# Table of Contents

- **GRADUATION REQUIREMENTS** ................................................................................................................................................................................. 4
- **ATTENDANCE** ........................................................................................................................................................................................................................................... 12
- **EXTRACURRICULAR** ............................................................................................................................................................................................................................................. 16
- **PREPARING FOR COLLEGE** .................................................................................................................................................................................................................................................. 18
- **CHOICE OPTION COURSE PROGRESSIONS** .................................................................................................................................................................................................................................................................................................................. 21
- **COURSES BY SUBJECT AREA** .................................................................................................................................................................................................................................................... 37
  - ADVANCED COURSES NON-CTE FOR COLLEGE CREDIT ................................................................................................................................. 38
  - ADVANCED PLACEMENT (AP) ........................................................................................................................................................................................................................................ 40
  - CAREER CLUSTER: CTE WORK-BASED LEARNING ................................................................................................................................. 47
  - CAREER CLUSTER: CTE FOUNDATIONAL COURSES ................................................................................................................................. 48
  - CAREER CLUSTER: ADVANCED MANUFACTURING ................................................................................................................................. 49
  - CAREER CLUSTER: AGRICULTURE ........................................................................................................................................................................................................................................... 51
  - CAREER CLUSTER: ARCHITECTURE AND CONSTRUCTION ........................................................................................................................................................................................................................................... 53
  - CAREER CLUSTER: ARTS, AV TECH, AND COMMUNICATIONS ........................................................................................................................................................................................................................................... 55
  - CAREER CLUSTER: BUSINESS, MARKETING, AND ENTREPRENEURSHIP ................................................................................................................................. 58
  - CAREER CLUSTER: EDUCATION AND TRAINING ........................................................................................................................................................................................................................................... 61
  - CAREER CLUSTER: FAMILY & CONSUMER SCIENCES/CTE ........................................................................................................................................................................................................................................... 63
  - CAREER CLUSTER: HEALTH SCIENCE ........................................................................................................................................................................................................................................... 64
  - CAREER CLUSTER: HOSPITALITY AND HUMAN SERVICES ........................................................................................................................................................................................................................................... 68
  - CAREER CLUSTER: INFORMATION TECHNOLOGY ........................................................................................................................................................................................................................................... 70
  - CAREER CLUSTER: STEM ......................................................................................................................................................................................................................................................................................................... 71
  - CAREER CLUSTER: TRANSPORTATION ......................................................................................................................................................................................................................................................................................................... 74
  - ENGLISH/LANGUAGE ARTS ........................................................................................................................................................................................................................................................................................................... 76
  - FINE ARTS ........................................................................................................................................................................................................................................................................................................... 85
  - HEALTH AND WELLNESS ........................................................................................................................................................................................................................................................................................................... 97
  - INTERNATIONAL BACCALAUREATE ........................................................................................................................................................................................................................................................................................................... 98
  - MATHEMATICS ........................................................................................................................................................................................................................................................................................................... 108
  - MULTI-DISCIPLINARY ........................................................................................................................................................................................................................................................................................................... 111
  - PHYSICAL EDUCATION ........................................................................................................................................................................................................................................................................................................... 113
  - SCIENCE ........................................................................................................................................................................................................................................................................................................... 114
  - SOCIAL STUDIES ........................................................................................................................................................................................................................................................................................................... 118
  - WORLD LANGUAGES ........................................................................................................................................................................................................................................................................................................... 123
- **CERTIFICATE OF COMPLETION REQUIREMENTS** ........................................................................................................................................................................................................................................................................................................... 132
- **APPLIED COURSES BY SUBJECT AREA** ........................................................................................................................................................................................................................................................................................................... 135
Welcome to the 2021–2022 Course Selection Process for Indianapolis Public Schools.

The Indianapolis Public Schools Registration Guide provides information that you will need to select your academic courses and is designed to help you and your parents/guardians make the best choices for your high school educational career. You will discover the many exciting high school course options available to you.

It is especially important that you discuss your course selections with your counselor and parent/guardian. The choices you make in high school impact your future career options. In order to earn a high school diploma, you must meet all course, credit, and test requirements of at least one course of study. These courses of study are 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. You are encouraged to select the most challenging course of study in which you can be successful.

