Indianapolis Public Schools

MISSION
IPS empowers and educates all students to think critically, creatively, and responsibly, to embrace diversity, and to pursue their dreams with purpose.

VISION
IPS is a family of excellent public schools in which every student has the opportunity to succeed and the power to create their own future.
Welcome to the 2022–2023 Course Selection Process for Indianapolis Public Schools.

The Indianapolis Public Schools Course Catalog provides information students, families, and school staff will need to select or advise students' academic course selections and is designed to help them make the best choices for their high school educational career. Students will discover the many exciting high school course options available to them.

It is especially important that students discuss their course selections with their school counselor and parent/guardian. The choices students make in high school impact their future postsecondary options. In order to earn a high school diploma, students must meet all course, credit and test requirements. Each high school is comprised of several academies which house multiple pathways. Each pathway is designed by the state of Indiana in order to prepare students for a multitude of post-high school opportunities — from entry-level careers to highly technical studies at community colleges, colleges and universities. Students are encouraged to select the most challenging course of study in which they can be successful.

Remember, when students complete their course selection sheet, they are requesting a specific course, NOT a specific teacher, time or place. Every effort will be made to grant student course requests. Students may choose the courses they would like to take in the next school year; however, schedules may change pending final grades in the courses students are currently enrolled in, staffing changes, building-level schedule changes, summer school completion, required prerequisite course completion, etc.

STEPS FOR COMPLETING THE COURSE SELECTION PROCESS

High school classes will be selected based on a student’s career and educational aspirations. Careful and strategic four-year planning should give students a challenging class schedule that meets all requirements and allows opportunities to explore their interests.

1. Review the General Information section of this registration guide. Identify the requirements for graduation by reviewing the charts included.
2. Read the course descriptions for required classes and electives in which you are interested, and make certain you meet the prerequisite requirements.
3. Use the High School Plan developed by you and your counselor to select the courses you want to take.
4. Talk with your school counselors for help in determining the courses you need.
5. Meet with your counselor to make your course selections on your Course Selection Sheet.
6. Have your parent/guardian double check your selections.
7. Return the course selection sheet to your school counselor after you and your parent/guardian have signed it. Be sure to return this document by the designated deadline.

IMPORTANT: Course selection is the process required for students to select classes that meet their academic path. Make sure to review your academic transcript when making final selections of classes for this school year.
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MATHEMATICS
MULTI-DISCIPLINARY
SCIENCE
SOCIAL STUDIES
WORLD LANGUAGES

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- VISUAL AND PERFORMING ARTS PATHWAY

APPLIED COURSES BY SUBJECT AREA
INDIANAPOLIS PUBLIC SCHOOLS DISTRICT CONTACTS

- **CHIEF ACADEMIC OFFICER**
  - Dr. Warren Morgan

- **POST-SECONDARY READINESS OFFICER**
  - Jennifer O’Shea — osheaj@myips.org

- **CTE PATHWAY DIRECTOR**
  - Jennifer Berry — berryjennifer@myips.org
  - *Areas of Assistance*: Career and Technical Education (CTE) pathway courses, industry certifications, and work-based learning

- **DIRECTOR OF ACADEMIES AND PATHWAYS**
  - Melody Coryell — coryelmd@myips.org
  - *Areas of Assistance*: Dual Credit (DC), International Baccalaureate (IB), and Early College (EC) course offerings

- **DIRECTOR OF POST-SECONDARY PLANNING**
  - Rodney Smith — smithrodneyw@myips.org
  - *Areas of Assistance*: Advanced Placement (AP) course offerings

- **SCHOOL COUNSELING COORDINATOR**
  - Austin Dodd — dodda@myips.org
  - *Areas of Assistance*: Graduation requirements, course scheduling, and course catalog updates

- **K-8 SCHOOL CHOICE COORDINATOR**
  - Matthew Thompson — thompsonm@myips.org
  - *Areas of Assistance*: School choice support, middle school course planning, and early high school courses

SHORTRIDGE HIGH SCHOOL CONTACTS

- **PRINCIPAL**
  - Dennis Thomas

- **ASSISTANT PRINCIPALS**
  - Andrea Salmon — salmona@myips.org

- **IB COORDINATOR**
  - Jessica Carlson — carlsonjr@myips.org

- **SCHOOL COUNSELORS**
  - 9th Grade - Natalie Nelson — nelsonnatalie@myips.org
  - 10th Grade - Chelsea English — englishc@myips.org
  - 11th Grade - Carolyn Claude — claudec@myips.org
  - 12th Grade - Andrea Harris — harria@myips.org
The Indiana State Board of Education has implemented new Graduation Pathways for Indiana high school students. While the pathways are optional for students graduating in 2019 through 2022, they are a requirement for those graduating in 2023 and beyond.

These pathways are designed to allow students to obtain an awareness of individual career interests and options, and to achieve strong academic, technical and employability skills. The goal is for all students to be successfully enrolled in a college or university, enlisted in the military or employed at a livable wage upon graduation.

**Graduation Requirements: Current vs. The Future**

In addition to achieving the necessary academic credits, students will also need to complete the following, depending on the year they will graduate:

**Class of 2019 to 2022**
- Pass the State Assessment (ISEP) exam. (Students who do not pass must retake the exam until it is passed.)
- AND/OR
- Complete the Graduation Pathways.

**Class of 2023 and Beyond**
- Complete the Graduation Pathways.

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**Breaking Down The Graduation Pathways**

Students must meet one of the options under each of the following three requirements:

1. **Diploma Designation**
   - General
   - Core 40
   - Technical Honors
   - International Baccalaureate

2. **Employability Skills**
   - Project-Based Learning
   - Service-Based Learning
   - Work-Based Learning

3. **Post-Secondary Readiness**
   - Academic/Technical Honors Diploma
   - State- and Industry-Recognized Credential
   - Career-Technical Education Concentrator
   - Federally Recognized Apprenticeship
   - Locally Created Pathway

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**Questions About Graduation Pathways?**

For more information on the new statewide graduation requirements, contact your school counselor.
# General Diploma Requirements*

<table>
<thead>
<tr>
<th>Course and Credit Requirements (Class of 2016 &amp; Beyond)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong> 8 credits</td>
</tr>
<tr>
<td>- Credits must include literature, composition and speech</td>
</tr>
<tr>
<td><strong>Mathematics</strong> 4 credits (in grades 9-12)</td>
</tr>
<tr>
<td>- 2 credits: Algebra I or Integrated Mathematics I</td>
</tr>
<tr>
<td>- 2 credits: Any math course</td>
</tr>
<tr>
<td><em>General diploma students are required to earn 2 credits in a Math course or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</em></td>
</tr>
<tr>
<td><strong>Science</strong> 4 credits</td>
</tr>
<tr>
<td>- 2 credits: Biology I</td>
</tr>
<tr>
<td>- 2 credits: Any science course</td>
</tr>
<tr>
<td><em>At least one credit must be from a Physical Science or Earth and Space Science course</em></td>
</tr>
<tr>
<td><strong>Social Studies</strong> 4 credits</td>
</tr>
<tr>
<td>- 2 credits: U.S. History</td>
</tr>
<tr>
<td>- 1 credit: U.S. Government</td>
</tr>
<tr>
<td>- 1 credit: Any social studies course</td>
</tr>
<tr>
<td><strong>Physical Education</strong> 2 credits</td>
</tr>
<tr>
<td><strong>Health and Wellness</strong> 1 credit</td>
</tr>
<tr>
<td><strong>College and Career Pathway Courses</strong> 6 credits</td>
</tr>
<tr>
<td>Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities</td>
</tr>
<tr>
<td><strong>Flex Credit</strong> 5 credits</td>
</tr>
<tr>
<td>- Flex Credits must come from one of the following:</td>
</tr>
<tr>
<td>- Additional elective courses in a College and Career Pathway</td>
</tr>
<tr>
<td>- Courses involving workplace learning such as Cooperative Education or Internship courses</td>
</tr>
<tr>
<td>- High school/college dual credit courses</td>
</tr>
<tr>
<td>- Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts</td>
</tr>
<tr>
<td><strong>Electives</strong> 6 credits</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>40 Total Credits Required</strong></td>
</tr>
<tr>
<td><em>(Updated Dec., 2011)</em></td>
</tr>
</tbody>
</table>

*Formal Core 40 Opt-Out Process Required*
# CORE 40 AND HONORS DIPLOMA REQUIREMENTS

## Course and Credit Requirements

<table>
<thead>
<tr>
<th>English/Language Arts</th>
<th>8 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including a balance of literature, composition, and speech.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>6 credits (in grades 9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 credits: Algebra I</td>
<td></td>
</tr>
<tr>
<td>2 credits: Geometry</td>
<td></td>
</tr>
<tr>
<td>2 credits: Algebra II</td>
<td></td>
</tr>
<tr>
<td>Or complete Integrated Math I, II, and III for 6 credits.</td>
<td></td>
</tr>
<tr>
<td>Students must take a math course or qualifying reasoning course each year in high school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 credits: Biology I</td>
<td></td>
</tr>
<tr>
<td>2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics</td>
<td></td>
</tr>
<tr>
<td>2 credits: any Core 40 science course</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 credits: U.S. History</td>
<td></td>
</tr>
<tr>
<td>1 credit: U.S. Government</td>
<td></td>
</tr>
<tr>
<td>1 credit: Economics</td>
<td></td>
</tr>
<tr>
<td>2 credits: World History/Civilization or Geography/History of the World</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Directed Electives</th>
<th>5 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Languages</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>2 credits</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Health and Wellness</th>
<th>1 credit</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Electives*</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(College and Career Pathways course recommended)</td>
<td></td>
</tr>
</tbody>
</table>

| 40 Total State Credits Required |

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### Core 40 with Academic Honors (minimum 47 credits)

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcripted college credits from the approved dual credit 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 composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.**
  - E. Earn an ACT composite score of 26 or higher and complete written section.
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

### Core 40 with Technical Honors (minimum 47 credits)

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

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. Pathway designated industry-based certification or credential, or
  2. Pathway dual credits from the approved dual credit list resulting in 6 transcripted college credits.
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following.
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, 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.

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

**SAT scores updated September, 2017

***WorkKeys assessment titles updated, 2018
**Indiana Certificate of Completion**

**Course of Study**

Effective with the students who enter high school in 2018-19 school year (Class of 2022)

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student’s Individual Education Plan (IEP).

