

Decatur Central High School

2023 – 2024

Course Offerings
and

Scheduling Handbook

**H
A
W
K
S**

CHOICE

**QUEST &
INQUIRY**



EDGE

INNOVATION

**NEW
TECH**

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DECATUR CENTRAL HIGH SCHOOL
5251 Kentucky Avenue
Indianapolis, Indiana 46221
(317) 856-5288

Principal: Tom Wachnicki..... ext. 01001

Choice

Director: George Sims..... ext. 01637

School Counselor: Karli Urban..... ext. 01618

Secretary: Heidi Miller..... ext. 01619

Edge

Director: Christine Mullis..... ext. 01639

School Counselor: Jackson Dutton..... ext. 01616

Secretary: Brittany Huber..... ext. 01623

Innovation

Director: Amanda Harrison..... ext. 01620

School Counselor: Dianna Case..... ext. 01621

Secretary: Juli Thomas..... ext. 01622

New Tech

Director: Paryis Miller..... ext. 01603

School Counselor: Kara Owens..... ext. 01601

Secretary: Nichole Wenzlick..... ext. 01604

Q & I

Director: Gale Stone..... ext. 01638

School Counselor: Sarah Wilson..... ext. 01609

Secretary: Alee Cummings..... ext. 01610

Registrar: Jenny Leverington..... ext. 01003

Athletic Director: Justin Dixson..... ext. 01628

Assistant Athletic Director: Derrek Staton..... ext. 01635

Treasurer: Kathy Everman..... ext. 01002

Nurse: Mary Conway..... ext. 01998

School Schedule

Starting Time: 8:45 a.m.
Dismissal Time: 3:50 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

Scheduling Procedure

1. Students will access their 4 year Course Planner in Xello during CCR. They will update their course requests for the next school year prior to an individual scheduling meeting with their School Counselor.
2. The school counselors will meet with students individually to enter requests from Course Planner into Skyward.
3. Families and students will have the opportunity to view course requests for the following school year in Skyward and may request changes to student requests.
4. Once student course requests are entered into Skyward, the process of building the master schedule begins which results in the generation of schedules for all students.
5. Students will be able to log into their Skyward accounts to review their future schedules. Families/students may request changes or corrections to be made before a set deadline each year.

Schedule Change Procedures

Schedule changes will not be granted after the 5th day of each semester. A student dropping a course after this deadline each semester may result in a grade of a WF (withdraw fail).

Schedule changes may be made for the following reasons only:


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

DIPLOMA TYPES AND REQUIREMENTS

To earn a high school diploma, students must complete a minimum of 40 credits for a Core 40 diploma and meet all of the graduation requirements. In addition to earning the required credits, students in the class of 2023 and beyond are required to complete the Graduation Pathways. Class of 2023-2024 may earn their CTE pathway using Perkins V or Next Level Programs of Study (NLPS) and the Class of 2025 and beyond fall under NLPS.

A student must earn 40 credits in the courses listed in the chart below. 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 and 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 diploma, families must follow the formal Opt-Out process.

 (minimum 40 credits)	
Course and Credit Requirements	
English/ Language Arts	8 credits
	Including a balance of literature, composition and speech.
Mathematics	6 credits
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits.</i> <i>Students must take a math or quantitative reasoning course each year in high school</i>
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 (CTE)
Physical Education	2 credits
	or extracurricular substitution
Health and Wellness	1 credit
	or substitute 3 FACS classes
Electives*	6 credits
	(College and Career Pathway courses recommended)
40 Total Credits Required	

CORE40 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 a total grade point average of a “B-” (2.66) or above.

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 transcribed college credits in dual credit courses from priority course list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the priority course list;
 2. 2 credits in AP courses and corresponding AP exams;
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a combined score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on reading and writing sections
 - E. Earn an ACT composite score of 26 or higher and complete the written section.
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors

(minimum 47 credits)

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

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

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.

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 <i>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.</i>
Science	4 credits 2 credits: Biology I 2 credits: Any science course <i>At least one credit must be from a Physical Science or Earth and Space Science course</i>
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: <ul style="list-style-type: none"> • 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 Language	AP Spanish Language Spanish I Spanish II Spanish III (SPAN 101/102) AP Spanish	Latin I Latin II Latin III	
Fine Arts	Visual Arts	Vocal/Instrumental Arts	Theatre Arts
	Advanced Ceramics Advanced 2D Art Advanced 3D Art Ceramics Intro to Two-Dimensional Art Intro to Three-Dimensional Art Painting 1 – 4	Advanced Chorus (Expressions) Advanced Chorus (Goldenaires) Beginning Chorus Intermediate Chorus Advanced Concert Band Beginning Concert Band Intermediate Concert Band Music History & Appreciation	Advanced Technical Theatre I & II Advanced Theatre Arts I & II Technical Theatre Theatre Arts Theatre Productions
Career and Technical Education	Agriculture	Biomedical/Health Sciences	Computer Science
	Advanced Life Science Animal Science Principles of Agriculture Sustainable Energy & Alternatives Natural Resources Food Science	Anatomy & Physiology Biomedical Innovation Human Body Systems Medical Interventions Medical Terminology Principles of Biomedical Sciences	Principles of Computing Website & Database Development Software Development
	Construction Trades	Criminal Justice	Digital Design
	Principles of Construction General Carpentry Framing & Finishing	Criminal Justice II Principles of Criminal Justice Law Enforcement Fundamentals Corrections & Cultural Awareness	Principles of Digital Design Digital Design Graphics Graphic Design & Layout
	Early Childhood Education	Education Careers	Exercise Science
	Principles of Early Childhood Education Early Childhood Education Curriculum Early Childhood Education II	Education Professions II Principles of Teaching Child & Adolescent Development Teaching & Learning	Principles of Exercise Science Kinesiology Human Performance
	Engineering	Marketing & Sales	Industry 4.0 - Smart Manufacturing
	Introduction to Engineering Design Principles of Engineering Civil Engineering & Architecture Engineering Design & Development Environmental Sustainability	Principles of Business Management Marketing Fundamentals Strategic Marketing	Principles of Industry 4.0 - Smart Manufacturing Robotics Design & Innovation Smart Manufacturing Systems
	Radio & Television		
	Principles of Broadcasting Audio & Video Production Essentials Mass Media Production Radio & TV (DCTV II)		

NOTE: All Career and Technical Education Courses (CTE) offered at Area 31 Career Center count as Directed Electives

QUANTITATIVE REASONING COURSES

ADVANCED PLACEMENT

Title/Description	Course Number
AP Biology (BIOL 105)	3020
AP Chemistry (CHEM 105)	3060
AP Microeconomics	1566
AP Physics I	3080
AP Physics C	3088

AGRICULTURE

Title/Description	Course Number
Advanced Life Sciences: Animals	5070
Advanced Life Sciences: Foods	5072
Agribusiness Management	5002

BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY

Title/Description	Course Number
Business Math (Apex)	4512
Global Economics (Apex)	4558
Personal Financial Responsibility	4540

ENGINEERING AND TECHNOLOGY

Title/Description	Course Number
Civil Engineering and Architecture	5650
Engineering Design and Development	5698
Principles of Engineering	4814
Robotic Design & Innovation	4728

SCIENCE

Title/Description	Course Number
Chemistry I	3064
Chemistry II	3066
Integrated Chemistry-Physics	3108
Physics I	3084

SOCIAL STUDIES

Title/Description	Course Number
Economics	1514

EXCEPTIONS TO DIPLOMA REQUIREMENTS

Health and Wellness Education: Students may choose to substitute three (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: Child Development, Human Development and Wellness and Preparing for College & Careers.

NOTE: utilizing the Health substitution will affect the GPA calculation for Valedictorian status.

Certificate of Completion

Special Education students who are not pursuing a diploma will pursue a *Certificate of Completion*. Students are required to meet the 40 units as required by IDOE. 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, Academic Honors, or Technical Honors must earn six (6) credits in Mathematics 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.

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.

Technical Honors Diploma

- To be eligible for a Technical Honors diploma, a student must earn six (6) credits in a college and career pathway.
- 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.

Graduation Pathway Requirements

Applies to students in the class of **2023 and beyond**

Students in the graduating class of **2023 and beyond** must satisfy all three of the following Graduation Pathway Requirements by completing one of the associated Pathway Options in box 1, 2 and 3 below.

Graduation Requirements	Graduation Pathway Options
1) High School Diploma (Students must complete the course requirements of <u>one</u> of the following)	Meet the statutorily defined diploma credit and curricular requirements of <ul style="list-style-type: none"> ● Core 40 designation; OR ● Academic Honors designation; OR ● Technical Honors designation; OR ● General designation (requires an “opt out” conference)
2) Learn and Demonstrate Employability Skills (Students must complete <u>at least one</u> of the following)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> of the following: <ul style="list-style-type: none"> ● Project-Based Learning Experience; OR ● Service-Based Learning Experience; OR ● Work-Based Learning Experience
3) Postsecondary-Ready Competencies (Students must complete <u>at least one</u> of the following)	<ul style="list-style-type: none"> ● Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR ● ACT: College-ready benchmarks; OR ● SAT: College-ready benchmarks; OR ● ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US Military; OR ● State- and Industry-recognized Credential or Certification; OR ● Federally-recognized Apprenticeship; OR ● Career-Technical Education Concentrator: Must earn a <u>C average</u> in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study; OR ● AP/IB/Dual Credit/Cambridge International courses or CLEP Exams: Must earn a <u>C average</u> or higher in at least three courses; OR ● Locally Created Pathway (LCP) that meets the framework from and earns the approval of the State Board of Education.

1. Diploma Requirements

Students must meet the credit requirements for one of four diploma types. See Diploma types and requirements section.

2. Employability Skills

The school counselor will validate and track the completion of experiences through documentation forms, evidence/artifacts, and ePortfolio.

Project-Based Learning Experience (PBL)

PBL allows students to gain knowledge and skills by investigating and responding to an authentic, engaging, and complex question or challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students make their work public by displaying, explaining, and/or presenting it to people outside the classroom. PBL can be conducted either individually or in groups. Often, high-quality PBL has collaboration between students and with the community. The project, however, must meet the design principles set forth and must allow each person to have a meaningful experience. Some courses count for the project-based experience if they meet the requirements of the PBL design principles.

PLTW Engineering

- Aerospace Engineering
- Civil Engineering and Architecture
- Computer Integrated Manufacturing
- Engineering Design and Development

PLTW Biomedical Sciences

- Biomedical Innovation
- Medical Interventions
- Topics in History
- Topics in Social Science

- Computer Science I
- Humanities
- Robotics Design and Innovation

Service-Based Learning Experience (SBL)

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

SBL can be classified by the following 3 core components:

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

Demonstration of Service-based learning may include participation in a specified course, meaningful volunteer or civic engagement experience, or engagement in a school-based activity, such as co-curricular or extracurricular activity or sport.

