prior enrollment in Anatomy & Physiology
This course counts as a Core 40 Science class.
This course is designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions.

MEDICAL INTERVENTIONS (PLTW) **5217F / 5217S**
Grades 11-12 2 semesters 1 credit per semester Directed Elective
Prerequisite: Principles of Biomedical Sciences AND Human Body Systems **Core 40/AHD/THD *science course*/elective**
This course also counts as a Core 40 Science class.
This course studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stents, cochlear implants, and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. Using 3-D imaging software, students will design and build a model of a therapeutic protein.

BIOMEDICAL INNOVATION (PLTW) **5219F / 5219S Directed Elective**
Grades 11-12 2 semesters 1 credit per semester Core 40/AHD/THD elective
Prerequisite: ***Principles of Biomedical Sciences, Human Body Systems AND Medical Interventions***
Biomedical Innovation is a capstone course designed to give student teams the opportunity to design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with one or more mentors from the scientific and/or medical community. Teams will identify a research topic, conduct research, write a scientific paper, and defend team conclusions and recommendations to a panel of outside reviewers.

SOCIAL STUDIES DEPARTMENT

The Social Studies courses required for graduation* (total of 6 credits) are: World History, United States History, Economics, and United States Government. Students who enroll in honors level classes should consider taking Advanced Placement classes as a replacement for the required U.S. History, Government and Economics or dual-credit options for Government and Economics. Students who pass Strategic Marketing (2nd semester), will meet the graduation requirement for *Economics*.

General	Core 40	Core 40 Academic Honors	Core 40 Technical Honors
World History (2 credits) or Geography History of the World U.S. History (2 credits) U.S. Government (1 credit) Economics (1 credit)	World History (2 credits) or Geography History of the World U.S. History (2 credits) U.S. Government (1 credit) Economics (1 credit)	The same course requirements as the Core 40 diploma, but students must earn a grade of "C" in order for a course to count towards this diploma. In addition, students must have a grade point average of "B" or above.	The same course requirements as the Core 40 diploma, but students must earn a grade of "C" in order for a course to count towards this diploma. In addition, students must have a grade point average of "B" or above.

***WORLD HISTORY & CIVILIZATION** **1548F / 1548S**
***WORLD HISTORY & CIVILIZATION HONORS** **1548HF / 1548HS**
Grade 9 **2 semesters** **1 credit per semester** **General, Core 40/AHD/THD course**
Prerequisite: ***none***

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

WORLD HISTORY & CIVILIZATION DRAMATIC LITERATURE** ***(ICE only) **1548IF/ 1548IS**
WORLD HISTORY & CIV HONORS DRAMATIC LITERATURE** ***(ICE only) **1548YF/ 1548YS**
Grade 9 **2 semesters** **1 credit per semester** **General, Core 40/AHD/THD course**
Prerequisite: ***none***

This class integrates World History, English, and Theatre Arts History. Through this teamed concept, students will learn grammar, literature and the history of the world through the study of drama. *This course is a triple-block class covering three class periods.* ICE students must also select ENGLISH 9 DRAMATIC LITERATURE 1002IF / 1002IS and THEATRE ARTS HISTORY DRAMATIC LITERATURE 4246IF and THEATRE ARTS, SPECIAL TOPICS DRAMATIC LITERATURE 4354IS.

*** WORLD HISTORY & CIVILIZATION GLOBAL STUDIES** ***(New Tech only)*** **1548NF/ 1548NS**
*** WORLD HISTORY & CIVILIZATION HONORS GLOBAL STUDIES** ***(New Tech only)*** **1548ZF/ 1548ZS**
Grade 10 **2 semesters** **1 credit per semester** **General, Core 40/AHD/THD course**

This course engages student in the study of physical and cultural geography by using history to examine current global issues. This course covers the Indiana Standards for 10th grade Language Arts and Geography and History of the World. *This is a double-block class covering two class periods.* New Tech students selecting this course must also select ENGLISH 10 GLOBAL STUDIES 1004NF / 1004NS.