<table>
<thead>
<tr>
<th>Minimum total 40 credits/applied units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned and special education courses in which non-credit applied units are earned.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
</tr>
<tr>
<td>Including a balance of literature, composition, vocabulary, speech/communication</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. Student must take a math or applied math course each year in high school.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>Including a balance of physical, earth/nature, life, engineering and technology</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td>Including a balance of history, civics and government, geography, economics</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
</tr>
<tr>
<td><strong>Health &amp; Wellness</strong></td>
</tr>
<tr>
<td><strong>Employability</strong></td>
</tr>
<tr>
<td>Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, introduction to post-secondary options</td>
</tr>
<tr>
<td>Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self-advocacy</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
</tr>
</tbody>
</table>

**Certificate of Completion Transition Portfolio**

Students earning a certificate of completion fulfill at least one of the following (aligned with transition goals):

1. **Career Credential**: Complete an industry-recognized certification, one-year certificate or state-approved alternative
2. **Career Experience**: Complete project- or work-based learning experience or part time employment
3. **Work Ethic Certificate**: Earn a Work Ethic Certificate (criteria to be locally determined)
4. **Other Work Related Activities**: As determined by the case conference committee

**Assumptions:**

1) High Expectations for all students is a shared responsibility.
2) General Education courses are accessed whenever appropriate to fulfill the Certificate of Completion course of study.
3) Students’ IEP goals are aligned with grade level standards/content connectors that drive curriculum and instruction.
4) Communication skills, reading skills, and problem solving skills are integrated into all courses.
5) Courses can be repeated with new goals if appropriate; more than four years may be needed for completion.
6) All courses are driven by the Transition IEP and individual goals of each student.

*Draft created on 4.27.16; revised 5.18.16; 5.23.16; 5.25.16; 3.31.17; 4.19.17; 4.26.17; 5.16.17; 7.28.17*
*The Case Conference Committee (CCC) should make the decision as to whether a student with a disability will earn a diploma or a certificate of completion (COC), and if a diploma, the type of diploma the student will earn.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits/Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ingles</strong></td>
<td>8 créditos/unidades aplicadas</td>
</tr>
<tr>
<td>Incluye un balance de literatura, composición, vocabulario, habla/comunicación</td>
<td></td>
</tr>
<tr>
<td><strong>Matemáticas</strong></td>
<td>4 créditos/unidades aplicadas</td>
</tr>
<tr>
<td>Incluye un balance de sentido numérico, expresiones, computación, análisis de datos, estadísticas, probabilidad, ecuación e desigualdad y finanzas personales. Estudiantes deberán tomar un curso matemático o de matemática aplicada cada año en la escuela preparatoria.</td>
<td></td>
</tr>
<tr>
<td><strong>Ciencias</strong></td>
<td>4 créditos/unidades aplicadas</td>
</tr>
<tr>
<td>Incluye un balance de física, tierra/naturaleza, vida, ingeniería y tecnología.</td>
<td></td>
</tr>
<tr>
<td><strong>Estudios Sociales</strong></td>
<td>4 créditos/unidades aplicadas</td>
</tr>
<tr>
<td>Incluye un balance de historia, cívica y gobierno, geografía, economía</td>
<td></td>
</tr>
<tr>
<td><strong>Educación Física</strong></td>
<td>2 créditos/unidades aplicadas</td>
</tr>
<tr>
<td><strong>Salud y Bienestar</strong></td>
<td>1 crédito/unidades aplicadas</td>
</tr>
<tr>
<td><strong>Empleo</strong></td>
<td>10 créditos/unidades aplicadas</td>
</tr>
<tr>
<td>Exploración de empleo, experiencias de aprendizaje basadas en el trabajo o en proyectos, habilidades de empleabilidad (mentalidades, autogestión, estrategias de aprendizaje, sociales, lugar de trabajo), creación de portafolios, introducción a opciones post-secundarias.</td>
<td></td>
</tr>
<tr>
<td>Investigación sobre oportunidades de inscripción en programas post secundarios, entrenamiento de preparación para el trabajo para desarrollar la empleabilidad y habilidades de vida independiente e instrucción en autodefensa.</td>
<td></td>
</tr>
<tr>
<td><strong>Electivos</strong></td>
<td>7 créditos/unidades aplicadas</td>
</tr>
</tbody>
</table>

**Certificado de Finalización de transición Portfolio**

Los estudiantes que obtengan un certificado de finalización cumplen al menos uno de los siguientes (alineados con los objetivos de la transición):

1. **Credenciales de Carrera**: Complete la certificación reconocida por la industria, un certificado de un año o una alternativa aprobada por el estado.
2. **Experiencia profesional**: Experiencia de aprendizaje completa o de trabajo a tiempo parcial en proyectos o trabajos.
3. **Certificado de ética de trabajo**: Obtener un Certificado de Ética de Trabajo (criterios a determinar localmente).
4. **Otras actividades relacionadas con el trabajo**: determinado por el caso de Comité de Conferencia.

**Suposiciones:**

1. Altas expectativas para todos los estudiantes es una responsabilidad compartida.
2. Se accede a los cursos de Educación General siempre que sea apropiado para cumplir con el certificado de finalización del curso de estudio.
3. Los objetivos de IEP de los estudiantes están alineados con estándares de nivel de grado/conectores de contenido que conducen al currículo y la instrucción.
4. Habilidades de comunicación, habilidades de para solucionar de problemas se integran en todos los cursos.
5. los cursos se pueden repetir con nuevas metas si procede; más de cuatro años pueden ser necesarios para la terminación.
6. todos los cursos son conducidos por el IEP de la transición y los objetivos individuales de cada estudiante.

*Draft created on 4.27.16; revised 5.18.16, 5.23.16, 5.25.16, 6.31.17, 7.4.19, 7.26.17, 5.16.17, 7.28.17*
EARLY GRADUATION REQUIREMENTS
The state of Indiana makes a provision for a student to earn a high school diploma in seven semesters instead of eight, assuming the following steps have been taken:
- The student has met all graduation requirements,
- The student has been accepted and enrolled into a post-secondary educational institution, or
- The student has an enlistment contract with an educational component into a branch of the U.S. Armed Forces.

Such requests shall be initiated by the student at the beginning of their seventh semester, approved in writing by the parent/guardian, and presented to the school counselor and the principal. Students meeting the seven semester graduation requirement may participate in commencement exercises. It is the decision of the principal to approve or deny this request.

GRADING SCALE — WEIGHTED GRADES
The establishment of the weighted grading policy for Grades 9–12 assures that students are encouraged and rewarded for taking higher-level courses. The following grade scale will be used.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Value to Grade</th>
<th>AP/IB/DC Courses</th>
<th>Honors Courses</th>
<th>Regular Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>5.0</td>
<td>4.5</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>4.67</td>
<td>4.17</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>4.33</td>
<td>3.83</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>4.0</td>
<td>3.5</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>3.67</td>
<td>3.17</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>3.33</td>
<td>2.83</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>3.0</td>
<td>2.5</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>2.67</td>
<td>2.17</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>2.33</td>
<td>1.83</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>2.0</td>
<td>1.5</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>50-59</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>IB Grade</th>
<th>Letter Grade</th>
<th>AP/IB/DC Courses</th>
<th>Honors Courses</th>
<th>Regular Courses</th>
</tr>
</thead>
<tbody>
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LATIN HONORS SYSTEM
During the 2018–19 school year, IPS transitioned from valedictorian/salutatorian to academic honors to recognize our graduating seniors. Honors will be awarded based on a students’ 7th semester, weighted grade point average (GPA). The following scale will be used to award honors.

4.00 and above: Summa Cum Laude (Highest Honors)
3.75-3.99: Magna Cum Laude (High Honors)
3.50-3.74: Cum Laude (Honors)

POLICY FOR CHANGING A STUDENT’S PLACEMENT WITHIN A SEMESTER
A student is permitted to withdraw or change to an Honors class or to a regular course of the same topic if the following requirements are met:
- The student, parent/guardian, and teacher must be in agreement that the removal/change is in the best interest of the student.
- The request must meet administrative approval.
- The school counselor is capable of finding the desired course that is in alignment with the student’s schedule.
- The student will transfer into the new course with the current grade achieved in the previous class.
RETAKING A CLASS/Academic Renewal Policy

Failed Courses: If a student fails a course that is required for graduation, it should be repeated within the two semesters following the failed semester. Failed courses may be retaken in several different ways. Interested students should speak with their counselors to determine which option fits their needs. In order to ensure accurate course selection, all options require counselor approval prior to enrollment.

High School Credits Taken Prior to 9th Grade: Middle school students who earn a C- or below in courses identified in School Board Policy 5461 are expected to repeat the course in high school. The course will not be entered on the high school transcript, but will be counted as a middle school report card grade.

Repeating a Course Already Passed With a C- or Below: A student may repeat a course in which he or she previously earned a grade of C- or below in order to improve GPA and qualify for an Honors Diploma.

The following conditions apply to retaking a course already passed with a C- or below:
1. The highest grade will appear on the transcript and all other attempts will be replaced with an “R” (replaced) and have the point credit values removed from the official transcript. The highest grade earned in the course will count toward the cumulative GPA and class rank.
2. If the student receives the same grade, the first grade becomes an “R” and is not factored into the GPA or rank.

ONLINE LEARNING INFORMATION

Students who attend any IPS School that offers online learning can take advantage of several online learning opportunities. Students must be enrolled in an IPS school to take advantage of this option.

The Department of Online Learning allows students to work at their own pace during the semester. This enables students to work ahead for credits, earn credits for classes they do not have room in their schedule for, or accelerate their learning.

Student participation is monitored by the Online Learning coordinator and Online Learning teachers in addition to the on-campus faculty of lab specialists and counselors. Support is provided both via the online system and in computer labs on the four high school campuses to ensure student success in online learning.

Online courses are most successful for responsible students who take pride in advancing their education and progressing their work on schedule. Students who wish to take online courses must first schedule a meeting with their counselor to review their academic profile. Together, the counselor, student and parent will make the online enrollment decision.

HIGH SCHOOL CREDITS EARNED IN MIDDLE SCHOOL

Middle school students who have taken high school courses in their middle schools and received a C or better will earn high school credits for these successfully completed courses. These grades and credits from middle schools will be posted and begin the student’s IPS official high school transcript. These grades will be used to calculate high school GPA and class rank.

Any grade lower than a “C” for high school courses taken prior to Grade 9 will appear on the student’s report card, but will not be transcribed on the student’s official high school transcript.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program (AP) gives students an opportunity to take college-level courses and exams while they are still in high school. Students will automatically receive high school credit for successfully completing the course, but they must receive a score of 3 or above on the AP exam to earn the college credit.

DUAL-CREDIT OPPORTUNITIES

A Dual-Credit course allows students to earn both college credit hours and high school credit for successfully completing just one course. Indianapolis Public Schools has partnerships with several state colleges and universities that offer Dual-Credit courses. The college credit hours awarded through Dual Credit are earned through completion of the course. Some colleges require certain grade point averages, placement test scores, grade levels, and/or fees which, if any, are significantly reduced from the university’s on-campus costs.

All students who receive Free or Reduced Lunch are waived from paying any state university Dual Credit fees. In addition, students who might need some financial assistance may apply for scholarships through the university or college. Indianapolis Public Schools has Dual Credit agreements with the following universities: IUPUI, Ivy Tech Community College, and Vincennes University. All Dual
Credits from courses on the Core Transfer Library list are accepted at any Indiana state college or university and many private colleges. A complete list of Dual Credit courses in the Core Transfer Library can be found on the Indiana Department of Education’s website. Dual Credits include both academic courses and career academic courses.
NCAA ELIGIBILITY REQUIREMENTS

COLLEGE-BOUND STUDENT ATHLETES

To play sports as a freshman in NCAA Divisions I and II, students must meet specific standards. Students must graduate from high school and make at least the minimum required grade-point average in 16 core academic classes for Division I and Division II.