The following extracurricular activities have service as one of their primary objectives. These allow students to be engaged both in a school-based activity and meaningful service:

- 4-H
- Eagle Scouts
- Future Farmers of America
- Students Against Destructive Decisions
- Student Council/Student Government

SBL is a flexible method of teaching and learning that applies academic and real-world skills to create meaningful, youth-led experiences with community partnerships. The goal of SBL is to empower youth to become engaged in their personal, social, and working lives. There are three types of SBL experiences, all having the goal of applying academic learning to real-world settings and benefiting the community.

1. **Direct SBL.** This brings the student face-to-face with those they serve in the community. Examples include mentoring younger students, tutoring peers, creating an oral history of nursing home residents, or serving meals at a homeless shelter.
2. **Indirect SBL.** Students work on a cause or group that does not necessarily put them into contact with those they serve. Rather, the focus is on channeling resources to a problem, not working directly with people in need. Examples include organizing a food or toy drive for disadvantaged families, planning a fundraiser for a nonprofit, or implementing a community landscape project.
3. **Advocacy.** This is a kind of activism on behalf of a specific cause or issue. Students use their voices and talents to eliminate the causes of specific problems or raise awareness of a social problem. Examples include organizing a campaign at the high school or promoting a specific program.

The key quality to SBL that separates it from volunteering or service is that students learn while conducting their service by developing ownership of the project. Meaningful service engages students by allowing them to plan, organize, implement, participate, and evaluate their experience. Rigorous projects are student-driven throughout the planning, participation, and evaluation phases. SBL can be conducted either individually or in groups. The project, however, must meet the design principles and must allow each person to experience meaningful service.

Incorporating the design principles into the following courses may satisfy the SBL requirement:

- Community Service

Work-Based Learning Experience (WBL)

Work-based learning (WBL) includes activities that occur in the workplace. WBL experiences reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, pursue personal and professional goals, and develop skills, knowledge, and readiness for work. These experiences may include an internship, pre-apprenticeship, apprenticeship, on-the-job training, employment, Governor's Work Ethic Certificate, and/or JAG.

Incorporating the design principles into the following courses may satisfy the WBL requirement:

- Automotive Collision Repair I and II
- Automotive Services Technology I and II
- Aviation Flight
- Aviation Maintenance I and II
- Aviation Operations
- Career Exploration Internship
- Commercial Photography
- Construction Trades I and II
- Construction Trades: HVAC I and II
- Criminal Justice I and II
- Culinary Arts and Hospitality I
- Culinary Arts and Hospitality II: Culinary Arts
- Early Childhood Education I and II
- Emergency Medical Services
- Fire and Rescue I and II
- Graphic Design and Layout
- Graphic Imaging Technology
- Health Science Education I
- Health Science Education II: Nursing
- Industrial Automation and Robotics I and II
- Interactive Media
- Landscape Management I and II
- Precision Machining I and II
- Radio and Television I and II
- Supply Chain Management and Logistics
- Sports and Entertainment Marketing
- Tractor/Trailer Operation
- Warehouse Operations and Materials Handling
- Welding Technology I
- Work Based Learning Capstone, Multiple Pathways

Employment outside of school can satisfy the WBL experience. It can occur during summer, after-school, or on the weekend. Schools must validate these experiences with the employer. In order for a student to use his/her employment outside of school to satisfy the WBL experience, there must be a student work product and sign-off from the employer. Any type of employment can count towards WBL, as long as it satisfies the program criteria and allows the student to demonstrate employability skills.

3. **Postsecondary Readiness Competencies**

- 1) **Honors Diploma** – earn an Academic Honors or Technical Honors diploma.
- 2) **ACT** – College-ready benchmarks: 18 in English, 22 in Reading, 22 in Math, and 23 in Science; students must meet at least 2 of the 4 score requirements, either the 18 in English or 22 in Reading AND either the 22 in Math or 23 in Science.
- 3) **SAT** – College-ready benchmarks: 480 in Evidence-Based Reading and Writing (ERW) and 530 in Math; students must meet the individual scores in each subject.
Schools and districts can superscore students' scores on either the SAT or ACT. Superscoring allows for consideration of students' scores across all the dates a student took the SAT or ACT, rather than confining the students' scores to one particular date.
- 4) **ASVAB** – Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US Military. The minimum score a student must earn is 31. The Armed Forces Qualification Test (AFQT) consists of a student's test results in Arithmetic Reasoning, Math Knowledge, and Verbal Composite. Students are also required to have a signed letter of intent on file in order to use the ASVAB for their graduation pathway.
- 5) **CTE Concentrator** – C average in three non-duplicative courses within a particular program or program of study.
- 6) **Apprenticeship** – Apprenticeships are defined as intensive work-based learning opportunities that generally last from one to six years and provide a combination of on-the-job training and formal classroom instruction. They are intended to support progressive skill acquisition and lead to postsecondary credentials and, in some cases, degrees. Apprenticeships often involve 2,000 to 10,000 on-the-job hours. Students 16-years-old or older may qualify for an apprenticeship. Per the Indiana General Assembly, any apprenticeship program must be registered under the federal National Apprenticeship Act (29 U.S.C. 50 et seq.) or another federal apprenticeship program administered by the United States Department of Labor.
- 7) **Industry Certification** – A list of State- and Industry-Approved Credentials and Certifications have been determined by the State Board of Education in consultation with the Department of Workforce Development.
- 8) **AP/Dual Credit** - C average or higher in at least three (3) courses. At least one AP/Dual Credit course must be in a core content area and/or be part of a defined CTE curricular sequence. The Core Transfer Library defines "core content" for dual credit/AP/IB requirements. Students pursuing liberal arts tracks must have at least one course corresponding with the CTL. Students must take any corresponding AP exam for their courses. A score of 3 or higher on an AP exam may satisfy the C requirement for one particular course.
- 9) **Locally Created Pathway (LCP)** – The State Board of Education has approved three (3) Locally Created Pathways to date. Two of the LCPs are available to the students in the MSD of Decatur Township. 1) Civic Arts and 2) Aviation Sheet Metal.

Documentation proving that a student met all (3) three graduation requirements under the Graduation Pathways policy must be retained for each student via the school's chosen tracking system.

- For the diploma requirements: A student's transcript with courses completed
- For the Employability Skills experience: A student's product
- For the Postsecondary-ready Competencies: Exam scores, certificates, or course list

CTE CONCENTRATOR COURSES

Students who choose to take a CTE course sequence to meet Graduation Pathway requirements for the Postsecondary Readiness Competency *CTE Concentrator* must take one course from the Concentrator Course A column and one course from the Concentrator Course B column within the same Pathway/Program of Study (POS) through the Class of 2024. Class of 2025 and beyond must follow NLPS guidelines.

Perkins V

Pathway/POS	Course #	Concentrator Course A	Course #	Concentrator Course B
Agriculture (Natural Resource Systems)	5180	Natural Resources	5229	Sustainable Energy Alternatives
Audio /Visual (Commercial Photography)	5570	Commercial Photography	5550	Graphic Design & Layout
Audio /Visual (Interactive Media)	5232	Interactive Media	5550	Graphic Design & Layout
	5232	Interactive Media	5570	Commercial Photography
Audio /Visual (Radio TV)	5986	Radio and Television I (DCTV 1 & 2)	5992	Radio and Television II (DCTV 3 & 4)
		Radio and Television I (DCTV 1 & 2)	5992	Radio & TV II (Sports Broadcasting)
Business (Marketing)	5914	Marketing Fundamentals	5918	Strategic Marketing
Computer Science	4801	Computer Science I	5236	Computer Science II
	4801	Computer Science I	5253	Computer Science III: Cybersecurity / CISCO
	4801	Computer Science I	5253	Computer Science III: PLTW
Construction	5580	Construction Trades I	5578	Construction Trades II
Criminal Justice	5822	Criminal Justice I	5824	Criminal Justice II
	4814	Principles of Engineering	4820	Civil Engineering & Architecture
(Aviation)	4814	Principles of Engineering	4816	Aerospace Engineering
	4814	Principles of Engineering	4818	Environmental Sustainability
Education Careers	5408	Education Professions I	5404	Education Professions II
Early Childhood	5412	Early Childhood Education I	5406	Early Childhood Education II
Health Science (Bio Med)	5216	Human Body Systems	5217	Medical Interventions

DCHS NLPS Pathways

Pathway	Principles Course	DOE Course	Concentrator A	DOE Course	Concentrator B	DOE Course	Capstone (not required for graduation)	DOE Course
Agriculture, Food & Natural Resources	Principles of Agriculture	7117	Animal Science	5008	Food Science	5102	Agriculture Biotechnology Capstone	7230
					Advanced Life Science: Animals	5070	Agriculture Research Capstone	7262
Biomedical Sciences	Principles of Biomedical Sciences	5218	Human Body Systems	5216	Medical Interventions	5217	Biomedical Innovation	5219
			Anatomy & Physiology	5276				
Construction - Carpentry	Principles of Construction Trades	7130	Construction Trades: General Carpentry	7123	Construction Trades: Framing and Finishing	7122	Construction Trades Capstone	7242
Construction - Electrical	Principles of Construction Trades	7130	Electrical Fundamentals	7124	Advanced Electrical	7119	Construction Trades Electrical Capstone	7263
Criminal Justice	Principles of Criminal Justice	7193	Law Enforcement Fundamentals	7191	Corrections & Cultural Awareness	7188	Criminal Justice Capstone	7231
Digital Design	Principles of Digital Design	7140	Digital Design Graphics	7141	Graphic Design & Layout	5550	Digital Design Capstone	7246
					Professional Photography & Videography	7136		
Early Childhood	Principles of Early Childhood Education	7160	Early Childhood Education Curriculum	7158	Early Childhood Education Guidance	7159	Early Childhood Education Capstone	7259
Education Careers	Principles of Teaching	7161	Child and Adolescent Development	7157	Teaching and Learning	7162	Education Professions Capstone	7267
Engineering	Introduction to Engineering Design	4802	Principles of Engineering	5644	Civil Engineering & Architecture	5650	Engineering Design & Development	5698
					Environmental Sustainability	4818		
Exercise Science	Principles of Exercise Science	7320	Kinesiology	7321	Human Performance	7322	Physical Therapy Capstone	7323
Marketing & Sales	Principles of Business Management	4562	Marketing Fundamentals	5914	Strategic Marketing	5918	Business Management Capstone	7201
Industry 4.0 - Smart Manufacturing	Principles of Industry 4.0 - Smart Manuf	7220	Robotics Design & Innovation	4728	Smart Manufacturing Systems	7100	Industry 4.0 - Smart Manuf Capstone	7222
Radio & Television	Principles of Broadcasting	7139	Audio & Video Production Essentials	7306	Mass Media Production	7307	Radio & TV Broadcasting Capstone	7308
Software Development	Principles of Computing	7183	Website and Database Development	7185	Software Development	7184	Software Development Capstone	
Locally Created Pathway: Civic Arts	Beginning Band	4160	Intermediate Band	4168	Advanced Band	4170	Internship & ePortfolio AND Principles of Teaching (7161) OR of Business Management (4562) required	Principles
	Beginning Choir	4182	Intermediate Choir	4186	Advanced Choir	4188		
	Theatre Arts	4242	Theatre Production	4248	Advanced Technical Theatre or Theatre Arts	4252 or 4240		
	Introduction to 2D Art	4000	Introduction to 3D Art	4002	Advanced 2D or Advanced 3D Art	4006 or 4004		

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

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.*

Graduation pathways waiver

A student may receive a waiver for the Postsecondary-Readiness Competency requirements, but NOT the diploma criteria or employability skills requirements. Those two components are still required for the student to graduate. To qualify for a waiver from the postsecondary-readiness competencies, a student will have been unsuccessful in completing postsecondary-readiness competency requirements by the conclusion of his/her senior year. This includes:

1. A student who was in the process of completing a competency at one school that was not offered by the school to which the student transferred; and
2. A student who has attempted to achieve at least three separate Postsecondary-Readiness Competencies. Each attempt must be done in good faith and as a true potential demonstration of achievement. If a student transfers from a non-accredited public school, a school out of state, or a school out of the country during his/her senior year, that student must demonstrate at least one unsuccessful attempt of a Postsecondary-Readiness Competency to qualify for a waiver.