EUROPEAN HISTORY, Advanced Placement **1556F / 1556S**
Grades 10-12 *See course description in the Advanced Placement and Dual-Credit section*

***UNITED STATES HISTORY** **1542F / 1542S**
Grade 11 **2 semesters** **1 credit per semester** **General, Core 40/AHD/THD course**
Prerequisite: ***none***
This course builds upon concepts developed in previous studies of American history. Students in this course are expected to identify and review significant events, persons, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of key events, persons, and groups with political, economic, social, and cultural influences on state and national development in the late nineteenth, twentieth, and early twenty-first centuries. Students are expected to trace and analyze chronological periods and examine the relationship of significant themes and concepts in Indiana and United States history. They are expected to develop skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, and research that uses primary and secondary sources found at local and state historic sites, museums, libraries, and archival collections, including electronic sources. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents that provide diverse perspectives. Investigation of themes and issues includes cultural pluralism and diversity of opinion in American society. Students should exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision-making in the classroom, school, and community setting.

UNITED STATES HISTORY AMERICAN STUDIES** ***(New Tech only) **1542NF / 1542NS**
Grade 11 **2 semesters** **1 credit per semester** **General, Core 40/AHD/THD course**
This class will be taken by Juniors in New Tech. This course engages students in the study of America's place in the world, both historically and currently. This course covers the This class covers the standards of U.S. History and is integrated with English 11. *This course is a double-block class covering two class periods.* New Tech students selecting this class must also select ENGLISH 11 AMERICAN STUDIES 1006NF / 1006NS.

***UNITED STATES HISTORY, Advanced Placement** **1562F / 1562S**
Grade 11 *See course description in the Advanced Placement and Dual-Credit section.*

***ECONOMICS** **1514**
Grade 12 **1 semester** **1 credit** **General, Core 40/AHD/THD course**
Prerequisite: ***none***
Economics examines the allocation of scarce resources and their alternative uses for satisfying human wants. This course analyzes the economic reasoning used as consumers, producers, savers, investors, workers, voters, and government agencies make decisions. Key elements of the course include a study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices in all aspects of daily life and demonstrate understanding of the role that supply, demand, prices, and profits play in a market economy. The functions of government in a market economy and market structures will be examined. Students will understand the role of economic performance, money, stabilization policies, and trade of the United States. The behavior of people, societies and institutions and economic thinking is integral to this course.

***UNITED STATES GOVERNMENT and *ECONOMICS (*Choice only*)** **1540CF and 1514CS**
STATE & LOCAL GOVERNMENT and TOPICS IN SOCIAL SCIENCE **1536CF and 1550CS**
Political and Economic Philosophy
Grade 12 **2 semesters** **4 credits (2 per semester)** **General, Core 40/AHD/THD course**
Prerequisite: ***none***
This course is a year-long, two period block that combines the study of political thought and economic theory. It concentrates on the role of the government in the economy. Students earn a government credit and an elective social studies credit in the fall semester and an economics credit and an elective social studies credit during the spring semester.

ADVANCED PLACEMENT AND DUAL-CREDIT

EUROPEAN HISTORY, Advanced Placement **1556F / 1556S**
Grades 10-12 **2 semesters** **1 credit per semester** **Core 40/AHD/THD course**
Prerequisite: ***none***

European History, Advanced Placement is a course based on content established by the College Board. Topics include: (1) intellectual and cultural history, (2) political and diplomatic history, and (3) social and economic history. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. 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

- NOTE: *students are required to do summer assignments in preparation for this course*.