Remember, when you complete your course selection sheet, you are requesting a specific course, NOT a specific teacher, time, or place. Every effort will be made to grant your requests. You may choose the courses you would like to take in the next school year; however, your schedule may change, pending final grades in the courses you are currently taking as well as state required tests.

**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.

**STEPS FOR COMPLETING THE COURSE SELECTION PROCESS**

Your high school classes will be selected based on your career and educational aspirations. Careful and strategic four-year planning should give you a challenging class schedule that meets all requirements and allows opportunities to explore your 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.
GRADUATION REQUIREMENTS
Road to Graduation
Graduation Pathways Lead to Successful Post-Secondary Future for IPS Students

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:

**CURRENT**
- Pass the State Assessment (STEP) exam. (Students who do not pass must retake the exam until it is passed.)
- Complete the Graduation Pathways.

**FUTURE**
- Complete the Graduation Pathways.
  
Note: The State Assessment is not a graduation requirement, but students will still be required to take the exam.

Breaking Down The Graduation Pathways
Students must meet one of the options under each of the following three requirements:

1. Diploma Designation
   - General
   - Academic Honors
   - 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

*Note: Specific criteria must be met for each. Students should contact their school counselor for details.

Questions About Graduation Pathways?
For more information on the new statewide graduation requirements, contact your school counselor.
General Diploma Requirements

Indiana General High School Diploma

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

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

Course and Credit Requirements (Class of 2016 & Beyond)

<table>
<thead>
<tr>
<th>English/Language Arts</th>
<th>8 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits must include literature, composition and speech</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>4 credits (in grades 9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 credits: Algebra I or Integrated Mathematics I</td>
<td></td>
</tr>
<tr>
<td>2 credits: Any math course</td>
<td></td>
</tr>
<tr>
<td>General diploma students are required to earn</td>
<td>2 credits</td>
</tr>
<tr>
<td>a Math course or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>4 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 credits: Biology I</td>
<td></td>
</tr>
<tr>
<td>2 credits: Any science course</td>
<td></td>
</tr>
<tr>
<td>At least one credit must be from a Physical Science or Earth and Space Science course</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>4 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: Any social studies course</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>College and Career Pathway Courses</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flex Credit</th>
<th>5 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flex Credits must come from one of the following:</td>
<td></td>
</tr>
<tr>
<td>Additional elective courses in a College and Career Pathway</td>
<td></td>
</tr>
<tr>
<td>Courses involving workplace learning such as Cooperative Education or Internship courses</td>
<td></td>
</tr>
<tr>
<td>High school/college dual credit courses</td>
<td></td>
</tr>
<tr>
<td>Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<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>
<td></td>
</tr>
</tbody>
</table>

40 Total Credits Required

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

(Updated Dec., 2011)
# Core 40 and Honors Diploma Requirements

**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 6-6 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.

## Course and Credit Requirements

<table>
<thead>
<tr>
<th>Core 40 with Academic Honors</th>
<th>(minimum 47 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course and Credit Requirements</strong></td>
<td></td>
</tr>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>8 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6 credits (in grades 9-12)</td>
</tr>
<tr>
<td>Science</td>
<td>6 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>6 credits</td>
</tr>
<tr>
<td>Directed Electives</td>
<td>5 credits</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 credits</td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>1 credit</td>
</tr>
<tr>
<td>Electives</td>
<td>6 credits</td>
</tr>
<tr>
<td>Total State Credits Required</td>
<td></td>
</tr>
</tbody>
</table>

Schools may have additional local graduation requirements that apply to all students (not required for students with an E/F).  
* (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 Pathways (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

**SAT score updated September, 2017**

**WorkKeys assessment titles updated, 2018**

---

**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.
  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 86, Writing 70, Reading 80.
Name: _____________________________________________________________     Grade Level: ____________

Choice Program: ______________________________________________________________________________

Name of Parent(s)/Guardian: ____________________________________________________________________

Address: __________________________________________________ Email: ____________________________

Home Phone: __________________ Work Phone: ________________ Mother: ____ Father: ____ Guardian: ____

- Select eight courses. In addition, list three alternate courses in order of preference that are different from your original eight selections. Alternates will be determined in priority order from these three courses.
- If this form is incomplete or has not been returned by the designated time, counselors will select your courses upon review of your high school plan.
- Course selections are FINAL.