For a student to receive a waiver, the student must:

- (1) Maintain at least a “C” average, or its equivalent, throughout the student's high school career in courses comprising credits required for the student to graduate;
- (2) Maintain a school attendance rate of at least 95% with excused absences not counting against the student's attendance;
- (3) Satisfy all other state and local graduation requirements beyond the Postsecondary-Readiness Competency requirements, including all diploma and employability skills requirements; and
- (4) Demonstrate postsecondary planning, including:
 - A. College acceptance;
 - B. Acceptance in an occupational training program;
 - C. Workforce entry; or
 - D. Military enlistment.

Satisfying the waiver conditions will be approved by the principal of the student's school.

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, Academic Honors, or Technical Honors diploma. Students must 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 an Academic Honors diploma 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 Website for information on financial aid; <https://www.in.gov/che/4498.htm>

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 Career and Technical Education (CTE) Courses: Agriculture, Aviation, Audio/Visual, Business, Computer Science, Construction, Criminal Justice, Engineering & Technology, Family and Consumer Sciences, Health Sciences, and Logistics & Supply Chain courses at DCHS and/or at Area 31 Career Center. See the 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 of the course pace and rigor. 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 |
| English 11 Honors | English 12 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. The number of college credits earned with a passing score is determined by each individual college or university. By earning college credit, students can potentially save tuition fees when transferring credits to the college/university of their choice. All Advanced placement courses are *weighted* courses. Advanced Placement offerings include:

- | | | |
|---------------------------------------|-----------------|---|
| AP English Language and Composition | AP Calculus AB | AP European History |
| AP English Literature and Composition | AP Calculus BC | AP Microeconomics (1 sem) |
| AP Spanish Language and Culture | AP Physics C | AP Psychology |
| AP Statistics | AP Physics I | AP U.S. Government and Politics (1 sem) |
| | AP U.S. History | |

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; Ivy Tech Community College and Vincennes University. 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:

Indiana University - Advance College Prep (ACP) <ul style="list-style-type: none"> ● Humans and the Biological World (BIOL-L100) ● Elementary Chemistry (CHEM-C101/102) ● Pre-Calculus (MATH-M125) ● Trigonometry (MATH-M126) ● Spanish III (SPAN-S150) 	Ivy Tech Community College <ul style="list-style-type: none"> ● Anatomy and Physiology (APHY 101) ● Molecular & Cellular Processes (BIOL 105) ● Finite Mathematics (MATH 135) ● General Chemistry I (CHEM 105) ● Introduction to Engineering (DESN 101/113) ● Principles of Engineering (DESN 104) ● Civil Engineering & Architecture (DESN 105) ● Principles of Construction Trades (BCTI 100) ● Principles of Agriculture (AGRI 100) ● Animal Science (AGRI 103) ● Advanced Life Animals (AGRI 107) ● Food Science (AGRI 104) ● Sustainable Energy Alternatives (SUST 100) ● Spanish IV - (SPAN 201/202) 	UIndy Dual Credits <ul style="list-style-type: none"> ● Principles of Teaching (EDUC-100) ● Child and Adolescent Development (EDUC-203) ● Ed Professions II (EDUC-199)
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GENERAL INFORMATION ON CREDITS

1. *Correspondence school credit* – may be accepted from any institution accredited through the North Central Association.
2. *Home-bound credit* – may be granted only for courses taught by a home-bound teacher provided through the MSD of Decatur Township.
3. *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.
4. *Night School credit* – may be transferred to Decatur Central High School from an approved night school program.
5. *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.
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 school counselor and 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 school counselor and 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 8 credits. Some Math and Language Arts credits do not count toward the credits required for graduation in English and Math, instead they count for elective credits such as 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 – 10 credits

Sophomore status 11 – 20 credits and pass English 9

Junior status 21 – 30 credits and pass English 10

Senior status 31+ credits and pass English 11

NOTE: A student's class status may affect his or her ability to participate in grade specific activities such as homecoming activities and prom, as well as other privilege based opportunities such as parking permits.

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 cumulative GPA and class rank 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 that was implemented starting with the class of 2012.

1. Valedictorian and Salutatorian must earn an Academic Honors Diploma.
2. Grade Point Average (GPA) for determining Valedictorian and Salutatorian will be based only on the 47 credits required for an Academic Honors Diploma. Students choosing to substitute the three Family and Consumer Science credits for the Health requirement 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 composed of students and staff will determine who will give the Valedictorian speech.

Grades/Grading System:

Letter grades have assigned values (indicated below)

Regular Grades

A	4.00
A-	3.66
B+	3.33
B	3.00
B-	2.66
C+	2.33
C	2.00
C-	1.66
D	1.00
F	0.00

Weighted Grades

A	5.00
A-	4.66
B+	4.33
B	4.00
B-	3.66
C+	3.33
C	3.00
C-	2.66
D	2.00
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 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 not printed and mailed home for students in the high school. Students 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 within one week of the end of the semester. Parents needing access codes (login/password) for Skyward, they can contact their child's SLC secretary.

Graduation Information

To be eligible to participate in the 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 an obligation (financial or otherwise) to teachers or the school and who 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 and will not be permitted to participate in the graduation ceremony.*

Transcript Information

Current students may request transcripts be sent to colleges through **Xello**. 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 course planner through Xello to create their 4-year plans. Once 4-year plans are created, students will meet with their school counselor to finalize course requests. Students should use the Course offerings chart (Course Listing by Department/Pathways) and the section including the course descriptions for all courses located in this document as they create their 4-year plan and course request list.

CAREER & TECHNICAL EDUCATION (CTE) COURSES

AGRICULTURE

PRINCIPLES OF AGRICULTURE

Grades 9-10 2 semesters

1 credit per semester

7117F / 7117S

Directed Elective

Prerequisite: none

General, Core 40/AHD/THD elective

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

ANIMAL SCIENCE

Grades 10-12 2 semesters

1 credit per semester

5008f / 5008S

Directed Elective

Prerequisite: Principles of Agriculture

General, Core 40/AHD/THD elective

Animal Science is a two semester course that provides students with an overview of the animal agriculture industry. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study may be applied to both large and small animals. Topics to be covered in the course include: history and trends in animal agriculture, laws and practices relating to animal agriculture, comparative anatomy and physiology of animals, biosecurity threats and interventions relating to animal and human safety, nutrition, reproduction, careers, leadership, and supervised agricultural experiences relating to animal agriculture.

FOOD SCIENCE

Grades 10-12 2 semesters

1 credit per semester

5102F / 5102S

Directed Electives

Prerequisite: Principles of Agriculture

General, Core 40/AHD/THD elective

Food Science is a two semester course that provides students with an overview of food science and the role it plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized in this course, along with laboratory, team building, and problem solving activities to enhance student learning. Students are introduced to the following areas of food science: food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry.

PLANT AND SOIL

Grade 11-12 2 semesters

1 credit per semester

5170F / 5170S

Directed Elective

Prerequisite: Natural Resources

General, Core 40/AHD/THD elective

Plant and Soil Science is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory and field work. Coursework includes hands-on learning activities that encourage students to investigate areas of plant and soil science. Students are introduced to the following areas of plant and soil science: plant growth, reproduction and propagation, photosynthesis and respiration, diseases and pests of plants and their management, biotechnology, the basic components and types of soil, soil tillage, and conservation.

ADVANCED LIFE SCIENCE ANIMALS

Grade 11-12 2 semesters

1 credit per semester

5070F / 5170S

Directed Elective

Prerequisite: Natural Resources

General, Core 40/AHD/THD elective

Advanced Life Science: Animals is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students will explore concepts related to history and trends in animal agriculture as related to animal welfare, husbandry, diseases and parasites, laws and practices relating to handling, housing, environmental impact, global sustainable practices of animal agriculture, genetics, breeding practices, biotechnology uses, and comparative knowledge of anatomy and physiology of animals used in animal agriculture.

NATURAL RESOURCES

Grade 12 2 semesters

1 credit per semester

5180F / 5180S

Directed Elective

Prerequisite: none

General, Core 40/AHD/THD elective

Natural Resources provides students with a background in environmental science and conservation. Course work includes hands-on learning activities that encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, minerals, interrelationships between humans and natural systems, wetlands, wildlife, safety, careers, leadership, and supervised agricultural experience programs.

Prerequisite: *Principles of Biomedical Sciences AND Human Body Systems*

Core 40/AHD/THD science course/elective

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.

NOTE: this course fulfills a Core 40 Science course requirement for all diplomas. This course counts as a *CTE Concentrator Course* in the BioMed Pathway/Program of Study.

CONSTRUCTION - CARPENTRY/ELECTRICAL

PRINCIPLES OF CONSTRUCTION TRADES

Grades 9 - 10 2 semesters

1 credit per semester

7130F / 7130S

Directed Elective

Prerequisite: none

General, Core 40/AHD/THD elective

Principles of Construction Trades prepares students with the basic skills needed to continue in a construction trade field. Topics will include an introduction to the types and uses for common hand and power tools, learn the types and basic terminology associated with construction drawings, and basic safety. Additionally students will study the roles of individuals and companies within the construction industry and reinforce mathematical and communication skills necessary to be successful in the construction field.