NCAA Division I Core Academic Course Requirements

- 4 years English
- 3 years mathematics (Algebra I or higher)
- 2 years social science
- 2 years natural or physical science (including one lab course, if offered by the high school)
- 1 year of an additional course in English, mathematics, or natural or physical science
- 4 additional years of academic courses in any of the above areas, or in world language, philosophy, or non-comparative religion

NCAA Division II Core Academic Course Requirements

- 3 years English
- 2 years mathematics (Algebra I or higher)
- 2 years natural or physical science (including one lab if offered by high school)
- 2 years social science
- 3 years of additional English, mathematics, or natural/physical science
- 4 years of additional courses (from any area above, world language, or comparative religion/philosophy)

GPA Requirements

The GPA requirement for Division I is a 2.3 minimum for the 16 core courses (not the overall GPA). The GPA requirement for Division II is a 2.2 minimum for the 16 core courses (not the overall GPA). Students should work with their high school counselor and coach to make certain their class schedule is on track to meet the NCAA guidelines.

NCAA ELIGIBILITY CENTER CERTIFICATION

If the student intends to participate in Division I or II athletics as a freshman, then he/she must register and be certified by the NCAA Eligibility Center.

FEE WAIVERS

Students may be eligible for a fee waiver if they meet the income eligibility requirement. Please see your school counselor for details.

TEST SCORE REQUIREMENTS

Division I and II students must must achieve the minimum required SAT score or ACT score before his/her first full-time college enrollment in order to qualify. Minimum required test scores are based on the student’s core courses GPA.

ADDITIONAL INFORMATION

Athletic information included is provided as a resource. Specific questions or clarifications of athletic information and/or eligibility should be addressed to the school’s athletic director. For more information regarding the rules, please go to www.NCAA.org. Click on “Academics and Athletes” then “Eligibility and Recruiting.” Or visit the NCAA Eligibility Center website at www.eligibilitycenter.org.
KEY TERMS AND DEFINITIONS

ACADEMIES
A group of educational, future-ready pathways are built around a specific academic or career theme to create an academy.

ADVANCED PLACEMENT (AP)
AP gives students the chance to tackle college-level work while they’re still in high school. Through taking AP exams, students have the potential to earn college credit and placement.

APPRENTICESHIP
Apprenticeship programs for youth between the ages of 16—24 combine academic and technical classroom instruction with work experience through an apprenticeship program. It provides the foundation for youth to choose among multiple pathways — to enroll in college, begin full-time employment, or a combination. These programs are also designed to prepare students to enter and succeed in a Registered Apprenticeship Program (RAP).

CAPSTONE
Students usually take capstone courses during the final year in school. The capstone experience provides the opportunity for every student to practice skills that will serve them well in college and at work: critical thinking, creative problem solving, communication skills, and collaboration.

CAREER AND TECHNICAL EDUCATION (CTE)
Pathways that focus on students learning the academic, technical and employability skills within a specific career discipline. Opportunities to earn dual-credit, industry recognized certifications and work-based learning experiences are embedded within the curriculum.

DUAL CREDIT (DC)
Dual-credit classes are courses taken by high school students that can satisfy requirements for earning both a high school diploma and college credits. Dual-credit courses can be taken at a high school or at a college campus and are taught by credentialed high school faculty or college faculty.

EARLY COLLEGE
Early college pathways provide students opportunities to earn college credit while in high school, removing the academic, financial and psychological barriers that prevent too many students from advancing to and succeeding in college. Students receive enhanced support to help them excel both academically and personally. Additionally, Students and families also benefit from reduced or free tuition costs.

INTERNATIONAL BACCALAUREATE (IB)
The International Baccalaureate (IB) is a global leader in international education — developing inquiring, knowledgeable, confident and caring young people. The programmes empower school-aged students to take ownership in their own learning and help them develop future-ready skills to make a difference and thrive in a world that changes fast.

NEXT LEVEL PROGRAMS OF STUDY (NLPS)
Next Level Programs of Study are new career and technical education courses for the 2022-2023 school year. This initiative, called Next Level Programs of Study (NLPS), will improve the consistency, quality and intentionality of Career and Technical Education (CTE) instruction across Indiana.

PATHWAYS
Specific courses and intentional course sequence, academic programs, and associated learning experiences that individual students complete as they progress in their education toward a career. Pathways extend into post-secondary opportunities where learning can continue, grow and expand. Prepares students to meet Indiana Graduation Pathways requirements.

SERVICE BASED LEARNING (SBL)
Service-based learning is a teaching and learning methodology which fosters civic responsibility and applies classroom learning through meaningful service to the community. The strongest service-learning experiences occur when the service is meaningfully immersed in ongoing learning and is a natural part of the curriculum that extends into the community.

STATE EARN AND LEARN (SEAL)
Indiana’s State Earn and Learn (SEAL) programs are certified through the Office of Work-Based Learning and Apprenticeship. They are structured but flexible programs that include an education component and on-the-job training component. SEALs focus on employer needs, with sustainable partnerships and embedded industry certifications.

WORK-BASED LEARNING (WBL)
Work-Based Learning is a framework of various pathways, or solutions, which include practical experiences to help students gain an understanding of an occupation with on-the-job learning. It ranges from career awareness to career training.
1056 AP ENGLISH LANGUAGE AND COMPOSITION

AP English Language and Composition 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 course 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. There is no prescribed sequence of study.

- Recommended Grade: 11, 12 (College Board does not designate when this course should be offered).
- Required Prerequisites: none
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation
- Students should be able to read and comprehend college-level texts and apply the conventions of standard written English in their writing.
- Credits: 2 semester course, 1 credit per semester. Max 2 credits
- Fulfills an English/language arts requirement for grades 11 or 12 for all diplomas
ENGLISH/LANGUAGE ARTS

COURSES OFFERED:

- English 9 (1002)
- English as a New Language (1012)
- Student Media (1086)
- Dramatic Literature (1028)
- Biographies (1024)
- Debate (1070)
- Speech (1076)
- Composition (1090)
- Creative Writing (1092)

1002 ENGLISH 9
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.

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

1012 ENGLISH AS A NEW LANGUAGE
English as a New Language, an integrated English course based on the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for English learners (ELs) so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that 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.

Recommended Grade: Recommended Grade: 9, 10, 11, and 12. The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.

- Required Prerequisites: none
- Recommended Prerequisites: English proficiency placement test results
- English/Language Arts credit (1012): If ENL course work addresses Indiana’s Academic Standards for English/Language Arts and is based on general ELA curriculum and student’s Individualized Learning Plan, up to 8 credits accrued can be counted as the required English/Language Arts credits for all diplomas.
- Fulfills an English Language Arts requirement for all diplomas
- World Language credit (2188): If ENL course work addresses Indiana’s Academic Standards for World Languages and is taken concurrently with another
- English/Language Arts course, up to 8 credits accrued may count as World Language credits for all diplomas

1086 STUDENT MEDIA
Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of Journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers, yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Journalism, Digital Media, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level or in different media types where defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.
- NOTE: This is the designated School Media course, including newspaper and yearbook.
**1028 DRAMATIC LITERATURE**

Dramatic Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of plays and literary art as different from other literary genres. Students view live, televised, or filmed productions and stage scenes from plays or scripts. Students examine tragedies, comedies, melodramas, musicals or operas created by important playwrights and screenwriters representing the literary movements in dramatic literature. Students analyze how live performance alters interpretation from text and how developments in acting and production have altered the way we interpret plays or scripts. Students analyze the relationship between the development of dramatic literature as entertainment and as a reflection of or influence on the culture. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

- **Recommended Grade:** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** English 9, English 10, or teacher recommendation
- **Credits:** 1 or 2 semester course, 1 credit per semester
- **Fulfills an English/Language Arts requirement for all diplomas**

**1024 BIOGRAPHIES**

Biographies, a course based on the Indiana Academic Standards for English/Language Arts, is a study of outstanding examples of biographical literature from various historical eras, cultures, and authors (both men and women). Students examine autobiographies, legendary narratives of historical figures, and hagiographies (venerated persons). Students analyze works written for different purposes, such as moralistic, inspirational, entertainment, and cautionary. Students analyze the assumptions of the author and the relationship between the author and the subject of the biography in order to determine reliability and validity of the work. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

- **Recommended Grade:** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** English 9, English 10, or teacher recommendation
- **Credits:** 1 semester course, 1 credit per semester
- **Fulfills an English/Language Arts requirement for all diplomas**

**1070 DEBATE**

Debate, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking).

- **Recommended Grade:** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** Speech or teacher recommendation
- **Credits:** 1 or 2 semester course, 1 credit per semester. The nature of this course allows for the second semester of instruction at an advanced level.
- **1 credit fulfills an English/Language Arts requirement for all diplomas, additional credits fulfill elective credit for all diplomas**

**1076 SPEECH**

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

- **Recommended Grade:** 9, 10, 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:** 1 semester course, 1 credit per semester
- **Fulfills an English/Language Arts requirement for all diplomas**

**1090 COMPOSITION**

Composition, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of
compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

- **Recommended Grade:** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** English 9, English 10, or teacher recommendation
- **Credits:** 1 or 2 semester course, 1 credit per semester
- **Fulfills an English/Language Arts requirement for all diplomas**

### 1092 CREATIVE WRITING

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. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

- **Recommended Grade:** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** English 9, English 10, or teacher recommendation
- **Credits:** 1 semester course, 1 credit per semester
- **Fulfills an English/Language Arts requirement for all diplomas**
# FINE ARTS

## COURSES OFFERED:

- **Dance Choreography: Ballet, Modern, Jazz, or Ethnic-Folk (L)**
- **Dance Performance: Ballet, Modern, Jazz, or Ethnic-Folk (L) (4146)**
- **Beginning Chorus (L) (4182)**
- **Intermediate Chorus (L) (4186)**
- **Advanced Chorus (L) (4188)**
- **Choral Chamber Ensemble (L) (4180)**
- **Beginning Concert Band (L) (4160)**
- **Intermediate Concert Band (L) (4168)**
- **Advanced Concert Band (L) (4170)**
- **Beginning Orchestra (L) (4166)**
- **Intermediate Orchestra (L) (4172)**
- **Advanced Orchestra (L) (4174)**
- **Instrumental Ensemble (L) (4162)**
- **Piano and Electronic Keyboard (L) (4204)**
- **Theatre Arts (L) (4242)**
- **Advanced Theatre Arts (L) (4240)**
- **Theatre Production (4248)**
- **Drawing (L) (4060)**
- **Fine Arts Connections (4026)**
- **Introduction to Two-Dimensional Art (L) (4000)**
- **Advanced Two-Dimensional Art (L) (4004)**
- **Introduction to Three-Dimensional Art (L) (4002)**
- **Advanced Three-Dimensional Art (L) (4006)**
- **Painting (L) (4064)**

### 4142 DANCE CHOREOGRAPHY: BALLET, MODERN, JAZZ, OR ETHNIC-FOLK (L)

Dance Choreography is based on the Indiana Academic Standards for Dance. Learning activities in choreography are sequential and systematic and allow students to exhibit self-expression. A wide variety of materials and experiences are used in order to provide students with the knowledge, skills, and appreciation of the multi-styled and multicultural dance expressions. Choreographic activities provide students opportunities to participate in roles as a soloist, a choreographer or leader, and in a subject role. Students also explore a wide variety of choreographic philosophies as well as administrative and media skills necessary for the promotion and documentation of works to be performed. Students experience and learn to use appropriate terminology to describe, analyze, interpret, and critique dance compositions by professional individuals or companies.