UNITED STATES HISTORY, Advanced Placement **1562F / 1562S**
Grade 11 **2 semesters** **1 credit per semester** **Core 40/AHD/THD course**
Prerequisite: **none** ***This course can substitute for the junior graduation requirement of United States History 1-2***

United States History, Advanced Placement is a course based on content established by the College Board. This course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States History over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. History are to be examined from multiple perspectives. 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

- NOTE: *students are required to do summer assignments in preparation for this course.*

GOVERNMENT AND POLITICS: UNITED STATES, Advanced Placement (Sem 1) **1560**
Grade 12 **1 semester** **1 credit** **Core 40/AHD/THD course**
Prerequisite: ***none***
This course can substitute for the graduation requirement of United States Government

Government and Politic: United States, Advanced Placement is a course based on content established by the College Board. Topics include: (1) constitutional underpinnings of United States government, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

MICROECONOMICS, Advanced Placement (Sem 2) **1566**
Grade 12 **l semester** **1 credit** **Core 40/AHD/THD course**
Prerequisites: **none** ***This course can substitute for the senior graduation requirement of Economics***

Microeconomics, Advanced Placement is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision- makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; The Nature and Functions of Product Markets; Factor Markets; and Market Failure and the Role of Government.

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

PSYCHOLOGY, Advanced Placement **1558F / 1558S**
Grade 11 -12 **2 semesters** **1 credit per Semester** **Core 40/AHD/THD elective**
Prerequisite: **General Psychology with a B or above**

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

US GOVT POLITICS/POLS 101 (IT) **1560GO**
POLS 101 - Introduction to American Government and Politics **Core 40/AHD/THD elective**
Grade 12 **1 semester** **1 high school credit / 3 college credits per semester**
Prerequisite: **Accuplacer Sentence Skills 80+ and Reading 76+**
NOTE: You must have approval from your Guidance Counselor to sign up for this class
This course is offered through the Professor on Loan Program through Ivy Tech. *(This course will take up 3 PM class periods one day a week).* This course will substitute for the requirements of U.S. Government.

SOCIAL STUDIES DEPARTMENT ELECTIVES

PSYCHOLOGY **1532**
Grade 10-12 **1 semester** **1 credit** **General, Core 40/AHD/THD elective**
Prerequisites: ***none***
Psychology is the scientific study of mental processes and behavior. The course is divided into six content areas and uses the scientific methods to explore research methods and ethical consideration. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of psychology focuses on learning, memory, information processing, and language. Personality, Assessment and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and the influence of the group on the individual. The Biological Bases focuses on the way the brain and nervous system functions, including topics such as sensation, perception, motivation, and emotion.

SOCIOLOGY **1534**
Grades 10-12 **1 semester** **1 credit** **General, Core 40/AHD/THD elective**
Prerequisite: ***none***
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, among 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, government, community organizations, and political and social groups. The impact of social groups and social institutions on individual and group 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.

LAW EDUCATION **1526**
Grade 10-12 **1 semesters** **1 credit per semester** **General, Core 40/AHD/THD elective**
Prerequisite: ***none***
Law Education provides an understanding of the American legal system and its basis in the United States Constitution. Content for this course is designed to promote an understanding of society and its system of laws by indicating how citizens may effectively function within the law. Ways of dealing with interpersonal conflict in order to secure constructive change are included, along with the development of critical thinking and problem-solving skills. Case studies, field trips, simulations, and mock trials should be used in the course whenever feasible.

POLITICAL SCIENCE **1530**
Grade 10-12 **1 semesters** **1 credit per semester** **General, Core 40/AHD/THD elective**
Prerequisite: ***none***
Political Science provides for a study of the processes and goals of politics; processes of government; methods by which decisions are made; and the basis of decision making. The course goes beyond the study of governmental structure and functions to include and analysis of topics such as: (1) the nature of the American party system, (2) interest groups, (3) public opinion, (4) laws which affect students, (5) reasons laws are changed, (6) due process of law, (7) legal rights, and (8) legal responsibilities. Comparative studies of governmental systems in nations other than the United States may also be included.