CONSTRUCTION TRADES: GENERAL CARPENTRY

Grades 10 - 12 2 semesters

1 credit per semester

7123F / 7123S

Directed Elective

Prerequisite: *Principles of Construction Trades*

General, Core 40/AHD/THD elective

Construction Trades: General Carpentry builds upon the skills learned in the Principles of Construction Trades and examines the basics of framing. This includes studying the procedures for laying out and constructing floor systems, wall systems, ceiling joist and roof framing, and basic stair layout. Additionally, students will be introduced to building envelope systems.

CONSTRUCTION TRADES: FRAMING AND FINISHING

Grades 10 - 12 2 semesters

1 credit per semester

7122F / 7122S

Directed Elective

Prerequisite: *Principles of Construction Trades*

General, Core 40/AHD/THD elective

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

ELECTRICAL FUNDAMENTALS

Grades 10 - 12 2 semesters

1 credit per semester

7124F / 7124S

Directed Elective

Prerequisite: *Principles of Construction Trades*

General, Core 40/AHD/THD elective

This course covers NCCER Electrical Level 1. Its modules cover topics such as orientation to the electrical trade, electrical safety, introduction to electrical circuits, electrical theory, introduction to the National Electrical Code, device boxes, hand bending, raceways and fittings, conductors and cables, basic electrical construction drawings, residential electrical services, and electrical test equipment. The NCCER Electrical Level 1 certificate and wallet card will also be awarded upon successful completion of this course.

CRIMINAL JUSTICE

PRINCIPLES OF CRIMINAL JUSTICE

Grades 9-10 2 semesters

1 credit per semester

7193F / 7193S

Directed Elective

Prerequisite: none

General, Core 40/AHD/THD elective

Principles of Criminal Justice is part of the Next Level Programs of Study. This course covers the purposes, functions, and history of the three primary parts of the criminal justice system: law enforcement, courts, and corrections. This course further explores the interrelationships and responsibilities of these three primary elements of the criminal justice system. It will critically examine the history and nature of the major theoretical perspectives in criminology, and the theories found within those perspectives. Analyzes the research support for such theories and perspectives, and the connections between theory and criminal justice system practice within all the major components of the criminal justice system. Demonstrates the application of specific theories to explain violent and non-violent criminal behavior on both the micro and macro levels of analysis.

LAW ENFORCEMENT FUNDAMENTALS

Grades 10-12 2 semesters

1 credit per semester

7191F/7191S

Directed Elective

Prerequisite: *Principles of Criminal Justice*

General, Core 40/AHD/THD elective

Law Enforcement Fundamentals Critically examines the history and nature of the major theoretical perspectives in criminology, and the theories found within those perspectives. Analyzes the research support for such theories and perspectives, and the connections between theory and criminal justice system practice within all the major components of the criminal justice system. Demonstrates the application of specific theories to explain violent and non-violent criminal behavior on both the micro and macro levels of analysis. Additionally, this course will introduce fundamental law enforcement operations and organization. This includes the evolution of law enforcement at federal, state, and local levels.

NOTE: This course counts as a *CTE Concentrator* Course in the Criminal Justice Pathway/Program of Study.

CORRECTIONS & CULTURAL AWARENESS

Grades 10-12 2 semesters

1 credit per semester

7188F / 7188S

Directed Elective

Prerequisite: *Principles of Criminal Justice*

General, Core 40/AHD/THD elective

Corrections and Cultural Awareness emphasizes the study of American criminal justice problems and systems in historical and cultural perspectives, as well as discussing social and public policy factors affecting crime. Multidisciplinary and multicultural perspectives are stressed. Additionally, this course takes a further examination of the American correctional system; the study of administration of local, state, and federal correctional agencies. The examination also includes the history and development of correctional policies and practices, criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and community corrections including probation and parole. Current philosophies of corrections and the debates surrounding the roles and effectiveness of criminal sentences, institutional procedures, technological developments, and special populations are discussed.

CRIMINAL JUSTICE II

Grades 12 2 semesters

1 credit per semester

5824F / 5824S

Directed Elective

Prerequisite: *Criminal Justice I*

General, Core 40/AHD/THD elective

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

NOTE: This course counts as a *CTE Concentrator* Course in the Criminal Justice Pathway/Program of Study.

DIGITAL DESIGN

PRINCIPLES OF DIGITAL DESIGN

Grades 9-10 2 semesters

1 credit per semester

7140F / 7140S

Directed Elective

Prerequisite: *none*

General, Core 40/AHD/THD elective

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

DIGITAL DESIGN GRAPHICS

Grades 10-12 2 semesters

1 credit per semester

7141F / 7141S

Directed Elective

Prerequisite: *Principles of Digital Design*

General, Core 40/AHD/THD

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

COMMERCIAL PHOTOGRAPHY

Grades 12 2 semesters

1 credit per semester

5570F / 5570S

Directed Elective

Prerequisite: *None*

General, Core 40/AHD/THD elective

Commercial Photography is an organized learning experience that includes theory, laboratory, and studio work as each relates to all phases of camera use, photographic processing, and electronic photographic editing. Instruction covers the topics of composition and color dynamics; contact printing and enlarging; developing film; lighting techniques and meters; large and medium format cameras and other current photographic equipment used for portrait, commercial, and industrial photography. Focus is placed on camera operation and composition related to traditional photographic principles and also tools and creative effects for editing and/or enhancing photographs. Instruction emphasizes the planning, development, and production of materials that visually communicate ideas and information.

NOTE: This course counts as a *CTE Concentrator* Course in the Audio Visual (Commercial Photography) Pathway/Program of Study.

GRAPHIC DESIGN & LAYOUT**Grades 10-12 2 semesters****1 credit per semester****5550F / 5500S****Directed Elective****Prerequisite: *Digital Design or Interactive Media*****General, Core 40/AHD/THD elective**

Graphic Design and Layout includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in various printing processes as well as activities in designing product packaging and commercial displays or exhibits.

NOTE: This course counts as a *CTE Concentrator* Course in the Audio Visual (Interactive Media) Pathway/Program of Study.

EARLY CHILDHOOD**PRINCIPLES OF EARLY CHILDHOOD EDUCATION****Grades 9-10 2 semesters****1 credit per semester****7160F / 7160S****Directed Elective****Prerequisite: *None*****General, Core 40/AHD/THD elective**

This course provides students with an overview of skills and strategies necessary to successfully complete a certificate. Additionally, it provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula and services available to young children. This course also examines basic principles of child development, Developmentally Appropriate Practices (DAP), importance of family, licensing, and elements of quality care of young children with an emphasis on the learning environment related to health, safety, and nutrition. Students may be required to complete observations and field experiences with children as related to this course.

EARLY CHILDHOOD ED CURRICULUM**Grades 10-12 2 semesters****1 credit per semester****7158F / 7158S****Directed Elective****Prerequisite: *Principles of Early Childhood Education*****General, Core 40/AHD/THD elective**

Early Childhood Education Curriculum examines developmentally appropriate environments and activities in various childcare settings while exploring the varying developmental levels and cultural backgrounds of children. Students may be required to complete observations and field experiences with children as related to this course.

EARLY CHILDHOOD ED GUIDANCE**Grades 10-11 2 semesters****1 credit per semester****7590F / 7159S****Directed Elective****Prerequisite: *None*****General, Core 40/AHD/THD elective**

This course allows students to analyze developmentally appropriate guidance, theory and implementation for various early care and education settings. It also provides a basic understanding of the anti-bias/multicultural emphasis in the field of early childhood. Students may be required to complete observations and field experiences with children as related to this course.

EARLY CHILDHOOD EDUCATION II**Grade 12 2 semesters****1 credit per semester****5406F / 5406S****Directed Elective****Prerequisite: *Child Development and Adv Child recommended*****General, Core 40/AHD/THD elective**

Early Childhood Education II prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. ECE II is a sequential course that builds on the foundational knowledge and skills of Early Childhood Education I, which is a required prerequisite. In ECE II students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of ECE II include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. These include rigorous levels of self-critique and reflection, performance assessments by instructors, parents, and other professionals, comprehensive assessment of knowledge through a standardized exam, and other professional documentation. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in ECE I and ECE II. These experiences may be either school-based or "on-the-job" in community-based early childhood education centers, or in a combination of the two. A standards-based plan for each student guides the early childhood education experiences. Students are monitored in these experiences by the Early Childhood Education II teacher. Dual credit agreements with post-secondary programs are encouraged.

EDUCATION CAREERS

PRINCIPLES OF TEACHING

Grades 9-10 2 semesters

1 credit per semester

7161F / 7161S

Directed Elective

Prerequisite: *None*

General, Core 40/AHD/THD elective

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

CHILD AND ADOLESCENT DEVELOPMENT

Grades 10-12 2 semesters

1 credit per semester

7161F / 7161S

Directed Elective

Prerequisite: *Principles of Teaching*

General, Core 40/AHD/THD elective

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

TEACHING AND LEARNING

Grades 10-12 2 semesters

1 credit per semester

7162F / 7162S

Directed Elective

Prerequisite: *Principles of Teaching*

General, Core 40/AHD/THD electiv

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

EDUCATION PROFESSIONS II

Grade 12 2 semesters

1 credit per semester

5404F / 5404S

Directed Elective

Prerequisite: *Education Professions I*

General, Core 40/AHD/THD elective

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

NOTE: This course counts as a *CTE Concentrator* Course in the Education Careers Pathway/Program of Study.

ENGINEERING

INTRODUCTION TO ENGINEERING DESIGN (PLTW)

Grades 9-10 2 semesters

1 credit per semester

4802F / 4802S

Directed Elective

Prerequisite: *Algebra I recommended*

General, Core 40/AHD/THD elective

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

PRINCIPLES OF ENGINEERING (PLTW)

Grades 10-12 2 semesters

1 credit per semester

4814F / 4814S

Directed Elective

Prerequisite: *Introduction to Engineering Design - grade of C or above*

General, Core 40/AHD/THD elective

Principles of Engineering is the second course in the PLTW engineering sequence appealing to 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.

NOTE: This course counts as a *CTE Concentrator* Course in the Engineering Pathway/Program of Study.

CIVIL ENGINEERING & ARCHITECTURE (PLTW)

Grades 11-12 2 semesters 1 credit per semester

5650F / 5650S

Directed Elective

Prerequisite: *Introduction to Engineering Design and Principles of Engineering - grade of C or above*

General, Core 40/AHD/THD elective

Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.

NOTE: This course counts as a *CTE Concentrator* Course in the Engineering Pathway/Program of Study.

ENVIRONMENTAL SUSTAINABILITY (PLTW)

Grades 11-12 2 semesters 1 credit per semester

4818F / 4818S

Directed Elective

Prerequisite: *Introduction to Engineering Design and Principles of Engineering*

General, Core 40/AHD/THD elective

Environmental Sustainability is a specialization course that builds upon prior knowledge learned in previous engineering and science courses. Students investigate and design solutions in response to current challenges such as providing the world with clean and abundant drinking water, an adequate food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to design, build, and test potential solutions. This course engages critical thinking and problem-solving skills as students apply and extend their knowledge through designing experiments, managing projects, conducting research, and creating presentations to communicate solutions.