- **Recommended Grade:** 9, 10, 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:** 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided defined proficiencies and content standards are utilized.
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**
- **A non-licensed dance instructor may be contracted to provide instruction with a licensed Fine Arts teacher serving as the teacher of record**

### 4146 DANCE PERFORMANCE: BALLET, MODERN, JAZZ, OR ETHNIC-FOLK (L)

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

- **Recommended Grade:** 9, 10, 11,12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:** 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided defined proficiencies and content standards are utilized.
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**
- **A non-licensed dance instructor may be contracted to provide instruction with a licensed Fine Arts teacher serving as the teacher of record**
4182 BEGINNING CHORUS (L)
Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer’s intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.
- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4186 INTERMEDIATE CHORUS (L)
Intermediate Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer’s intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.
- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Beginning Chorus
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4188 ADVANCED CHORUS (L)
Advanced Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer’s intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.
- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Beginning and Intermediate Chorus
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4180 CHORAL CHAMBER ENSEMBLE (L)
Choral Chamber Ensemble is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a
specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer’s intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

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

### 4160 BEGINNING CONCERT BAND (L)
Beginning Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer’s intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

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

### 4168 INTERMEDIATE CONCERT BAND (L)
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.

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

### 4170 ADVANCED CONCERT BAND (L)
Advanced Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer’s intent in performance of music. Time outside of the school day may be scheduled for
rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

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

### 4166 BEGINNING ORCHESTRA (L)

Beginning Orchestra is based on the Indiana Academic Standards for High School Instrumental Music. Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer’s intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

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

### 4172 INTERMEDIATE ORCHESTRA (L)

Intermediate Orchestra is based on the Indiana Academic Standards for High School Instrumental Music. Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer’s intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

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

### 4174 ADVANCED ORCHESTRA (L)

Advanced Orchestra is based on the Indiana Academic Standards for High School Instrumental Music. Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer’s intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.
of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

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

### 4162 INSTRUMENTAL ENSEMBLE (L)

Instrumental Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber ensemble and solo literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer’s intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

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

### 4204 PIANO AND ELECTRONIC KEYBOARD (L)

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

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

### 4242 THEATRE ARTS (L)

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

- **Recommended Grade:** 9, 10, 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:** 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**
4240 ADVANCED THEATRE ARTS (L)
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.

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

4248 THEATRE PRODUCTION
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, including set, lighting, sound and costumes; rehearse and perform roles in 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.

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

4060 DRAWING (L)
Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

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

4026 FINE ARTS CONNECTIONS
Fine Arts Connections is a course based on the Indiana Academic Standards for Visual Art, Music, Theatre, and Dance. In this course, students make connections among experiences in the four arts disciplines and integrate them in studies of all academic disciplines. They create works encompassing multiple disciplines, literacies, and sign systems, reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about works and the nature of the arts. They
incorporate presentational skills and utilize the resources of the arts community, identifying related careers.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Two or more credits in visual art, music, theatre, or dance.
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

### 4000 INTRODUCTION TO TWO-DIMENSIONAL ART (L)
Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

### 4004 ADVANCED TWO-DIMENSIONAL ART (L)
Advanced Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

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

### 4002 INTRODUCTION TO THREE-DIMENSIONAL ART (L)
Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

### 4006 ADVANCED THREE-DIMENSIONAL ART (L)
Advanced Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

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

**4064 PAINTING (L)**

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

- **Recommended Grade:** 10, 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** Introduction to Two-Dimensional Art (L)
- **Credits:** 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**
- **Laboratory course**
HEALTH AND WELLNESS/PHYSICAL EDUCATION

COURSES OFFERED:

- Health & Wellness Education (3506)
- Physical Education I (L) (3542)
- Physical Education II (L) (3544)
- Elective Physical Education (3560)

3506 HEALTH AND WELLNESS EDUCATION

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 High School Course Titles and Descriptions 2022-2023 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.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: 8th grade health education
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills the Health and Wellness requirement for all diploma types

3542 PHYSICAL EDUCATION I (L)

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which 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.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Grade 8 Physical Education
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills part of the Physical Education requirement for all diplomas
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

3544 PHYSICAL EDUCATION II (L)

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which 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.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Physical Education I
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
• Fulfills part of the Physical Education requirement for all diplomas
• Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
• Adapted physical education must be offered, as needed, in the least-restricted environment and must be based upon an individual assessment.
• As a designated laboratory course, 25% of course time must be spent in activity.

3560 ELECTIVE PHYSICAL EDUCATION (L)
Elective Physical Education, a course based on selected standards from Indiana’s Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

• Recommended Grade: 10, 11, 12
• Required Prerequisites: none
• Recommended Prerequisites: Physical Education I and II
• Credits: 1 credit per semester, maximum of 8 credits
• Counts as an elective requirement for all diplomas
• The nature of this course allows for successive semesters of instruction provided defined proficiencies and content standards are utilized.
• Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
MATHEMATICS

COURSES OFFERED:

- Algebra I (2520)
- Algebra II (2522)
- Geometry (2532)
- Pre-Calculus: Algebra (2564)
- Pre-Calculus: Trigonometry (2566)

2520 ALGEBRA I

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of six strands: Number Systems 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.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas
- Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas
- Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

2522 ALGEBRA II

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving High School Course Titles and Descriptions 2022-2023 137 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: Data Analysis, Statistics, and Probability; Arithmetic and Structure of Expressions; Functions; Systems of Equations and Inequalities; Quadratic Equations and Functions; Exponential and Logarithmic Equations and Functions; and Polynomial, Rational, and Other Equations and 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.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra I
- 2 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas
- Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas

2532 GEOMETRY

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.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra I
- 2 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma
2564 PRE-CALCULUS: ALGEBRA
Pre-Calculus: Algebra extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus: Algebra is made up of five strands: Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Functions; Sequences and Series; and Conics. 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.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II and Geometry or Integrated Mathematics III
- 1 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas

2566 PRE-CALCULUS: TRIGONOMETRY
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 six strands: Unit Circle; Triangles; Periodic Functions; Identities; Polar Coordinates and Complex Numbers; and Vectors. Students will 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.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II and Geometry or Integrated Mathematics III
- 1 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas
MULTI-DISCIPLINARY

COURSES OFFERED:

- Basic Skills Development (0500)
- Career Information and Exploration (0522)
- Junior Reserve Officer Training Corps (0516)
- Jobs for America’s Graduates (JAG) (0509)

0500 BASIC SKILLS DEVELOPMENT
Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana’s standards, individual school corporation general curriculum plans, and the student’s Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 credit per semester up to 8 semesters, 8 credits maximum
- Counts as an elective for all diplomas

0522 CAREER INFORMATION AND EXPLORATION
Career Information and Exploration provides students with opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students.

- Recommended Grade: 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: Preparing for College and Careers
- Credits: 1 semester course, 1 credit per semester. Max 8 credits
- Counts as a directed elective or elective for all diplomas
- The nature of this course allows for successive semesters of instruction provided progressively advanced proficiencies and content standards are utilized.

0516 JUNIOR RESERVE OFFICER TRAINING CORPS
This course is designed to develop: (1) citizenship and patriotism, (2) self-discipline, (3) physical fitness, (4) reliance and leadership, and (5) the skills used in decision making, communications, and problem-solving. The course content and experiences enable the students to understand the role of the military in support of national objectives and to become familiar with basic military knowledge, gender equity issues, benefits, and requirements. Topics to be included in the course are: (1) military history, (2) ROTC in the military, (3) substance abuse, (4) map reading, (5) marksmanship and firearm safety, (6) military drill, (7) field activities, (8) reserve components, and (9) first aid and hygiene. Opportunities are provided to explore the qualities and traits of courage, self-sacrifice, and integrity. Junior Reserve Officer Training Corps programs must be approved by and meet the requirements of the appropriate military organization.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, up to 8 semesters, 8 credits maximum
- Counts as an elective for all diplomas

0509 JOBS FOR AMERICA’S GRADUATES
Jobs for America’s Graduates (JAG) is a state-based, national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. JAG’s mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities or to enroll in a postsecondary institution that leads to a rewarding career. JAG students receive adult mentoring while in school and one year of follow-up counseling after graduation. The JAG program is funded through grants provided by the Indiana Department of Workforce Development.

- Recommended Grade: 11, 12
- Required Prerequisites: none
• Recommended Prerequisites: none
• Credits: 2 semester course, 1 credits per semester, 4 credits maximum
• Counts as an elective for all diplomas
SCIENCE

COURSES OFFERED:

- Anatomy and Physiology (5276)
- Biology I (L) (3024)
- Chemistry I (L) (3064)
- Integrated Chemistry-Physics (L) (3108)
- Physics I (L) (3084)

5276 ANATOMY AND PHYSIOLOGY
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.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Biology
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Fulfills a science course requirement for all diplomas

3024 BIOLOGY I (L)
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 the Science and Engineering Practices (SEPS) and crosscutting concepts.

- Recommended Grade: 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills the Biology requirement for all diplomas

3064 CHEMISTRY I (L)
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, the Science and Engineering Practices (SEPS) and cross-cutting concepts.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II (can be taken concurrently)
- Credits: 2 semester course, 1 credit per semester
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a quantitative reasoning course

3108 INTEGRATED CHEMISTRY-PHYSICS (L)
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 using the Science and Engineering Practices (SEPS) and cross-cutting concepts.

- Recommended Grade: 9
- Required Prerequisites: none
- Recommended Prerequisites: Algebra I (may be taken concurrently with this course)
3084 PHYSICS I (L)
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 using the Science and Engineering Practices (SEPS) and cross-cutting concepts.

- Recommended Grade: 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: Algebra I or Algebra II
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a Quantitative Reasoning course
SOCIAL STUDIES

COURSES OFFERED:

- Current Problems, Issues, and Events (1512)
- Economics (1514)
- Ethnic Studies (1516)
- United States Government (1540)
- United States History (1542)
- World History and Civilization (1548)

1512 CURRENT PROBLEMS, ISSUES, AND EVENTS

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

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. Course may be repeated for credit if the content of the course changes.
- Counts as an elective for all diplomas
- Fulfills social studies requirement for General Diploma.