TOPICS IN HISTORY **1538**
Grade 10-12 **1 or 2 semesters per year** **1 credit per semester** **General, Core 40/AHD/THD elective**
Prerequisites: ***World History 1-2 and/or U.S. History 1-2***
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 four Topics in History courses are each one semester courses, which build upon concepts developed in previous studies of United States and/or World History. Students will be expected to identify and review significant events, persons, and movements crucial to the topic being covered. In addition, students will be investigating themes and issues relating to the topics course with an inquiry and project-based approach. Students will be expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making, as well as, apply content knowledge to the practice of thinking and inquiry skills and processes.
1st semester topics: **History vs Hollywood** 1538HH **2nd semester topics**: **History vs Hollywood II** 1538H2

WORLD LANGUAGES DEPARTMENT

All college bound students are encouraged to take a world (foreign) language. Even though it is not required for a Core 40 diploma, world language courses can be taken to meet the requirements of *directed electives*. Students pursuing an Academic Honors diploma are required to take 3 years (6 credits) of one language or 2 years each of two different languages (8 credits). Students planning on attending a 4-year college or university must earn a minimum of a Core 40 diploma. Even though World Language is not required for a Core 40 diploma many colleges or universities require two (2) years of a foreign (world) language as a requirement for admission. Students need to research the college or university of their choice to determine what the admissions requirements are. Some colleges allow two different languages while others require the two years to be in the same language.

CHINESE I **2000F / 2000S**
Grades 9-12 **2 semesters** **1 credit per semester** **Directed Elective**
Prerequisite: ***grade of B or higher in English or 8th grade Language Arts*** **General, Core 40/AHD/THD elective**
Chinese I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Chinese language learning, and to various aspects of Chinese-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 simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Chinese-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 Chinese language and culture outside of the classroom.

CHINESE II **2002F / 2002S**
Grades 9-12 **2 semesters** **1 credit per semester** **Directed Elective**
Prerequisite: ***Chinese I*** **General, Core 40/AHD/THD elective**
Chinese II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Chinese 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 sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Chinese-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 Chinese language and culture outside of the classroom.

CHINESE III **2004F / 2004S**
Grades 10-12 **2 semesters** **1 credit per semester** **Directed Elective**
Prerequisite: ***Chinese II*** **General, Core 40/AHD/THD elective**

Chinese III, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Chinese 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 simple paragraphs using characters. This course also emphasizes the continued development of reading and listening comprehension skills, such as using radicals, stroke order, and stroke count to guess meaning. 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. Additionally, students will continue to develop understanding of Chinese-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 Chinese language and culture outside of the classroom.

LATIN I **2080F / 2080S**
Grades 9-12 **2 semesters** **1 credit per semester** **Directed Elective**
Prerequisite: ***grade of B or higher in English or 8th grade Language Arts*** **General, Core 40/AHD/THD elective**

The *Latin I* course provides instruction enabling students to learn, utilize, and understand the structure of Latin and language in general. In addition, this course will allow students to discuss reasons for learning a language and begin the process of recognizing the contributions of Latin and its culture to American society and the world. A particular emphasis will be placed on mythology. Students will be able to ask and answer simple questions, read words, phrases, and simple sentences in context, and increase their vocabulary both in Latin and in English through derivatives.

LATIN II **2082F / 2082S**
Grades 10-12 **2 semesters** **1 credit per semester** **Directed Elective**
Prerequisite: ***Latin I*** **General, Core 40/AHD/THD elective**

The *Latin II* course will continue the grammatical and cultural studies begun in Latin I. Students will explore and be able to recognize more complex grammatical structures, particularly participles, indirect statement, and the subjunctive. Students will also continue to practice proper pronunciation, format, and vocabulary usage. Comparative culture will be emphasized through the study of Greek and Roman history (the Republican period) and its impact on the government of the United States.

LATIN III **2084F / 2084S**
Grades 11-12 **2 semesters each** **1 credit per semester** **Directed Elective**
Prerequisite: ***Latin II*** **General, Core 40/AHD/THD elective**

Latin Vergil is a course designed to advance the student's ability to read, translate, understand, analyze and interpret lines of the Aeneid. Familiarity with the content of Books 1-12 is also required. This courses focus on fluency through identifying and analyzing characteristics and noteworthy features of the poet's mode of expression, including his use of word choice and placement, imagery, figures of speech, sound and metrical effects, motifs, characters, and themes.