<table>
<thead>
<tr>
<th>Student’s Course Selection (Please Print)</th>
<th>Student-Parent/Guardian Final Course Selection (Please Print)</th>
<th>Office Use Only Course #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Course/Course Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fifth Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sixth Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seventh Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eighth Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate #1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate #2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate #3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We have read the registration materials and have selected next year’s courses carefully. We have reviewed the diploma requirements and other requirements for graduation located in the IPS High School Registration Guide. We have also reviewed and understand the policies regarding schedule changes.

PARENT/GUARDIAN SIGNATURE: ______________________________________________      DATE: _______________

STUDENT SIGNATURE: ______________________________________________________       DATE: _______________

COUNSELOR: ______________________________________________________________      DATE: _______________
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.

WEIGHTED GRADES – GRADING FORMULA
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>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>1.67</td>
<td>1.17</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

ACADEMIC HONORS
During the 2018-19 school year, IPS transitioned from valedictorian/salutatorian to academic honors to recognize our graduation 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.

RETAILING 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 grade point average (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 a 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 have 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 Department of Education’s website. Dual Credits include both academic courses and career academic courses.
PROMOTION REQUIREMENTS
Students will be required to meet current promotion requirements as determined by Board Policy:

High Schools 9–12 Block Schedule for incoming freshmen:
- Grades 9 to 10 - minimum of 10 credits
- Grades 10 to 11 - minimum of 20 credits
- Grades 11 to 12 - minimum of 30 credits
- Graduation - minimum of 40 credits and successful completion of any other state standards must be earned according to the State Board Policy
ATTENDANCE
ATTENDANCE
The Indiana Department of Education requires accurate and consistent reporting of student attendance by the Indianapolis Public Schools. The problem of truancy in the district is compounded when student absences are not reported or responded to in a consistent manner. This policy is intended to ensure that all attendance reports generated by the district and used by the Indiana Department of Education and the juvenile justice system are correct. It also sets forth a districtwide policy aimed at reducing truancy.

Book: BYLAWS AND POLICIES
Section: 5000 STUDENTS
Title: STUDENT ATTENDANCE
Number: 5200
Status: Active Legal
I.C. 20-33-2-4 to 17.511 IAC 1-3-1.511 IAC 6-2-1(c) (12)
Adopted May 15, 2007

Regular and punctual school attendance is vital to deriving maximum success from the instructional program and to developing habits of responsibility, punctuality, and self-discipline. Research indicates there exists a direct correlation between school attendance and achievement. Higher academic achievement occurs for students who regularly attend classes, while excessive absences result in achievement below the level of expectation and/or failure. Poor student attendance also has a direct impact on the erosion of student morale, increased vandalism, damaged public relations, and loss of state financial aid.

Consistent daily attendance of students is not only desirable due to its impact on student achievement, but it is also a requirement under the laws of Indiana as expressed in the Compulsory Attendance statute. Insuring students consistently attend class on a daily basis is a responsibility shared, and rightly so, by students, school officials, and parents/guardians and the community at large. All who are concerned and involved, but most importantly parents/guardians, must keep the commitment to see every student attends school all day each day when school is in session. Parents/guardians must also recognize time away from school for vacations, health care appointments, or other events or occasions not directly related to the student’s IPS educational curriculum should be kept to an absolute minimum, and where unavoidable, schedule at times resulting in the least interference with the school day and thus, the educational process. Whenever it is necessary for a student to be absent from school, the parents/guardians have the responsibility to contact the school and inform the school of the absence.

Research has further shown the use of a success-oriented curriculum produces significant gains in attendance. Therefore, school administrations, teachers and other school staff members are responsible for using tools and techniques embedded in curriculum, which ensures student success.

Therefore, in an effort to improve student achievement, and in furtherance of its considered belief that consistent, daily attendance positively affects student achievement, the Board of School Commissioners hereby adopts this student attendance policy.

The Superintendent is authorized to develop and adopt rules and regulations in furtherance of the implementation of this policy, so as to assist IPS schools, their principals, and their staff in carrying out the intent and purpose of this policy, so long as said rules and regulations are not inconsistent with this policy or the requirements of Indiana law.