1514 ECONOMICS

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Fulfills a Social Studies requirement for the General Diploma only
- Qualifies as a quantitative reasoning course

1516 ETHNIC STUDIES

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

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit
- Counts as an elective for all diplomas
- Must be offered at least once per school year

1540 UNITED STATES GOVERNMENT

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Fulfills Government requirement for all diplomas
- Students are required to take the naturalization test for citizenship per SEA 132 (New 2019- 2020).
- SEA 398 (Spring 2020) states that schools will be required to issue the naturalization test, report results, and post test data results starting in November 2022.

1542 UNITED STATES HISTORY

United States History is a two semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills the US History requirement for all diplomas

1548 WORLD HISTORY AND CIVILIZATION

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

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills the Geography History of the World/World History and Civilization graduation requirement for all diplomas
WORLD LANGUAGES

COURSES OFFERED:

- **Chinese II (2002)**
- **Chinese III (2004)**
- **English as a New Language (2188)**
- **Spanish I (2120)**
- **Spanish II (2122)**
- **Spanish III (2124)**
- **Spanish IV (2126)**

**2000 CHINESE I**
Chinese I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Chinese language learning, and to various aspects of Chinese-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing characters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Chinese-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom.

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

**2002 CHINESE II**
Chinese II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Chinese language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Chinese-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom.

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

**2004 CHINESE III**
Chinese III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Chinese language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write simple paragraphs using characters. This course also emphasizes the continued development of reading and listening comprehension skills, such as using radicals, stroke order, and stroke count to guess meaning. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will continue to develop understanding of Chinese-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Chinese language and culture outside of the classroom.
2188 ENGLISH AS A NEW LANGUAGE

English as a New Language, an integrated English course based on the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for English learners (ELs) so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that 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.

- **Recommended Grade:** Recommended Grade Level: 9, 10, 11, and 12. The intent of the ENL course is to move students successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.
- **Required Prerequisites:** none
- **Recommended Prerequisites:** English proficiency placement test results
- **Credit:** World Language credit (2188): If ENL course work addresses Indiana’s Academic Standards for World Languages and is taken concurrently with another English/Language Arts course, up to 8 credits accrued may count as World Language credits for all diplomas.
- **English/Language Arts credit (1012):** If ENL course work addresses Indiana’s Academic Standards for English/Language Arts and is based on general ELA curriculum and student’s Individualized Learning Plan, up to 8 credits accrued can be counted as the required English/Language Arts credits for all diplomas.

2120 SPANISH I

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

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

2122 SPANISH II

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

- **Recommended Grade:** 9, 10, 11, 12
- **Required Prerequisites:** Spanish I
- **Recommended Prerequisites:** none
- **Credits:** 2 semester course, 1 credit per semester
- **Counts as a directed elective or elective for all diplomas
- **Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
2124 SPANISH III
Spanish III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation High School Course Titles and Descriptions 2022-2023 222 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 as the application of understanding Spanish language and culture outside of the classroom.

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

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: Spanish I, II, and III
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
CAREER AND TECHNICAL EDUCATION (CTE) PATHWAY COURSES BY HIGH SCHOOL & ACADEMY
CTE SCHEDULING GUIDANCE FOR SCHOOL COUNSELORS

Please refer to the chart below or the Pathways Progression Chart when scheduling students into Future Ready Pathway courses:

<table>
<thead>
<tr>
<th>Cohort</th>
<th>If….</th>
<th>Then…..</th>
</tr>
</thead>
<tbody>
<tr>
<td>2026</td>
<td>…the student will be a freshman in 2022-23</td>
<td>…they should enroll in Foundational Courses (i.e. PCC) and learn about the NLPS, EC, and/or IB pathway options available at their high school of choice.</td>
</tr>
<tr>
<td>2025</td>
<td>… the student will be a sophomore (in most cases)* in 2022-23</td>
<td>…they should enroll in the new NLPS courses for their CTE pathway, starting with the NLPS Principles course.</td>
</tr>
<tr>
<td>2024</td>
<td>...the student will be a junior in 2022-23 and is currently enrolled in NLPS courses..</td>
<td>...they should continue with their NLPS concentrator course(s) in 2022-23.</td>
</tr>
<tr>
<td></td>
<td>...the student will be a junior in 2022-23 and has NOT started a CTE pathway…</td>
<td>...they should enroll in the new NLPS courses for their CTE pathway, starting with the NLPS Principles course.</td>
</tr>
<tr>
<td></td>
<td>....the student will be a junior in 2022-23 and the student is currently enrolled in a non-NLPS pathway...</td>
<td>...they should continue in the non-NLPS course sequence for CTE pathways for 2022-23.</td>
</tr>
<tr>
<td>2023</td>
<td>...the student will be a senior in 2022-23 and the student is enrolled in a non-NLPS pathway…</td>
<td>...they should continue in the non-NLPS course sequence for CTE pathways for 2022-23.</td>
</tr>
<tr>
<td></td>
<td>....the student will be a senior in 2022-23 and the student is NOT enrolled in a CTE pathway...</td>
<td>...they should consider another Bucket 3 option to meet the graduation pathway requirement in 2022-23.</td>
</tr>
</tbody>
</table>

*Refer to the course catalog pathway pages regarding scheduling for certain pathways, as there are some exceptions per cohort group.

**Special Cases:** For students transferring into the district and/or those with few to none CTE credits, or earned NLPS CTE credits, please reach out to the School Counseling Coordinator for special case determination.
FOUNDATIONAL CTE COURSES

All High Schools

IPS High Schools may offer the following foundational CTE courses for students as they wish, based on staffing and student needs. If a school would like to teach a course not listed below, please contact the Director of Academies and Pathways for assistance.

- **Personal Financial Responsibility (4540)**

  **4540 PERSONAL FINANCIAL RESPONSIBILITY**

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

  - **Recommended Grade(s):** 10, 11, 12
  - **Required Prerequisites:** none
  - **Recommended Prerequisites:** none
  - **Credits:** 1 credit per semester, 1 credit maximum
  - Counts as a directed elective or elective for all diplomas Qualifies as a quantitative reasoning course

- **Preparing for College and Careers (5394)**

  **5394 PREPARING FOR COLLEGE AND CAREERS (required for all entering Freshmen)**

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

  - **Recommended Grade(s):** 9
  - **Required Prerequisites:** none
  - **Recommended Prerequisites:** none
  - **Credits:** 1 to 2 semester course, 1 credit per semester, 2 credits maximum
  - **Only 1 credit may count toward CTE Concentrator Status for Perkins IV Pathways**
  - Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).
  - Counts as a directed elective or elective for all diplomas
SHORTH RIDGE HIGH SCHOOL

IB Diploma Programme (DP) Academy

In order to complete the IB DP Pathway, students must complete six two-year courses and IB Theory of Knowledge.

Pathways Offered:

International Baccalaureate (IB) Diploma Programme

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME (DP)

- IB Biology, Higher Level (3032)
- IB Biology, Standard Level (3034)
- IB Chemistry, Higher Level (3070)
- IB Chemistry, Standard Level (3072)
- IB Dance, Higher Level (4144)
- IB Dance, Standard Level (4148)
- IB Environmental Systems and Societies, Standard Level (3016)
- IB Film, Higher Level (4270)
- IB Film, Standard Level (4272)
- IB Geography, Higher Level (1584)
- IB Geography, Standard Level (1586)
- IB History, Higher Level (1590)
- IB History, Standard Level (1592)
- IB Language A: Language and Literature, Higher Level (1136)
- IB Language A: Language and Literature, Standard Level (1138)
- IB Mathematics: Analysis and Approaches, Standard Level (2588)
- IB Mathematics: Analysis and Approaches, Higher Level (2590)
- IB Mathematics: Applications and Interpretations, Standard Level (2592)
- IB Music, Higher Level (4212)
- IB Music, Standard Level (4214)
- IB Physics, Higher Level (3096)
- IB Physics, Standard Level (3098)
- IB Theater Arts, Higher Level (4262)
- IB Theater Arts, Standard Level (4264)
- IB Theory of Knowledge (0560)
- IB Visual Arts, Higher Level (4090)
- IB Visual Arts, Standard Level (4092)
- IB World Language B, Higher Level (2306)
- IB World Language B, Standard Level (2308)
- IB World Language ab Initio, Standard Level (2310)

3032 IB BIOLOGY, HIGHER LEVEL

IB Biology Higher Level focuses on six core topics: cell biology, molecular biology, genetics, ecology, evolution/biodiversity, and human physiology. It is based on the curriculum published by the International Baccalaureate Organization. Students must complete additional study in eight topics: nucleic acids, metabolism, cell respiration, photosynthesis, genetics and evolution, animal physiology, and plant biology. Optional course topics for students include neurobiology and behavior, biotechnology and bioinformatics, ecology and conservations, and human physiology.

- Recommended Grade: 11, 12
- Required Prerequisites: Biology I and Chemistry I
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Qualifies as a quantitative reasoning course
- The minimum prescribed number of hours is 240

3034 IB BIOLOGY, STANDARD LEVEL

IB Biology Standard Level focuses on six core topics: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. It is based on the curriculum published by the International Baccalaureate Organization. Optional course topics include neurobiology and behavior, biotechnology and bioinformatics, ecology and conservations, and human physiology.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Biology I and Chemistry I
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an elective for all diplomas
3070 IB CHEMISTRY, HIGHER LEVEL
IB Chemistry Higher Level is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. It is based on the curriculum published by the International Baccalaureate Organization. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Students must complete additional study in nine topics: atomic theory, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy. Additional options are modern analytical chemistry and further organic chemistry.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Biology I and Chemistry I
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a Chemistry I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors
- Qualifies as a quantitative reasoning course
- The minimum prescribed number of hours is 240.

3072 IB CHEMISTRY, STANDARD LEVEL
IB Chemistry Standard Level is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. It is based on the curriculum published by the International Baccalaureate Organization. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy. Higher physical organic chemistry is a further option.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Biology I and Chemistry I
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a Chemistry I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors
- Qualifies as a quantitative reasoning course
- The minimum prescribed number of hours is 150.