LATIN IV Honors **2086HF / 2086HS**
Grades 11-12 **2 semesters each** **1 credit per semester** **Directed Elective**
Prerequisite: ***Latin III*** **General, Core 40/AHD/THD elective**

Latin Literature is a course designed to advance the student's ability to read, translate, understand, analyze, and interpret Latin poetry, specifically the poetry of Catullus and Ovid. This courses focus on fluency through identifying and analyzing characteristics and noteworthy features of the poet's mode of expression, including his use of word choice and placement, imagery, figures of speech, sound and metrical effects, motifs, characters, and themes.

SPANISH I **2120F / 2120S**
Grades 9-12 **2 semesters** **1 credit per semester** **Directed Elective**
Prerequisite: ***grade of B or higher in English or 8th grade Language Arts*** **General, Core 40/AHD/THD elective**

The *Spanish I* course introduces students to the many reasons for learning the language and develops an understanding of the people who speak it. Students can apply effective strategies for learning the language and show interest in experiencing various aspects of the culture. Level I students have the opportunity to respond to and give oral directions and commands in the classroom and in public; make routine requests; tell about daily activities; understand and use appropriate forms of address; ask and answer simple questions and participate in brief conversations related to daily needs and interests; read aloud and understand simple words and phrases in context, such as menus and schedules; extract information from short reading passages; and write briefly about familiar topics. Students also learn appropriate gestures and etiquette as well as becoming familiar with the customs surrounding various holidays and events.

SPANISH II **2122F / 2122S**
Grades 10-12 **2 semesters** **1 credit per semester** **Directed Elective**
Prerequisite: ***Spanish I*** **General, Core 40/AHD/THD elective**

The *Spanish II* course enables students to participate in conversations dealing with daily activities and personal interests. Students are able to ask questions regarding routine activities; relate a simple narrative about a personal experience or event; ask permission; ask for help; respond to requests for help; express preferences; understand main ideas and facts when reading simple texts; read aloud with appropriate intonation and pronunciation; and write such items as post cards, telephone messages, direction and personal notes. Students also learn about current events, history, geography and governments of the countries where Spanish is spoken, and become familiar with some aspects of the literature, music and art of those countries and cultures.

SPANISH III **2124F / 2124S**
Grades 11-12 **2 semesters** **1 credit per semester** **Directed Elective**
Prerequisite: ***Spanish II*** **General, Core 40/AHD/THD elective**

The *Spanish III* course enables students to understand and appreciate the cultures of the Spanish-speaking world and to engage in discussions concerning these cultures. Students should begin to differentiate among certain cultural aspects of various parts of the Spanish-speaking world. Students are also able to interact in a variety of social situations, such as expressing regrets, condolences and complaints; participate socially as appropriate at special family occasions; read from a variety of authentic materials, such as newspapers, magazines, personal correspondence and cartoons; read short literary selections; complete forms; take notes; write paraphrases, summaries, and brief compositions; explain various aspects of the culture, including major historical events, political structures, value systems, visual arts, architecture, literature and music.

SPANISH LANGUAGE, Advanced Placement (Spanish IV) **2132F / 2132S**
Grade 12 **2 semesters** **1 credit per semester** **Elective**
Prerequisite: ***Spanish III*** **General, Core 40/AHD/THD elective**

The *Spanish IV* course enables students to converse with native or near-native speakers, both in the school and in the community. Students learn to respond to factual and interpretive questions; interact in complex social situations; express opinions; paraphrase or restate what someone else has said (both orally and in writing); read for comprehension a variety of authentic materials, such as articles, novels, essays and poems; make judgments about what they have read; write well-organized compositions; and give brief oral presentations on a variety of cultural topics. Students demonstrate an awareness of the art forms of at least one historical period; are aware of the major literary, musical and artistic periods and genres of at least one country where the language is spoken; and are able to adjust speech and behavior appropriately for various situations in the target culture. The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level. 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