NOTE: this course fulfills a Science course requirement for all diplomas. This course counts as a *CTE Concentrator* Course in the Engineering Pathway/Program of Study.

EXERCISE SCIENCE

PRINCIPLES OF EXERCISE SCIENCE

Grades 9-10 2 semesters 1 credit per semester

7320F / 4814S

Directed Elective

Prerequisite: *None*

General, Core 40/AHD/THD elective

Principles of Exercise Science provides an introduction to the science of exercise and human movement. Special topics include exercise physiology, sport biomechanics, sports medicine, and motor integration. Additionally, the course will examine career options in sport, health and wellness, education, and the medical fields like personal trainer, athletic training and physical therapy.

MARKETING & SALES

PRINCIPLES OF BUSINESS MANAGEMENT

Grade 9-10 2 semesters 1 credit per semester

4562F / 4562S

Directed Elective

Prerequisite: *none*

General, Core 40/AHD/THD elective

Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free-enterprise system. Students will attain an understanding of management, team building, leadership, problem-solving steps and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized.

MARKETING FUNDAMENTALS

Grade 10-12 2 semesters 1 credit per semester

5914F / 5914S

Direct Elective

Prerequisite: *Principles of Business Management*

General, Core 40/AHD/THD elective

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

NOTE: This course counts as a *CTE Concentrator* Course in the Business (Marketing) Pathway/Program of Study.

STRATEGIC MARKETING

Grade 10-12 2 semesters 1 credit per semester

5918F / 5918S

Directed Elective

Prerequisite: *Principles of Business Management*

General, Core 40/AHD/THD elective

Strategic Marketing builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology, and economics. The relationship between consumer behavior and marketing activities will be reviewed.

NOTE: This course counts as a *CTE Concentrator* Course in the Business (Marketing) Pathway/Program of Study.

INDUSTRY 4.0- SMART MANUFACTURING

PRINCIPLES OF INDUSTRY 4.0 - SMART MANUFACTURING

Grades 9-10 2 semesters

1 credit per semester

7220F/7220S

Directed Elective

Prerequisite: *None*

General, Core 40/AHD/THD elective

Principles of Industry 4.0 introduces students to the Industrial Internet of Things (IIoT). Students will explore industry 4.0 technologies such as artificial intelligence (AI), human to robot collaboration, big data, safety, electrical, sensors, digital integration, fluid power, robot operation, measurement, CAD, CNC, additive manufacturing, print reading, and technical mathematics. Students will complete hands-on labs, virtual simulations, projects, and critical thinking assignments to help prepare for SACA C-101 Certified Industry 4.0 Associate I - Basic Operations certification exam.

NOTE: This course counts as a *CTE Concentrator* Course in the Digital Manufacturing - Industry 4.0 Pathway/Program of Study.

ROBOTICS DESIGN & INNOVATION

Grades 10-12 2 semesters

2 credits

4728 F / 4728S

Directed Elective

Prerequisite: *Principles of Industry 4.0 - Smart Manufacturing*

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 pre-designated 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.

SMART MANUFACTURING SYSTEMS

Grades 10-12 2 semesters

1 credit per semester

5918F / 5918S

Directed Elective

Prerequisite: *Principles of Industry 4.0 - Smart Manufacturing*

General, Core 40/AHD/THD elective

Principles of Industry 4.0 introduces students to the Industrial Internet of Things (IIoT). Students will explore industry 4.0 technologies such as artificial intelligence (AI), human to robot collaboration, big data, safety, electrical, sensors, digital integration, fluid power, robot operation, measurement, CAD, CNC, additive manufacturing, print reading, and technical mathematics. Students will complete hands-on labs, virtual simulations, projects, and critical thinking assignments to help prepare for SACA C-101 Certified Industry 4.0 Associate I - Basic Operations certification exam.

NOTE: This course counts as a *CTE Concentrator* Course in the Digital Manufacturing - Industry 4.0 Pathway/Program of Study.

RADIO & TELEVISION

PRINCIPLES OF BROADCASTING

Grades 9-10 2 semesters

1 credit per semester

7139F / 7139S

Directed Elective

Prerequisite: *None*

General, Core 40/AHD/THD elective

The purpose of the Principles of Broadcasting course is to provide entry-level fundamental skills for students who wish to seek or pursue opportunities in the field of broadcasting or mass media. Students will explore the technical aspects of audio and sound design for radio production and distribution, as well as, the technical aspects of video production and distribution.

AUDIO & VISUAL PRODUCTION ESSENTIALS

Grades 10-12 2 semesters

1 credit per semester

7306F / 7306S

Directed Elective

Prerequisite: *Principles of Broadcasting*

General, Core 40/AHD/THD elective

Audio and Video Production Essentials provides an in-depth study on audio and video production techniques for radio, television, and digital technologies. Students will learn skills necessary for audio production and on-air work used in radio and other digital formats. Additionally, experience will be gained in the development of the video production process; including skills in message development, directing, camera, video switcher, and character generator operations.

MASS MEDIA PRODUCTION

Grades 10-12 2 semesters

1 credit per semester

7307F / 7307S

Directed Elective

Prerequisite: *Principles of Broadcasting*

General, Core 40/AHD/THD elective

Mass Media Production will focus on the study of theory and practice in the voice and visual aspects of radio and television performance. In addition, this course introduces the skills used to acquire and deliver news stories in a digital media format. Students will learn how to

research issues and events, interview news sources, interact with law enforcement and government officials, along with learning to write in a comprehensive news style.

RADIO AND TELEVISION II (DCTV 3-4)

Grades 11-12 2 semesters

1 credit per semester

5992F / 5992S

Directed Elective

Prerequisite: Radio and Television I

General, Core 40/AHD/THD elective

Radio and Television II focuses 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 of 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.* This course counts as a *CTE Concentrator Course* in the Audio Visual (Radio TV) Pathway/Program of Study.

SOFTWARE DEVELOPMENT

PRINCIPLES OF COMPUTING

Grades 9-10 2 semesters

1 credits per semester

7183F / 7183S

Directed Elective

Prerequisite: None

General, Core 40/AHD/THD elective

Principles of Computing provides students the opportunity to explore how computers can be used in a wide variety of settings. The course will begin by exploring trends of computing and the necessary skills to implement information systems. Topics include operating systems, database technology, cybersecurity, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Students will also have the opportunity to utilize basic programming skills to develop scripts designed to solve problems. Students will learn about algorithms, logic development and flowcharting.

WEBSITE AND DATABASE DEVELOPMENT

Grades 10-12 2 semesters

1 credits per semester

7185F / 7185S

Directed Elective

Prerequisite: Principles of Computing

General, Core 40/AHD/THD elective

Website and Database Development will provide students a basic understanding of the essential Web and Database skills and business practices that directly relate to Internet technologies used in Web site and Database design and development. Students will learn to develop Web sites using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Additionally students will be introduced to the basic concepts of databases including types of databases, general database environments, database design, normalization and development of tables, queries, reports, and applications. Students will be familiarized with the use of ANSI Standard Structured Query Language. Students will be introduced to data concepts such as data warehousing, data mining, and BIG Data. Students will develop a business application using database software such as Microsoft Access.

SOFTWARE DEVELOPMENT

Grades 10-12 2 semesters

1 credits per semester

7184F / 7184S

Directed Elective

Prerequisite: Principles of Computing

General, Core 40/AHD/THD elective

Software Development introduces students to concepts and practices of programming languages and software development. Students are introduced to algorithms and development tools used to document/implement computer logic. Discusses the history of software development, the different types of programming such as real time processing, web/database applications, and different program development environments. Concepts will be applied using different programming languages, and students will develop and test working programs in an integrated system.

COMPUTER SCIENCE II

Grades 11-12 2 semesters

1 credits per semester

5236F / 5236S

Directed Elective

Prerequisite: Algebra I and Computer Science I

General, Core 40/AHD/THD elective

Computer Science II explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Coursework emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers, and data file access methods. An emphasis on logical program design using a modular approach, which involves task-oriented program functions.

NOTE: this course fulfills a Science course requirement for all diplomas. This course qualifies as a Quantitative Reasoning course. This course counts as a *CTE Concentrator Course* in the Computer Science/Programming Pathway/Program of Study.

CIVIC ARTS (LOCALLY CREATED PATHWAY)

COURSES

Students must take all **Required** courses listed in column **A** and must take at least one (1) **Advanced** course in column **B**. Each pathway has 3 courses minimum (2 required from column A and 1 from column B). Students must also maintain an *ePortfolio* and complete an *industry Internship*.

NOTE: In the Band pathway, there is more than one possible choice for the 2 **Required** courses, however everyone must take Beginning Concert Band and Intermediate Concert Band as the 2 Required courses. The choice comes with the type of band (Instrumental Ensemble, Jazz Ensemble, or Dance Performance). On the Pathway Courses Chart below these options are separated in Column A by the word **-or-**.

Pathway	A	B
BAND	Required Courses (Beginning & Intermediate)	Advanced Courses (1)
	Beginning Concert Band (Wind Ensemble) 4160 F/S	Advanced Concert Band (Wind Ensemble) 4170 F/S
	Intermediate Concert Band (Wind Ensemble) 4168 JF/JS	
	-or-	-or-
	Beginning Concert Band 4160 F/S	Advanced Concert Band (Jazz Ensemble) 4170JF/JS
	Intermediate Concert Band (Jazz Ensemble) 4168 JF/JS	
	-or-	-or-
	Beginning Concert Band (Instrumental Ensemble) 4160 IF/IS	Advanced Concert Band (Instrumental Ensemble) 4170IF/IS
	Intermediate Concert Band (Instrumental Ensemble) 4168 IF/IS	
	-or-	-or-
Beginning Concert Band (Dance Performance) 4160 DF/DS	Advanced Concert Band (Dance Performance) 4170 DF/DS	
Intermediate Concert Band (Dance Performance) 4168 DF/DS		

Pathway	A	B
ART	Required Courses (all)	Advanced Courses (1)
	Introduction to 2D Art 4000	Advanced 2D Art 4004
	AND	-or-
	Introduction to 3D Art 4002	Advanced 3D Art 4006

Pathway	A	B
THEATRE	Required Courses (all)	Advanced Courses (1)
	Theatre Arts 4242	Advanced Theatre Arts I & II 4240 F/S
	AND	-or-
Theatre Production -or- Technical Theatre 4248 4244	Advanced Technical Theatre I & II 4252 F/S	

Pathway	A	B
CHORUS	Required Courses (all)	Advanced Courses (1)
	Beginning Chorus 4182 F/S	Advanced Chorus (Expressions) 4188 EF/ES
	AND	-or-
Intermediate Chorus 4186 F/S	Advanced Chorus (Goldenaires) 4188 F/S	

ENGLISH DEPARTMENT

There are a variety of levels and types of English courses offered to meet the needs and interests of all students including honors, advanced placement and dual-credit college courses. The 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 *.