4144 IB DANCE, HIGHER LEVEL
The IB DP Dance Higher Level course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present, and looking towards the future. Performance, creative, and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers, or those, more broadly, who seek life enrichment through dance.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma
- Counts as a directed elective or elective for all diplomas

4148 IB DANCE, STANDARD LEVEL
The IB DP Dance Standard Level course takes a holistic approach to dance and embraces a variety of dance traditions and dance
cultures—past, present, and looking towards the future. Performance, creative, and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers, or those, more broadly, who seek life enrichment through dance.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an elective or directed elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

3016 IB ENVIRONMENTAL SYSTEMS AND SOCIETIES, STANDARD LEVEL
The IB DP Environmental Systems and Societies Standard Level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students’ attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach strives to be conducive to students evaluating the scientific, ethical, and socio-political aspects of issues.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a science elective for all diplomas
- Counts as an elective for all diplomas

4270 IB FILM, HIGHER LEVEL
The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical, and global perspectives in film. They examine concepts, theories, practices, and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis, and the imaginative synthesis through practical engagement in the art, craft, and study of film.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma
- Counts as a directed elective or elective for all diplomas

4272 IB FILM, STANDARD LEVEL
The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film. They examine concepts, theories, practices and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis through practical engagement in the art, craft and study of film.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma
- Counts as a directed elective or elective for all diplomas
1584 IB GEOGRAPHY, HIGHER LEVEL
The IB Geography Higher Level course is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies, and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The DP geography course integrates both physical and human geography and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints, and ideas.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Social Studies requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors
- Counts as a Science Course requirement for the General and International Baccalaureate diplomas
- Counts as an elective for all diplomas

1586 IB GEOGRAPHY, STANDARD LEVEL
The IB Geography Standard Level course is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies, and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The DP geography course integrates both physical and human geography and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints, and ideas.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Social Studies requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors
- Counts as a Science Course requirement for the General and International Baccalaureate diplomas
- Counts as an elective for all diplomas

1590 IB HISTORY, HIGHER LEVEL
The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social, and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance, and perspectives. The range of content is from 750 CE to the 21st Century. Higher Level requires that one of four regions must be studied: Americas, Africa/Middle East, Europe, or Asia/Oceania.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills the US History requirement only with regional concentration on the Americas

1592 IB HISTORY, STANDARD LEVEL
The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a
variety of types of history, including political, economic, social, and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance, and perspectives. The range of content is from 750 CE to the 21st century.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills the US History requirement only with regional concentration on the Americas

1136 IB LANGUAGE A: LANGUAGE AND LITERATURE, HIGHER LEVEL
The language A: language and literature higher level course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills an English/Language Arts requirement for all diplomas
- New assessment in 2021

1138 IB LANGUAGE A: LANGUAGE AND LITERATURE, STANDARD LEVEL
The language A: language and literature standard level course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills an English/Language Arts requirement for all diplomas
- New assessment in 2022

2588 IB MATHEMATICS: ANALYSIS AND APPROACHES, STANDARD LEVEL
The IB Mathematics: Analysis and Approaches course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content. It is for students who enjoy developing mathematical arguments, problem solving, and exploring real and abstract applications, with and without technology. Core topics provide students the opportunity to engage in detailed study of numbers and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.
2590 IB MATHEMATICS: ANALYSIS AND APPROACHES, HIGHER LEVEL
The IB Mathematics: Analysis and Approaches course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content. It is for students who enjoy developing mathematical arguments, problem solving, and exploring real and abstract applications, with and without technology. Core topics provide students the opportunity to engage in detailed study of numbers and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: students should have very strong Algebra II skills
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a Mathematics course requirement for Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Qualifies as a quantitative reasoning course
- New assessment 2021

2592 IB MATHEMATICS: APPLICATIONS AND INTERPRETATIONS, STANDARD LEVEL
The IB Mathematics: Applications and Interpretations course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models, and who enjoy the more practical side of mathematics. Core topics provide students the opportunity to engage in detailed study of numbers and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: students should have strong Algebra I skills
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a Mathematics course requirement for Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Qualifies as a quantitative reasoning course
- New assessment 2021

4212 IB MUSIC, HIGHER LEVEL
The IB Music Higher Level course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme Music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures, and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology, and context. Through the course of study, students become aware of how musicians work and communicate.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
4214 IB MUSIC, STANDARD LEVEL
The IB Music Standard Level course seeks to develop students’ knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme Music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures, and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology, and context. Through the course of study, students become aware of how musicians work and communicate. •Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

3096 IB PHYSICS, HIGH LEVEL
IB Physics Higher Level is designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. It is based on the curriculum published by the International Baccalaureate Organization. Students study six topics: physics and physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. Students must complete additional study in six topics: measurement and uncertainties, mechanics, thermal physics, wave phenomena, electromagnetism, and quantum and nuclear physics. Optional course topics from which the student may only choose two include biomedical physics, the history and development of physics, astrophysics, relativity, and optics.
- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a Physics I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors
- Fulfills a Science Course requirement of the General and International Baccalaureate diplomas
- Qualifies as a quantitative reasoning course

3098 IB PHYSICS PHYSICS, STANDARD LEVEL
IB Physics Standard Level is designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. It is based on the curriculum published by the International Baccalaureate Organization. Students study six topics: physics and physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. Students must complete additional study in six topics: measurement and uncertainties, mechanics, thermal physics, wave phenomena, electromagnetism, and quantum and nuclear physics. Optional course topics from which the student may only choose two include biomedical physics, the history and development of physics, astrophysics, relativity, and optics. Further options would be mechanics extension, quantum physics, nuclear physics, and further energy.
- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a Physics I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors
- Fulfills a Science Course requirement of the General and International Baccalaureate diplomas
- Qualifies as a quantitative reasoning course

4262 THEATRE ARTS, HIGHER LEVEL
The IB Theatre Arts Higher Level course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers,
IB Theatre Arts Standard Level

The IB Theatre Arts Standard Level course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors, and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher’s role is to create opportunities that allow students to explore, learn, discover, and collaborate to become autonomous, informed, and skilled theatre-makers. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting, and critically reflecting on theatre, they gain a richer understanding of themselves, their community, and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place, and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

- **Recommended Grade:** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:** 2 or 4 semester course, 1 credit per semester
- **Counts as a directed elective or elective for all diplomas
- **Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma
- **New assessment 2023

IB Theory of Knowledge (TOK)

IB Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge, and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

- **Recommended Grade:** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:** 2 or 4 semester course, 1 credit per semester
- **Counts as a directed elective or elective for all diplomas
- **Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma
- **New assessment 2023

IB Visual Arts Higher Level

The IB Visual Arts Higher Level course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who
are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential, and satisfy the demands of the course. Students should be empowered to become autonomous, informed, and skilled visual artists.

- **Recommended Grade:** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:** 2 or 4 semester course, 1 credit per semester
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma**

### 4092 IB VISUAL ARTS, STANDARD LEVEL
The IB Visual Arts Standard Level course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential, and satisfy the demands of the course. Students should be empowered to become autonomous, informed, and skilled visual artists.

- **Recommended Grade:** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:** 2 or 4 semester course, 1 credit per semester
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma**

### 2306 IB WORLD LANGUAGE B, HIGHER LEVEL
The IB Language B Higher Level course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. Those learning a language B at higher level should be able to follow university courses in other disciplines in the language B that is studied.

- **Recommended Grade:** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:** 2 or 4 semester course, 1 credit per semester
- **Counts as a World Language credit for all diplomas**
- **Counts as an elective or directed elective for all diplomas**
- **In the Classical languages: new course assessment 2023**

### 2308 IB WORLD LANGUAGE B, STANDARD LEVEL
The IB language B Standard Level course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. High performing standard level students should be able to follow university courses in other disciplines in the language B that is studied.

- **Recommended Grade:** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:** 2 or 4 semester course, 1 credit per semester
- **Counts as a World Language credit for all diplomas**
- **Counts as an elective or directed elective for all diplomas**
- **In the Classical languages: new course assessment 2023**
2310 IB WORLD LANGUAGE AB INITIO, HIGHER LEVEL
The IB language ab initio Standard Level course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive, and interactive skills by providing them with opportunities to respond and interact appropriately in a defined range of everyday situations.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a World Language credit for all diplomas
- Counts as an elective or directed elective for all diplomas
SHORTRIDGE HIGH SCHOOL

IB Career-Related Programme (CP) Academy

In order for a student to complete a pathway within the CP Academy, students must complete the following: 2 IB Courses from the IB DP Academy above, 0553, 0554, and one career-related study in Communications, IT Operations, JROTC, or Visual and Performing Arts.

Pathways Offered:

Communications | Information Technology Operations
Junior Reserve Officer Training Corps (JROTC) | Visual and Performing Arts

0553 IB APPROACHES TO TEACHING AND LEARNING 1 (Personal and Professional Skills)

IB Approaches to Learning I is the first portion of a two-year, 240-hour core course in the International Baccalaureate Career-Related (IBCC) certificate program that introduces students to transferable life skills to help students make sense of the world around them. It emphasizes critical and ethical thinking, intercultural understanding, and the ability to communicate effectively. Community and service in the core is based on the principle of service learning, using community service as a vehicle for new learning with academic value. Language development ensures that all IBCC students have access and are exposed to a second language that will increase their understanding of the wider world. The reflective project requires students to identify, analyze, critically discuss, and evaluate an ethical issue arising from their career-related studies. It is intended to promote high-level research and writing skills, intellectual discovery, and creativity.

- Recommended Grade: 11
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills a directed elective or elective requirement for all diplomas

0554 IB APPROACHES TO TEACHING AND LEARNING 2 (Personal and Professional Skills)

IB Approaches to Learning II is the second-year portion of the 240-hour core course in the International Baccalaureate Career-Related (IBCC) certificate program that introduces students to transferable life skills to help students make sense of the world around them. It emphasizes critical and ethical thinking, intercultural understanding, and the ability to communicate effectively. Community and service in the core is based on the principle of service learning, using community service as a vehicle for new learning with academic value. Language development ensures that all IBCC students have access and are exposed to a second language that will increase their understanding of the wider world. The reflective project requires students to identify, analyze, critically discuss, and evaluate an ethical issue arising from their career-related studies. It is intended to promote high-level research and writing skills, intellectual discovery, and creativity.

- Recommended Grade: 12
- Required Prerequisites: Approaches to Learning 1: Grade 11
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills a directed elective or elective requirement for all diplomas

COMMUNICATIONS PATHWAY

7140 PRINCIPLES OF DIGITAL DESIGN NLPS

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

- Recommended Grade(s): 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
7141 DIGITAL DESIGN GRAPHICS NLPS
Digital Design Graphics will help students to understand and create the most common types of computer graphics used in visual communications. Skills are developed through work with professional vector-based and page layout software used in the industry. Additionally, students will be introduced to a full range of image input technology and manipulation including conventional photography, digital imaging, and computer scanners. Students will learn to communicate concepts and ideas through various imaging devices.

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

7138 INTERACTIVE MEDIA AND DESIGN
Interactive Media Design focuses on the tools, strategies, and techniques for interactive design and emerging technologies, like web and social media. Students will learn the basics of planning, shooting, editing and post-producing video and sound. Additionally, students will explore the process of integrating text, graphics, audio and video for effective communication of information.

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

7246 DIGITAL DESIGN CAPSTONE NLPS
The Digital Design Capstone course provides students the opportunity to dive deeper into advanced concepts of Visual Communication including user experience/user interface design, video production editing, animation and/or web design. Depending on the length of the course, students may focus their efforts on one area or explore multiple aspects.

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

INFORMATION TECHNOLOGY OPERATIONS PATHWAY

7183 PRINCIPLES OF COMPUTING NLPS
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.

- Recommended Grade(s): 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Computer Science; Completed or Co-Enrolled in Algebra I
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

7180 INFORMATION TECHNOLOGY FUNDAMENTALS NLPS
Information Technology Fundamentals provides the necessary competencies required for an entry-level Information Technology professional. Students will have the knowledge required to assemble components based on customer requirements, install, configure and maintain devices/software for end users, understand the basics of networking and security, properly and safely diagnose, resolve and document
common hardware and software issues while applying troubleshooting skills. Students will also learn appropriate customer support, understand the basics of virtualization, desktop imaging, and deployment. This course should also prepare students for the CompTia A+ Certification Exam.

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

7181 NETWORKING AND CYBERSECURITY OPERATIONS NLPS
Advanced Information Technology will provide students with the fundamental concepts in networking and cybersecurity. Students are introduced to the principles and concepts of computer networking, covering the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. Students will be able to troubleshoot routers and switches and resolve common issues. The students will also explore the field of Cyber Security/Information Assurance focusing on the technical and managerial aspects of the discipline. Students will be introduced to the basic terminology, concepts, and best practices of computer/network security and the roles and responsibilities of management/security personnel. The students will learn the technologies used and techniques involved in creating a secure computer networking environment including authentication and the types of attacks against an organization.

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

7249 IT OPERATIONS: CYBERSECURITY OPERATIONS CAPSTONE NLPS
Cybersecurity Operations Capstone course introduces the core security concepts and skills needed to monitor, detect, analyze and respond to cybercrime, cyberespionage, insider threats, advanced persistent threats, regulatory requirements, and other cybersecurity issues facing organizations. It emphasizes the practical application of the skills needed to maintain and ensure security operational readiness of secure networked systems through an in-depth coverage of network protocols and ethical hacking. Through hands-on instruction students will be prepared to interact with TCP/IP on the vast majority of networks in use today and learn threats and defense mechanisms. The skills developed in the curriculum prepares students for a career in the rapidly growing area of cybersecurity operations.

- Recommended Grade(s): 12
- Required Prerequisites: Principles of Computing; Information Technology Fundamentals; Networking and Cybersecurity Operations
- Recommended Prerequisites: none
- Counts as a Directed Elective or Elective for all diplomas

JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC) PATHWAY

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Required Coursework</th>
<th>Advanced Coursework</th>
<th>Other electives (optional)</th>
<th>Culminating Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>JROTC</td>
<td>-0516 LET 1</td>
<td>0516 LET 3 or 0516 LET 4</td>
<td>-4582 IB Business and Management Standard Level (Pending Approval of 23-24 SY)</td>
<td>-JROTC LET portfolio -Showcase</td>
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<td></td>
<td>-0516 LET 2</td>
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<td></td>
<td>-1512 Current Problems, Issues, and Events</td>
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## VISUAL AND PERFORMING ARTS (VPA) PATHWAY

### Required Coursework
*all courses listed required

### Advanced Coursework
*must complete at least 1 course

### Other electives
(optional)

### Culminating Work

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Required Coursework</th>
<th>Advanced Coursework</th>
<th>Other electives</th>
<th>Culminating Work</th>
</tr>
</thead>
</table>
| Dance   | -4146 Dance Performance 1<br>-4146 Dance Performance 2<br>-4582 IB Business and Management Standard Level (Pending Approval of 23-24 SY) | -4146 Dance Performance 3 or 4144 IB Dance Higher Level or 4148 IB Dance Standard Level | -0518 Musical Theatre<br>-4142 Dance Choreography | -Butler JCA portfolio<br>-Showcase<br>  
The Spring Showcase will be planned, organized and executed by VPA students to encourage collaboration across the arts and to exercise arts administration skills from their business course. |
| Music   | -Beginning Band/Choir/Orchestra/Piano<br>-Intermediate Band/Choir/Orchestra/Piano<br>-4582 IB Business and Management Standard Level (Pending Approval of 23-24 SY) | -Advanced Band/Choir/Orchestra/Piano or 4212 IB Music Higher Level or 4214 IB Music Standard Level | -0518 Musical Theatre<br>-4162 Instrumental Ensemble<br>-4180 Chamber Choir |  |
| Theatre | -4242 Theatre Arts or 4248 Theatre Production<br>-4240 Advanced Theatre Yr 1<br>-4582 IB Business and Management Standard Level (Pending Approval of 23-24 SY) | -4240 Advanced Theatre Yr 2 or 4264 IB Theatre Higher Level or 4262 IB Theatre Standard Level | -0518 Musical Theatre |  |
| Visual Art | -4000 Intro to 2D Art<br>-4002 Intro to 3D Art<br>-4060 Drawing<br>-4064 Painting<br>-4582 IB Business and Management Standard Level (Pending Approval of 23-24 SY) | -4004 Advanced 2D Art Y1 and 4006 Advanced 3D Art Yr 1<br>-Or 4090 IB Visual Art Higher Level<br>-Or 4092 IB Visual Art Standard Level | -4004 Advanced 2D Art Y2<br>-4006 Advanced 3D Art Yr 2<br>-7141 Digital Design Graphics |  |
The Certificate of Completion (COC) provides a framework for a Free Appropriate Public Education (FAPE) to students receiving special education services who are not on a diploma path. The requirements for earning a Certificate of Completion can be acquired through any combination of applied units and credits accessing both the Academic Standards and Alternate Achievement Standards known as Content Connectors. A Certificate of Completion requires a minimum of 40 applied units or credits aligned to State-wide assessments (ILEARN and I AM).

*Please note that all general education course offerings are available to be taken as an applied unit. The applied course complies with the approved course description. General education course descriptions that do not have a corresponding applied course defined can be modified for the student with an IEP, and then the course would be reported as an applied unit.

The Case Conference Committee (CCC) should make the decision as to whether a student with a disability will earn a diploma or a certificate of completion (COC), and if a diploma, the type of diploma the student will earn. These decisions begin at least with the development of the transition IEP that will be in effect when the student enters 9th grade or becomes 14 years of age, whichever occurs first.

**CAREER CLUSTER: ARTS, AV, TECH, AND COMMUNICATIONS**

**5232A APPLIED INTERACTIVE MEDIA**

Applied Interactive Media prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development and use of digitally generated or computer-enhanced products. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the "virtual workplace".

- **Recommended Grade(s):** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:** 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- **Counts as an elective or Employability requirement for the Certificate of Completion**

**CAREER CLUSTER: BUSINESS, MARKETING, AND ENTREPRENEURSHIP**

**4528A APPLIED DIGITAL APPLICATIONS AND RESPONSIBILITY**

Applied Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software and may use highly specialized or individualized technology or software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students may be provided with the opportunity to seek industry-recognized digital literacy certifications.

- **Recommended Grade(s):** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:**
- **Counts as an elective or Employability requirement for the Certificate of Completion**

**4540A APPLIED PERSONAL FINANCIAL RESPONSIBILITY**

Applied Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build and apply skills in financial literacy and responsible decision making. Content includes analyzing personal standards, needs, wants, and goals; identifying sources of income, and navigating technology for money management. A
project based approach and applications through authentic settings such as work based observations, service learning experiences and community-based instruction are appropriate. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged.

- **Recommended Grade(s):** 9,10,11,12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:**
- **Counts as an elective for the Certificate of Completion**

### 5394A APPLIED PREPARING FOR COLLEGE AND CAREERS

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

- **Recommended Grade(s):** 9,10,11,12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:** 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- **Counts as an elective or Employability for the Certificate of Completion**

### CAREER CLUSTER: EDUCATION AND TRAINING

### 5366A APPLIED HUMAN DEVELOPMENT AND WELLNESS

Applied Human Development and Wellness is valuable for all students as a life foundation and academic enrichment. Course content includes individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project or community-based approach that utilizes problem solving skills, communication, leadership, self-determination skills, and management processes is recommended in order to apply and generalize these skills in authentic settings.

- **Recommended Grade(s):** 9, 10, 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:** 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- **Counts as an Employability Requirement or elective for the Certificate of Completion**

### 5330A APPLIED ADULTS ROLES AND RESPONSIBILITIES

Applied Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project or community-based approach that utilizes problem solving skills, communication, leadership, self-determination skills, management processes, and fundamentals to college, career and community membership success. Service learning and other authentic applications are strongly recommended.

- **Recommended Grade(s):** 9, 10, 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:** 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- **Counts as an Employability Requirement or elective for the Certificate of Completion**
CAREER CLUSTER: FAMILY AND CONSUMER SCIENCES

5364A APPLIED INTERPERSONAL RELATIONSHIPS
Applied Interpersonal Relationships is an introductory course that is relevant for students interested in careers that involve interacting with people and for everyday life relationships. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, self-determination, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project or community-based approach is recommended in order to apply these topics of interpersonal relationships. This course provides a foundation for all careers and everyday life relationships that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, the general public, family and friends.

- Recommended Grade(s): 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as an Elective or Employability Requirement or elective for the Certificate of Completion

5342A APPLIED NUTRITION AND WELLNESS
Applied Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, self-determination, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied.

- Recommended Grade(s): 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 credit per semester, 1 credit maximum
- Counts as an Employability Requirement or elective for the Certificate of Completion

ENGLISH/LANGUAGE ARTS

1002A APPLIED ENGLISH 9
Applied English 9 is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability-appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Recommended Grade: 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
1004A APPLIED ENGLISH 10
Applied English 10, an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability-appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Recommended Grade: 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

1006A APPLIED ENGLISH 11
Applied English 11, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade-appropriate multimedia presentations and access online information.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

1008A APPLIED ENGLISH 12
Applied English 12, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare, and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade-appropriate multimedia presentations and access online information.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

- Course may be used for students in 18-22 year-old programming.

1120A APPLIED DEVELOPMENTAL READING
Applied Developmental Reading is a supplemental course that provides students with individualized, specially designed instruction to support success in completing course work aligned with the Indiana Academic Standards or Content Connectors for English/Language Arts.

- Recommended Grade: 9, 10, 11, 12
1076A APPLIED SPEECH
Applied Speech, a course based on the Indiana Academic Standards or Content Connectors for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and/or multimedia presentations, including student portfolios, viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Student products are aligned to their mode of communication.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as an English/Language Arts or Employability Requirement for the Certificate of Completion

1090A APPLIED COMPOSITION
Applied Composition, a course based on the Indiana Academic Standards or Content Connectors for English/Language Arts, is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as an English/Language Arts Requirement or elective for the Certificate of Completion

1096A APPLIED TECHNICAL COMMUNICATIONS
Applied Technical Communication, a course based on the Indiana Academic Standards for English/Language Arts or Content Connectors for English/Language Arts, is the application of the processes and conventions needed for effective technical writing-communication. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. TECHNICAL WRITING PROJECT: Students complete a project, such as a multimedia presentation, proposal, or portfolio that demonstrates knowledge, application, and writing progress.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as an Employability Requirement or Capstone for the Certificate of Completion

HEALTH AND WELLNESS
3506A APPLIED HEALTH AND WELLNESS
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.