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

General	Core 40	Academic Honors	Technical Honors
English 9 (2 credits)	English 9 (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 10 (2 credits)	English 10 (2 credits)		
English 11 (2 credits)	English 11 (2 credits)		
English 12 (2 credits)	English 12 (2 credits)		

ENGLISH 9

ENGLISH 9 HONORS

Grade 9 2 semesters

1 credit per semester

1002F / 1002S

1002HF / 1002HS

General, Core 40/AHD/THD course

English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

ENGLISH 9

ENGLISH 9 HONORS

Grade 9 2 semesters

1 credit per semester

General, Core 40/AHD/THD course

English 9/Communications is required for freshman in the Edge Academy. English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

This course is a double-block class paired with Introduction to Communications, covering two periods. Edge students must also select 4790EF / 4790EFS INTRODUCTION TO COMMUNICATIONS.

ENGLISH 10

ENGLISH 10 HONORS

Grade 10 2 semesters

1 credit per semester

1004F / 1004S

1004HF / 1004HS

General, Core 40/AHD/THD course

English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9- 10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

ENGLISH 10 (Choice Only)

Grade 10 2 semesters

1 credit per semester

1004CF / 1004CS

General, Core 40/AHD/THD course

This course is part of the sophomore triple-block in the Choice Academy. English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9- 10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information. *This course is a triple-block paired with Environmental Science and Natural*

Resources covering three class periods. Choice students must also select 3010CF/3010CS ENVIRONMENTAL SCIENCE and 5180F / 5180S NATURAL RESOURCES.

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 students in the study of physical and cultural geography by using history to examine current global issues. This course covers Indiana's Academic Standards for English/Language Arts in Grade 10 and World History and Civilization. (See description of English 10 above). *This course is a double-block 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**
ENGLISH 11 HONORS **1006HF / 1006HS**
Grade 11 **2 semesters** **1 credit per semester** **General, Core 40/AHD/THD course**

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

ENGLISH 11 SOCIAL ACTION *(Choice Only)* **1006CF / 1006CS**
Grade 11 **2 semesters** **1 credit per semester** **General, Core 40/AHD/THD course**

This course is part of the junior double block in Choice Academy. English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. *This course is a double-block paired with Community Service covering two class periods.* Choice Academy students must also select 0524 COMMUNITY SERVICE.

ENGLISH 11 AMERICAN STUDIES *(New Tech only)* **1006NF / 1006NS**
ENGLISH 11 HONORS AMERICAN STUDIES *(New Tech only)* **1006ZF / 1006ZS**
Grade 11 **2 semesters** **1 credit per semester** **General, Core 40/AHD/THD course**

This course 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. (See description of English 11 above) *This course is a double-block paired with US History covering two class periods.* New Tech students must also select 1542NF / 1542NS UNITED STATES HISTORY AMERICAN STUDIES.

AP ENGLISH LANGUAGE AND COMPOSITION ♦ **1056F / 1056S**
Grade 11-12 **2 semesters** **1 credit per semester** **Core 40/AHD/THD course**
Prerequisites: *English 9, English 10, and teacher recommendation*

AP English Language and Composition focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices.

ENGLISH 12 **1008F / 1008S**
ENGLISH 12 HONORS **1008HF / 1008HS**
Grade 12 **2 semesters** **1 credit per semester** **General, Core 40/AHD/THD course**

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

ETHNIC LITERATURE ENGLISH 12 (Choice only)**1032CF****Grade 12 2 semesters 1 credit per semester****General, Core 40/AHD/THD course**

Ethnic Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of literature focusing on specific multicultural issues produced by writers representing various ethnic cultures. Students examine works exploring ethnic experiences and ideas as well as the contributions of authors to multicultural themes. 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 national issues and history.

WORLD LITERATURE ENGLISH 12 (Choice only)**1022CS****Grade 12 2 semesters 1 credit per semester****General, Core 40/AHD/THD course**

World Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of ancient and modern representative works by major authors from six continents: Africa, Asia, Australia, Europe, North America, and South America. Students examine a wide variety of literary genres and themes. Students analyze how the ideas and concepts presented in the works are both interconnected and reflective of the cultures and historical periods of the countries represented by the authors.

AP ENGLISH LANGUAGE AND COMPOSITION**1056F / 1056S****Grade 11-12 2 semesters 1 credit per semester****Core 40/AHD/THD course****Prerequisites: English 9, English 10, and teacher recommendation**

AP English Language and Composition focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical

choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. 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>

AP ENGLISH LITERATURE AND COMPOSITION**1058F / 1058S****Grade 11-12 2 semesters 1 credit per semester****Core 40/AHD/THD course****Prerequisites: English 9, 10, 11, and teacher recommendation**

AP English Literature and Composition engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

ENGLISH DEPARTMENT ELECTIVES**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, a course based on the Indiana Academic Standards for English/Language Arts, 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 in addition to other appropriate writing tasks.

CREATIVE WRITING**1092****Grades 10-12 1 semester 1 credit per semester****General, Core 40/AHD/THD elective****Prerequisite: English 9**

Creative Writing, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing.

LANGUAGE ARTS LAB**1010F / 1010S****Grades 9-12 1 semester 1 credit****General, Core 40/AHD/THD elective****Prerequisite: none**

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English Language/Arts focusing on the writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

STUDENT MEDIA: YEARBOOK**1086F / 1086S****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.

ENGLISH AS A NEW LANGUAGE I (*ENL students only*)

Grades 9-12 **2 semesters**

1 credit per semester

1012F / 1012S

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 to improve 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. • *8 credits of ENL may be earned to count toward English graduation requirements.*

ENGLISH AS A NEW LANGUAGE II (*ENL students only*)

Grades 9-12 **2 semesters**

1 credit per semester

1012F2 / 1012S2

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. • *8 credits of ENL may be earned to count toward English graduation requirements.*

ENGLISH AS A NEW LANGUAGE III (*ENL students only*)

Grades 9-12 **2 semesters**

1 credit per semester

1012F3 / 1012S3

General, Core 40/AHD/THD course

A third 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. • *8 credits of ENL may be earned to count toward English graduation requirements.*

ENGLISH AS A NEW LANGUAGE IV (*ENL students only*)

Grades 9-12 **2 semesters**

1 credit per semester

1012F4 / 1012S4

General, Core 40/AHD/THD course

A fourth 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. • *8 credits of ENL may be earned to count toward English graduation requirements.*

CIVIC ARTS Locally Created Pathway

PATHWAY		COURSES	
Art	Introduction to Two-Dimensional Art and Introduction to Three-Dimensional Art	Advanced Two-Dimensional Art OR Advanced Three-Dimensional Art	
Band	Beginning Concert Band	Intermediate Concert Band	Advanced Concert Band
Choir	Beginning Chorus	Intermediate Chorus	Advanced Chorus – Expressions OR Advanced Chorus - Goldenaires
Theatre	Theatre Arts	Theatre Productions	Advanced Theatre Arts OR Advanced Technical Theatre

VISUAL ARTS

ADVANCED CERAMICS

Grades 10-12 1 semester

1 credit

4040A

Directed Elective

General, Core 40/AHD/THD elective

Prerequisites: *Ceramics*

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.

ADVANCED THREE – DIMENSIONAL ART

Grades 9-12 1 semester

1 credit

4006

Directed Elective

General, Core 40/AHD/THD elective

Prerequisite: *C- or better in Introduction to 3-Dimensional Art*

Students in this course build on the sequential learning experiences of Introduction to 3-Dimensional Art that encompass art history, art criticism, aesthetics, and production. They will create a portfolio of high quality works. They will learn how to relate art to other disciplines and discover opportunities for integration and incorporate literacy and presentational skills. Students will build on their knowledge of sculpting and building to create practical and creative works of art.

ADVANCED TWO – DIMENSIONAL ART

Grades 9-12 1 semester

1 credit

4004

Directed Elective

General, Core 40/AHD/THD elective

Prerequisite: *C- or better in Introduction to 2-Dimensional Art*

Students in this course will use a variety of art mediums to create a portfolio of high quality works. They will expand and build upon their knowledge from Introduction to 2-D Art while attempting more challenging and detailed work. They will participate in learning experiences that include art history, art criticism, aesthetics, and production. Students will explore historical and cultural backgrounds, discuss artworks, create two-dimensional works of art, and incorporate literacy and presentational skills. Some mediums that may be covered in this class are pencils, colored pencils, watercolors, printmaking, and pastels. Some topics covered include portraits, observational drawing, social justice, and perspective drawing.

CERAMICS

Grades 9-12 1 semester

1 credit

4040

Directed Elective

General, Core 40/AHD/THD elective

Prerequisite:

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

INTRODUCTION TO THREE – DIMENSIONAL ART
Grades 9-12 1 semester 1 credit

Prerequisite:

Students in this course will be introduced to a variety of art mediums to create a portfolio of quality works. They will engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies. Students explore historical and cultural background and connections. Students will create three-dimensional works of art, reflect upon the outcomes, and revise their work. Some mediums covered in this course include cardboard, wire, paper mache & tempera paint. Some topics include sculptures, mobiles and paper folding. *This is an entry level art class.*

4002
Directed Elective
General, Core 40/AHD/THD elective

INTRODUCTION TO TWO – DIMENSIONAL ART
Grades 9-12 1 semester 1 credit

Prerequisite: none

Students in this course will be introduced to a variety of art mediums to create a portfolio of quality works. They will participate in learning experiences that include art history, art criticism, aesthetics, and production. Students will explore historical and cultural backgrounds, discuss artworks, create two-dimensional works of art, and incorporate literacy and presentational skills. Some mediums covered in this class are pencils, colored pencils, ink, watercolors, tempera paint, oil pastels, and printmaking. Some topics covered include portraits, observational drawing, perspective drawing, and landscapes. *This is an entry level art class.*

4000
Directed Elective
General, Core 40/AHD/THD elective

PAINTING 1
Grades 9-12 1 semester 1 credit

Prerequisite: None

Students in this course will get experience with tempera paint, watercolor paint, and acrylic paint while using a variety of painting techniques to create a portfolio of quality works. They will participate in learning experiences that include art history, art criticism, aesthetics, and production. Students will explore historical and cultural backgrounds, discuss artworks, create two-dimensional works of art, and incorporate literacy and presentational skills. *This is an entry level art class.*

4064
Directed Elective
General, Core 40/AHD/THD elective

PAINTING 2
Grades 10 -12 1 semester 1 credit

Prerequisites: C- or better in Painting 1

Students in this course will use watercolor paint, watercolor pencils, and acrylic paint to attempt more challenging and detailed work. They will work to improve upon their painting skills and techniques from Painting 1 to create a portfolio of high quality works. They will participate in learning experiences that include art history, art criticism, aesthetics, and production. Students will explore historical and cultural backgrounds, discuss artworks, create two-dimensional works of art, and incorporate literacy and presentational skills.