- **Recommended Grade:** 9, 10, 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Applied Units:** 2 units maximum
- **Counts as an elective or Health & Wellness requirement for the Certificate of Completion**

### 3508A APPLIED CURRENT HEALTH ISSUES

Applied Current Health Issues, an elective course that can be aligned to Indiana’s Academic Standards for Health & Wellness, focuses on specific health issues and/or emerging trends in health and wellness, but not limited to: personal health and wellness; non-communicable and communicable diseases; nutrition; mental and emotional health; tobacco-prevention; alcohol and other drug-prevention; human development and family health; health care and/or medical treatments; and national and/or international health issues. This course provides students with the knowledge and skills of health and wellness core concepts, analysis of influences, access to information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- **Recommended Grade:** 9, 10, 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Applied Units:** 2 units maximum
- **Counts as an elective or Health & Wellness requirement for the Certificate of Completion**

### MATHEMATICS

#### 2520A APPLIED ALGEBRA I

Applied Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of five strands: Numbers Sense; Expressions and Computation; Linear Equations; Inequalities and Functions; Systems of Equations and Inequalities and Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of the Algebra content connectors.

- **Recommended Grade:** 9, 10, 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **4 units maximum**
- **Fulfills a Math requirement for the Certificate of Completion**

#### 2516A APPLIED ALGEBRA I LAB

Applied Algebra I Lab is a mathematics support course. Algebra I Lab should be taken while students are concurrently enrolled in a math course or have met the math requirements for the certificate of completion. This course provides students with additional time to build the foundations necessary for high school math courses and work on specific, individualized math skills, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas align with the critical areas of Math: Number Sense; Computation; Data Analysis; Geometry and Measurement; and Algebraic Thinking. Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

- **Recommended Grade:** 9, 10, 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **4 units maximum**
- **Fulfills an elective for the Certificate of Completion**
2532A APPLIED GEOMETRY
Applied Geometry formalizes and extends students' geometric experiences from the middle grades. These critical areas comprise the Geometry course: 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.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 4 units maximum
- Fulfills a Mathematics course requirement for the Certificate of Completion

2560A APPLIED MATHEMATICS LAB
Applied Mathematics Lab provides students with individualized instruction designed to increase math related competencies and/or mathematics coursework aligned with Indiana’s Academic Standards or Content Connectors for Mathematics.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 4 units maximum
- Fulfills an elective course requirement for the Certificate of Completion

4512A APPLIED BUSINESS MATH
Applied Business Math is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of application of money management skills, navigating industry specific technology and apps, establishing and managing budgets, and maintaining inventory for products and other necessary skills that provides the foundation for students interested in careers in business related fields and everyday life. The content includes basic mathematical operations related to accounting, banking and finance, marketing, management, and retail. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits:
- Counts as an elective for the Certificate of Completion
- Fulfills a Mathematics requirement for the Certificate of Completion
- Qualifies as a quantitative reasoning course

MULTI-DISCIPLINARY
0500A APPLIED BASIC SKILLS DEVELOPMENT
Applied Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, (9) employability skills, which are essential for high school achievement and post-secondary outcomes. Determination of the skills to be emphasized in this course is based on Indiana’s standards and Content Connectors, individual school corporation general curriculum plans, and the student’s Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations and may be applied using instructional practices related to community-based instruction.

- Recommended Grade: 11, 12
- Required Prerequisites: none
0522A APPLIED CAREER INFORMATION AND EXPLORATION
Applied Career Information and Exploration provides students with opportunities to learn about themselves including interests, strengths and needed supports while exploring various traditional and nontraditional occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as community-based instruction, internships, mock interviews, and guest speakers. Portfolio and resume development experience and career-related assessments may also be provided to students.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 8 units maximum
- Counts as an Employability Requirement, Capstone Course or elective for the Certificate of Completion

0512A APPLIED ENVIRONMENTAL STUDIES
Applied Environmental Studies provides students opportunities to utilize several disciplines in examining ecosystems from a variety of human viewpoints. This course fosters an awareness of aesthetics in urban and rural areas and the ecological, economic, social and political interdependence of environmental factors. It introduces students to the knowledge, attitudes, commitments, and skills needed to make decisions and to choose personal actions that will contribute to intelligent resource management. This course also provides students with the skills needed to investigate the ecological effects regarding the uses of: (1) energy, (2) water, (3) air, (4) soils, (5) minerals, (6) wildlife, and (7) other natural resources. Field trips and community investigations provide examples of practical applications of resource management. Topics include: (1) identifying and monitoring the disposal of hazardous wastes, (2) acid rain, (3) land-use practices ranging from wilderness areas to areas under multiple-use management, (4) water and solid waste treatment, (5) transportation systems, (6) human population demands on the land, and (7) the impact of these factors on the quality of life and the culture of the area.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Counts as an Employability Requirement, Capstone Course or elective for the Certificate of Completion

6162A APPLIED INTERDISCIPLINARY COOPERATIVE EDUCATION (ICE)
Applied Cooperative Education is an approach to employment training that spans all career and technical education program areas through school-based instruction and on the job training. Time allocations are a minimum of fifteen hours per week of on-the-job training and approximately five hours per week of school-based instruction, focused on employability skills development. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed.

- Recommended Grade(s): 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as an Employability Requirement or elective for the Certificate of Completion

MUSIC
4200A APPLIED MUSIC
Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music.
PHYSICAL EDUCATION

3560A APPLIED ELECTIVE PHYSICAL EDUCATION
Applied Elective Physical Education, a course based on selected standards from Indiana’s Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. With staff support, students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness and includes self-monitoring. Ongoing assessment may include individual progress and/or performance-based skill evaluation.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 8 units maximum
- Counts as an elective for Physical Education for the Certificate of Completion

3542A APPLIED PHYSICAL EDUCATION I
Applied Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which 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 which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as a Physical Education requirement for the Certificate of Completion

3544A APPLIED PHYSICAL EDUCATION II
Applied Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in four of the following areas that were not covered in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as a Physical Education requirement for the Certificate of Completion
SCIENCE

3024A APPLIED BIOLOGY I
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 the Science and Engineering Practices (SEPS) and crosscutting concepts.
- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Fulfills as a science requirement for the Certificate of Completion

3044A APPLIED EARTH SPACE SCIENCE
Applied Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation and experimentation using the Science and Engineering Practices and cross-cutting concepts.
- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Counts as an elective or science requirement for the Certificate of Completion

3102A APPLIED PHYSICAL SCIENCE
Applied Physical Science is a course in which students develop problem solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related earth and space science concepts and principles that are related to students' interests and that address everyday problems.
- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as an elective or science requirement for the Certificate of Completion

SOCIAL STUDIES

1508A APPLIED CITIZENSHIP AND CIVICS
Applied Citizenship and Civics is an overview of citizenship roles and responsibilities designed to help students become independent thinkers and conscientious citizens. This course deals with political trends and behavior which citizens consider to be relevant to the most pressing issues of the day. The course provides students with experiences that will develop attitudes of citizenship within a democratic society. Topics include: (1) the policymaking process, (2) public participation in policymaking, (3) citizenship rights and responsibilities in a changing society, and (4) the relationship between modern society and government. Study of the local government should be a component of this course.
- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as an elective, Employability or Social Studies Requirement for the Certificate of Completion
1512A APPLIED CURRENT PROBLEMS, ISSUES, AND EVENTS
Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as an elective, Employability or Social Studies Requirement for the Certificate of Completion

1514A APPLIED ECONOMICS
Applied Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course identifies economic behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade. Students may be offered opportunities to better understand and apply course content through a variety of instructional strategies including project- and community-based instruction and real world experiences.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as a Social Studies Requirement or elective for the Certificate of Completion

1570A APPLIED GEOGRAPHY AND HISTORY OF THE WORLD
Applied Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to apply their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety sources, organizing information by creating graphic representations, analyzing information to understand, determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. Students use the knowledge, tools, and skills obtained from this course in order to understand, analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Counts as a Social Studies Requirement or elective for the Certificate of Completion

1518A APPLIED INDIANA STUDIES
Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.
1538A APPLIED TOPICS IN HISTORY
Applied Topics in History provides students the opportunity to study specific historical eras, events, or concepts. Application of knowledge and development of historical research skills using primary and secondary sources is included. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth-century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.

1550A APPLIED TOPICS IN SOCIAL SCIENCES
Applied Topics in Social Science provides students with an opportunity for in-depth study of a specific topic, theme, or concept in one of the social science disciplines such as anthropology, archaeology, economics, geography, political science, psychology, or sociology. It is also possible to focus the course on more than one discipline. Courses taught under this title should emphasize application of scientific methods of inquiry and help students develop effective research and thinking skills.

1540A APPLIED UNITED STATES GOVERNMENT
Applied United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments; the rights and responsibilities of citizens; and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government’s role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will recognize their own impact, the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

1542A APPLIED UNITED STATES HISTORY
Applied United States History is a course that builds upon concepts of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis
to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late
nineteenth century through the present as they relate to life in Indiana and the United States. Students trace and analyze chronological
periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use
primary and secondary sources to explore topical issues and to understand specific topics or the cause for changes in the nation over time.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Counts as a Social Studies Requirement or elective for the Certificate of Completion

WORK-BASED LEARNING

5974A APPLIED WORK-BASED LEARNING CAPSTONE, MULTIPLE PATHWAYS
Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any
CTE course that prepares students for college and career. This strategy builds individual students’ skills and knowledge within the area of
interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student’s work based
learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a
discipline-specific CTE course.

- Recommended Grade(s): 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1-3 credits per semester, 6 credits maximum
- Counts as an Employability Requirement, Capstone Course or elective for the Certificate of Completion

6162A APPLIED COOPERATIVE EDUCATION
Applied Cooperative Education is an approach to employment training that spans all career and technical education program areas through
school-based instruction and on the job training. Time allocations are a minimum of fifteen hours per week of on-the-job training and
approximately five hours per week of school-based instruction, focused on employability skills development. Additionally, all state and federal
laws and regulations related to student employment and cooperative education must be followed.

- Recommended Grade(s): 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as an Employability Requirement or elective for the Certificate of Completion

0530A APPLIED CAREER EXPLORATION INTERNSHIP
The Applied Career Exploration Internship course is a paid or unpaid work experience in the public or private sector that provides for
workplace learning in an area of student career interest. Unlike a cooperative education program in which students gain expertise in a specific
occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by
rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly
scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students
make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career
cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent,
employer, and instructor.

- Recommended Grade(s): 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 6 credits maximum
- Counts as an Employability Requirement or elective for the Certificate of Completion
This course is exploratory in nature and, as such, does not qualify for reimbursement under the career and technical education funding formula.

0524A APPLIED COMMUNITY SERVICE
Applied Community Service is a course created by public law IC 20-30-14. Community service allows students in grades nine through twelve (HEA 1629) opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that “relates to a course in which the student is enrolled or intends to enroll.”

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as an Employability Requirement, Capstone Course or elective for the Certificate of Completion