40642
Directed Elective
General, Core 40/AHD/THD elective

PAINTING 3
Grades 10 -12 1 semester 1 credit

Prerequisites: C- or better in Painting 1 and Painting 2

Students in this course will use watercolor paint, acrylic paint, and oil paint. They will work to improve upon their painting skills and techniques from Painting 1 to create a portfolio of high quality works, attempting more challenging and detailed projects. Students will have more autonomy in choosing their project topics and this course may move at a quicker pace than previous levels. They will participate in learning experiences that include art history, art criticism, aesthetics, and production. Students will explore historical and cultural backgrounds, discuss artworks, create two-dimensional works of art, and incorporate literacy and presentational skills.

40643
Directed Elective
General, Core 40/AHD/THD elective

PAINTING 4
Grades 10 -12 1 semester 1 credit

Prerequisites: Intro to 2D Art AND Painting 1

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.

40644
Directed Elective
General, Core 40/AHD/THD elective

VOCAL MUSIC

ADVANCED CHORUS (Expressions)

Grade 9-12 Successive Semesters 1 credit per semester

Prerequisites: 2 Semesters of Any Choir AND an Audition

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.*

4188EF/ 4188ES

Directed Elective

General, Core 40/AHD/THD elective

ADVANCED CHORUS (Goldenaires)

Grade 9-12 Successive Semesters 1 credit per semester

Prerequisites: 2 Semesters of Any Choir AND an Audition

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.*

4188F / 4188S

Directed Elective

General, Core 40/AHD/THD elective

BEGINNING CHORUS

Grade 9-12 Successive Semesters

4182F / 4182S

1 credit per semester

Prerequisite: none

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.

Directed Elective

General, Core 40/AHD/THD elective

INTERMEDIATE CHORUS

Grade 10-12 Successive Semesters

1 credit per semester

Prerequisites: 2 Semesters in Beginning Chorus or by Audition

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 choose to remain in this choir (without an audition) or to audition for either *Expressions* or *Goldenaires*.

4186F / 4186S

Directed Elective

General, Core 40/AHD/THD elective

INSTRUMENTAL MUSIC - BAND

ADVANCED CONCERT BAND (Wind Ensemble)

Grade 10-12 Successive semesters 1 credit per semester

Prerequisites: *Intermediate Concert Band*

Participation in the instrumental feeder program / beginning and 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. ⑩ *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.*

4170F / 4170S

Directed Elective

General, Core 40/AHD/THD elective

ADVANCED CONCERT BAND (Instrumental Ensemble- Percussion)

Grade 10-12 Successive semesters 1 credit per semester

Prerequisites: *Intermediate Concert Band (Instrumental Ensemble)*

Participation in the instrumental feeder program /concert band/and marching band

This class is designed for percussionists. *All percussionists should take this class as Advanced 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.*

4170IF / 4170IS

Directed Elective

General, Core 40/AHD/THD elective

ADVANCED CONCERT BAND (Jazz Ensemble)

Grade 10-12 Successive semesters 1 credit per semester

Prerequisites: *Intermediate Concert Band (Jazz Ensemble)*

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

Advanced Concert Band - 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.*

4170JF / 4170JS

Directed Elective

General, Core 40/AHD/THD elective

ADVANCED CONCERT BAND (Dance Performance)

Grade 9-12 Successive semesters 1 credit per semester

Prerequisite: *Participation in the instrumental feeder program*

Dance Performance is based on the Indiana Academic Standards for Dance. Sequential and systematic learning experiences are provided in the specific genre offered, whether it is Ballet, Modern, Jazz, or Ethnic-Folk. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. The performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students describe, analyze, interpret, and judge live and

Directed Elective

General, Core 40/AHD/THD elective

recorded dance performances of professional dancers and companies in the genre. They also become aware of the career opportunities in dance.

BEGINNING CONCERT BAND (Wind Ensemble)

Grade 9-12 Successive semesters 1 credit per semester

Prerequisite: *Participation in the instrumental feeder program*

4160F / 4160S

Directed Elective

General, Core 40/AHD/THD elective

Beginning Concert 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.*

BEGINNING CONCERT BAND (Instrumental Ensemble-Percussion)

Grade 9-12 Successive semesters 1 credit per semester

Prerequisite: *Participation in the instrumental feeder program*

4160IF / 4160IS

Directed Elective

General, Core 40/AHD/THD elective

Beginning Concert Band (Instrumental Ensemble) designed for percussionists. *All percussionists should take this class instead as Beginning 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.*

BEGINNING CONCERT BAND (Dance Performance-Guard)

Grade 9-12 successive semesters 1 credit per semester

Prerequisites: *none*

4160DF / 4160DS

Directed Elective

General, Core 40/AHD/THD elective

Beginning Concert Band (Dance Performance) 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.*

INTERMEDIATE CONCERT BAND (Wind Ensemble)

Grade 9-12 Successive semesters 1 credit per semester

Prerequisites: *Beginning Concert Band*

4168F / 4168S

Directed Elective

General, Core 40/AHD/THD elective

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.*

INTERMEDIATE CONCERT BAND (Instrumental Ensemble-*Percussion*)
Grade 9-12 **Successive semesters** **1 credit per semester**
Prerequisites: *Beginning Concert Band (Instrumental Ensemble)*

4168IF / 4168IS
Directed Elective
General, Core 40/AHD/THD elective

Participation in the instrumental feeder program /concert band/and marching band

Intermediate Concert Band (Instrumental Ensemble) 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.*

INTERMEDIATE CONCERT BAND (*Jazz Ensemble*)
Grade 11-12 **Successive semesters** **1 credit per semester**
Prerequisites: *Beginning Concert Band*

4168JF / 4168JS
Directed Elective
General, Core 40/AHD/THD elective

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

Intermediate Concert Band (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.*

INTERMEDIATE CONCERT BAND (*Dance Performance-Guard*)
Grade 9-12 **successive semesters** **1 credit per semester**
Prerequisites: *Beginning Concert Band (Dance Performance)*

4168DF / 4168DS
Directed Elective
General, Core 40/AHD/THD elective

Intermediate Concert Band (Dance Performance) allows students to develop the ability to express their thoughts, perceptions, feelings, and images through movement. The performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. 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 THEORY & COMPOSITION

Grades 9-12 1 credit, 1 semester

Prerequisites: *none*

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

4208

Directed Elective

General, Core 40/AHD/THD elective

THEATRE ARTS

ADVANCED TECHNICAL THEATRE I and II

Grade 10-12 2 semesters 1 credit per semester

Prerequisites: *Technical Theatre and instructor approval*

Advanced Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Technical Theatre actively lead and supervise in the process of designing, building, managing, programming, drafting, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate technical theatre careers then develop a plan for potential employment or further education through audition, interview or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

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.

4252F / 4252S

Directed Elective

General, Core 40/AHD/THD elective

ADVANCED THEATRE ARTS I and II

Grade 11-12 2 semesters 1 credit per semester

Prerequisites: *Theatre Arts and Audition*

Advanced Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Theatre Arts read and analyze plays and apply criteria to make informed judgments. They draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore careers in theatre arts and begin to develop a portfolio of their work. They also attend and critique theatre productions and identify ways to support the theatre in their community. *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.*

4240F / 4240S

Directed Elective

General, Core 40/AHD/THD elective

TECHNICAL THEATRE

Grades 10-12 1 semester 1 credit

Prerequisites: *none*

Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

4244

Directed Elective

General, Core 40/AHD/THD elective

THEATRE ARTS

Grades 9-12 1 semester 1 credit

Prerequisite: *none*

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

4242

Directed Elective

General, Core 40/AHD/THD elective

THEATRE ARTS II

Grades 9-12 2 semester 3 credit

Prerequisite: *Theatre Arts & Theatre Production*

Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history,

4242IF / 4242IS

Directed Elective

General, Core 40/AHD/THD elective

culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

THEATRE PRODUCTION

Grades 9-12 1 semester

1 credit

4248

Directed Elective

General, Core 40/AHD/THD elective

Prerequisite: none

Theatre Production is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Production take on responsibilities associated with rehearsing and presenting a fully-mounted theatre production. They read and analyze plays to prepare for production; conceive and realize a design for a production; and direct or serve as assistant director for a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate a theatre arts career then develop a plan for potential employment or further education through audition, interview, or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION I

Grades 9-12 1 semester

1 credit

3542

General, Core 40/AHD/THD course

Prerequisite: none

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

PHYSICAL EDUCATION II

Grades 9-12 1 semester

1 credit

3544

General, Core 40/AHD/THD course

Prerequisite: none

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not included in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

HEALTH & WELLNESS EDUCATION

Grades 10-12 1 semester

1 credit

3506

General, Core 40/AHD/THD course

Prerequisite: none

Health and Wellness, a course based on Indiana's Academic Standards for Health and Wellness and provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, and 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.

ELECTIVE PHYSICAL EDUCATION (Advanced Physical Conditioning)

Grades 9-12 1-2 semesters

1 credit per semester

3560F / 3560S

General, Core 40/AHD/THD elective

Prerequisites: *Physical Education I and II* or current extracurricular P.E. 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)

Grades 9-12 1-2 semesters

1 credit per semester

3560P

General, Core 40/AHD/THD elective

Prerequisites: *Physical Education I and II* or current extracurricular P.E. 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

ALGEBRA I

Grade 9-10 2 semesters

1 credit per semester

2520F / 2520S

General, Core 40/AHD/THD course

Prerequisite: *none*

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 6 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

• A student must pass the first semester of Algebra I to be able to continue on to the second semester of Algebra I.

ALGEBRA II

Grades 10-12 2 semesters

1 credit per semester

2522F / 2522S

Core 40/AHD/THD course

Prerequisite: *Algebra I and Geometry*

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. • *A student must pass the first semester of Algebra II to be able to continue on to the second semester of Algebra II.*

ANALYTICAL ALGEBRA II

Grade 11-12 2 semesters

1 credit per semester

2524F / 2524S

Core 40/AHD/THD course

Prerequisites: *Algebra I and Geometry*

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

NOTE: the parent and student must sign a consent form notifying the parent and the student that enrollment in Analytical Algebra II may affect the student's ability to attend a particular post-secondary educational institution or enroll in a particular course at a particular post-secondary educational institution because Analytical Algebra II may not align with academic requirements established by the postsecondary educational institution.

AP CALCULUS AB

Grade 12 2 semesters

1 credit per semester

2562F / 2562S

Core 40/AHD/THD course

Prerequisite: *grade of C- or above in Pre-Calculus/Trigonometry*

AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. *The use of a graphing calculator is required.* A comprehensive description of this course can be found on the College Board AP Central Course Description webpage at:

<https://secure-media.collegeboard.org/apc/ap-calculus-course-description.pdf>

AP CALCULUS BC**Grade 12 2 semesters****1 credit per semester****2572F / 2572S****Core 40/AHD/THD course****Prerequisite:** *grade of C- or above in AP Calculus AB*

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AP Calculus AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. *The use of a graphing calculator is required.*

FINITE MATHEMATICS**Grades 11-12 2 semesters****1 credit per semester****2530F / 2530S****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. Finite Math is made up of five strands: Sets; Matrices; Networks; Optimization; and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is a **non-dual credit** course.

FINITE MATH (MATH 135-IVY TECH)**Grades 12 2 semesters****1 credit per semester****2530HF / 2530HS****Core 40/AHD/THD course****Prerequisite:** *Algebra II – MATH: Accuplacer Standard 74 Elementary Algebra; IDOE/ITCC**Accuplacer Diagnostic 92 Elementary Algebra or 61 College Level Math; ACT 24; SAT 2016 550 Math; PSAT 2015 27.0 Mathematics.*

Finite Math is a course including solving and graphing linear equations and inequalities, elementary set theory, matrices and their applications, linear programming, and elementary probability.

GEOMETRY**Grades 9-12 2 semesters****1 credit per semester****2532F / 2532S****Core 40/AHD/THD course****Prerequisite:** *Algebra I with grade of C- or higher recommended*

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

GEOMETRY HONORS**Grade 9 2 semesters****1 credit per semester****2532HF / 2532HS****Core 40/AHD/THD course****Prerequisite:** *Algebra I credit in 8th grade*

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

GEOMETRY w/IED (New Tech only)**GEOMETRY HONORS w/IED (New Tech only)****Grades 9-12 2 semesters****1 credit per semester****2532NF / 2532NS****2532ZF / 2532ZS****Core 40/AHD/THD course****Prerequisite:** *Algebra I**Geometry and Introduction to Engineering Design (IED).*

This course engages students through the topics of engineering while learning geometry. This course covers the Indiana Standards for both Geometry and Introduction to Engineering Design. Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. New Tech students selecting this course must also select 4802NF / 4802NS INTRODUCTION TO ENGINEERING DESIGN IED w/GEOMETRY.

MATHEMATICS LAB**Grades 9-12 2 semesters****1 credit per semester****2560F / 2560S****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. **NOTE:** Mathematics lab counts as an elective course for all diplomas.

PRE-CALCULUS: ALGEBRA**2564F****PRE-CALCULUS: ALGEBRA HONORS****2564HF****Grade 11-12 2 semesters****1 credit per semester****Core 40/AHD/THD course****Prerequisites: Algebra II or Algebra II Honors**

Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

PRECALCULUS: TRIGONOMETRY**2566S****PRECALCULUS: TRIGONOMETRY HONORS****2566HS****Grade 11-12 2 semesters****1 credit per semester****Core 40/AHD/THD course****Prerequisites: Algebra II or Algebra II Honors and Pre-Calculus**

Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, finance, and nearly all other STEM disciplines. Trigonometry consists of seven strands: conics, unit circle, geometry, periodic functions, identities, polar coordinates, and vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

AP STATISTICS**2570F / 2570S****Grade 12 2 semesters****1 credit per semester****Core 40/AHD/THD course****Prerequisite: Pre-Calculus & Trigonometry**

AP Statistics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

SCIENCE

ADVANCED SCIENCE, SPECIAL TOPICS (FORENSIC SCIENCE)

Grade 11-12 2 semesters 1 credit per semester

Prerequisite: *Chemistry I and/or Physics I with a grade of C- or better*

Priority scheduling will be given to Q & I 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.

3092F / 3092S

Core 40/AHD/THD course

ANATOMY & PHYSIOLOGY

Grades 10-12 2 semesters (sequential) 1 credit per semester

Prerequisite: *Biology I with a C- or above*

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integumentary, skeletal, muscular, and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

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 be passing Anatomy & Physiology A with a 70% or must have the permission of the instructor in order to be eligible to take Anatomy & Physiology B.

5276F / 5276S

Core 40/AHD/THD course

BIOLOGY I

BIOLOGY I HONORS

Grade 9 2 semesters 1 credit per semester

Prerequisite: *none*

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

3024F / 3024S

3024HF / 3024HS

General, Core 40/AHD/THD course

BIOLOGY I BIOLIT (New Tech only)

BIOLOGY I HONORS BIOLIT (New Tech only)

Grade 9 2 semesters 1 credit per semester

Prerequisite: *none*

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 (see Biology I description above). *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

3024NF / 3024NS

3024ZF / 3024ZS

Core 40/AHD/THD course

BIOLOGY II: ZOOLOGY

Grades 10-12 2 semesters (sequential) 1 credit per semester

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. The first semester will focus on invertebrates, while the second semester of the course 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 Biology II, Zoology A prior to B. • Students must also be passing Zoology A with a 70% or must have the permission of the instructor in order to be eligible to continue on to Zoology B.

3026F / 3026S

Core 40/AHD/THD course

HUMAN BIOLOGY (BIOL 100-IVY TECH)

INTRODUCTORY BIOLOGY (BIOL 101-IVY TECH)

Grade 10-12 2 semesters 1 credit per semester

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*

3090F

3026H

Core 40/AHD/THD course

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). *Human Biology* is a study of the biology of the human organism. It includes an examination of organizational complexity, development, health, and the place of humans in the natural world.

Introductory Biology introduces the basic concepts of life. Includes discussion of cellular and organismal biology, evolution, ecology, and interaction among all living organisms. Addresses applications of biology in a global community.

This course is a great preparation for students considering a course of study in pre-med, pre-dental, or other medical fields.

BIOLOGY I: MOLECULAR & CELLULAR PROCESS (BIOL 105-IVY TECH) 3020F / 3020S
Grade 10-12 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*

This course presents an in-depth introduction to biology including the basic principles of biochemistry, concepts of cell structure, cell metabolism, and cellular respiration, processes of DNA replication and gene expression, principles of molecular and Mendelian genetics, concepts of Natural Selection in relation to evolution, and diversity of prokaryotes, protists, and green plants.

CHEMISTRY I 3064F / 3064S
Grades 10-12 2 semesters 1 credit per semester Core 40/AHD/THD course

Prerequisites: *Algebra II or concurrent enrollment*

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

NOTE: This course counts as a qualitative reasoning course. **NOTE:** Dual credit courses must be assigned by a school counselor

GENERAL CHEMISTRY I (CHEM 105-IVY TECH) 3060F / 3060S
Grades 11-12 2 semesters 1 credit per semester Core 40/AHD/THD course

Prerequisites: *Chemistry I and Algebra II*

Chemistry II is a dual credit general chemistry course including measurement, atoms, molecules and ions, stoichiometry, chemical reactions, solids, liquids, and gases thermochemistry, atomic structure, and molecular bonding. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

NOTE: This course counts as a qualitative reasoning course.

ENVIRONMENTAL SCIENCE 3010F / 3010S
Grades 10-12 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 that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

ENVIRONMENTAL SCIENCE (Choice Only) 3010CF / 3010CS
Grades 10 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 that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global 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 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 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 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.

INTEGRATED CHEMISTRY-PHYSICS

Grades 10-11 2 semesters

1 credit per semester

3108F / 3108S

Core 40/AHD/THD course

Recommended Prerequisites: *Enrollment in Algebra I and earned a C- in Biology I, or Enrollment in Geometry and earned a D or F in Biology I*

Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity; uniform acceleration; Newton's Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. 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.

PHYSICS I

Grades 10-12 2 semesters

1 credit per semester

3084F / 3084S

Core 40/AHD/THD course

Prerequisites: *Algebra I and Geometry or concurrent enrollment*

Physics I is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

SOCIAL STUDIES

ECONOMICS

Grade 12 1 semester

1 credit

1514

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.

AP EUROPEAN HISTORY

Grades 10-12 2 semesters

1 credit per semester

1556F / 1556S

Core 40/AHD/THD course

Prerequisite: *World History*

Advanced Placement European History investigates significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

INTRO TO AMERICAN GOVERNMENT & POLITICS (POLS 101) – Ivy Tech

Grade 12 1 semester

1 high school credit / 3 college credits

1560GO

Core40/AHD/THD elective

Prerequisite: *Accuplacer Sentence Skills 80+ and Reading 76+*

Introduction to American Government and Politics studies federalism, theories of the origins and purposes of government and other aspects of the American government including interest groups, political parties, and the electoral process. Emphasis is placed on constitutional backgrounds and the organization and functions of the executive, legislative, and judicial segments of the national government, civil liberties and civil rights, public opinion, media, bureaucracies, and domestic and foreign policy.

AP MICROECONOMICS (Sem 2)

Grade 12 1 semester

1 credit

1566

Core 40/AHD/THD course

Prerequisites: *none*

Advanced Placement Microeconomics 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:

AP PSYCHOLOGY

Grade 11 -12 2 semesters

1 credit per Semester

1558F / 1558S

Core 40/AHD/THD elective

Prerequisite: *Psychology with a grade of B or above*

Advanced Placement Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

AP UNITED STATES GOVERNMENT AND POLITICS (Sem 1)

Grade 12 1 semester

1 credit

1560

Core 40/AHD/THD course

Prerequisite: *none* ***This course can substitute for the graduation requirement of United States Government***

Advanced Placement United States Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United

language development. Personality and Assessment explains at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

SOCIOLOGY

Grades 10-12 1 semester

1 credit

1534

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.

TOPICS IN HISTORY: HISTORY VS HOLLYWOOD

1538HH (Sem 1)

TOPICS IN HISTORY: HISTORY VS HOLLYWOOD 2

1538H2 (Sem 2)

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. Topics in History courses 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.

SPANISH II **2122F / 2122S**
Grades 10-12 2 semesters **1 credit per semester** **Directed Elective**
Prerequisite: *Spanish I* **General, Core 40/AHD/THD elective**
Spanish II, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

SPANISH III **2124F / 2124S**
Grades 11-12 2 semesters **1 credit per semester** **Dual Credit: 2124 HF / 2124 HS**
Prerequisite: *Spanish II* **Directed Elective**
General, Core 40/AHD/THD elective
Spanish III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

SPANISH IV **2126F / 2125S**
Grades 11-12 2 semesters **1 credit per semester** **Directed Elective**
Prerequisite: *Spanish II* **General, Core 40/AHD/THD elective**
Spanish IV, a course based on Indiana’s Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student’s own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.

AP SPANISH LANGUAGE AND CULTURE **2132F / 2132S**
Grade 12 2 semesters **1 credit per semester** **Elective**
Prerequisite: *Spanish III* **General, Core 40/AHD/THD elective**
The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).