Upon adoption of this resolution, Resolution No. 7316 - April, 1989 is hereby repealed.

Resolution No. 7340

COMPULSORY ATTENDANCE
Indiana’s Compulsory School Attendance law requires students to attend school each year for the number of days that schools are in session. Regular school attendance is important if students are going to achieve at high levels.
EXCUSED ABSENCES
The following types of absences are generally recognized as excused, subject to requirements set forth in I.C. 20-33-2:

A. Documented illness or emergency
B. Healthcare and social services appointments
C. Pages in Indiana General Assembly
D. Death in the immediate family
E. Religious instruction commitments
F. Subpoena as a witness in a judicial proceeding
G. Participation in Election Day activities
H. Active Duty in the Indiana National Guard
I. Detention in Juvenile or Criminal Justice System

If a student is absent because of illness or emergency, the parent/guardian must contact the school the morning of the day the student is absent, and/or in the case of an elementary school student, provide a note on the day following the absence. In those cases where a student is absent for five (5) or more consecutive days as a result of illness or injury, a doctor’s statement shall be required as a condition of classifying the absence as excused.

A pattern of excused absences may be an indication that the student’s attendance is not in alignment with district policy and may be treated as unexcused if there is doubt as to the legitimacy of the excuses and the principal makes a determination that the absences are unexcused after an investigation by the principal. In such case, the student’s parents/guardians shall be given notice of the principal’s determination and afforded an opportunity to contest that determination.

UNEXCUSED ABSENCES
With the exception of absences resulting from suspension, all absences other than those listed above generally shall be classified as unexcused unless extenuating circumstances, as determined by the principal, warrant that the absence be classified as excused.

The following procedures will be implemented to help ensure student attendance:

A. Students who miss up to three (3) unexcused days within a school year will have their parents/guardians contacted by the classroom teacher. This contact should be documented by the teacher.
B. The social worker or attendance designee will also contact the student’s parent/guardian after the student has missed three (3) unexcused days. An additional parent/guardian contact will be made by the social worker or attendance designee after the student has missed a fourth unexcused day. The social worker or attendance designee will work with the child’s parents/guardians to identify barriers to the child’s attendance and possible strategies to remove these obstacles, and to develop a plan to improve the student’s attendance.
C. When a student has had five (5) unexcused absences in a school year, the student is identified as a Chronic Truant and the student’s attendance records will be flagged (CT). The social worker or attendance designee will continue to work with the student to correct the attendance problem. The social worker or attendance designee will also send a certified letter to the student’s parents/guardians notifying them of potential legal action.
D. When a student has had ten (10) unexcused absences in a school year, the student is identified as a Habitual Truant and the student’s attendance records will be flagged (HT). If the student is enrolled in elementary school, the District will notify the county prosecutor that the parent/guardian has violated I.C. 20-33-2-27 by failing to ensure that the student attends school as required by law. If a student is enrolled in a middle school or a high school and is under the age of eighteen (18), the District will refer the student to truancy court for a violation of I.C. 20-33-2 (compulsory school attendance). Students who are determined to be in violation of I.C. 20-33-2 may be placed on probation by court and will be monitored more closely by the social worker or attendance designee. If a student violates the terms of probation, the student will be referred back to court for additional action. During any stage, the social worker or attendance designee is encouraged to work with families to remove barriers that prevent regular school attendance.
TESTING

PRELIMINARY SCHOLASTIC ASSESSMENT TEST/ NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT)
The Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) (more often simply called the PSAT) is nationally administered by the College Board and assesses students in three areas: Verbal, Mathematics, and Writing.

The PSAT is used to help students practice for the Scholastic Assessment Test (SAT) and to qualify for scholarships and recognition from such programs as: National Merit Scholarships, National Achievement Scholarships for Outstanding African American Students, National Hispanic Scholar Recognition Program, Student Search Service, and some statewide and national industry scholarship competitions. Registration information will be available in the school counselor’s office at each high school.

PRELIMINARY SCHOLASTIC ASSESSMENT TEST 8/9 (PSAT 8/9)
The Preliminary Scholastic Assessment Test 8/9 (PSAT 8/9) is nationally administered by the College Board and assesses students in three areas: Reading, Mathematics, and Writing and Language. Registration information will be available in the school counselor’s office at each high school.

SAT
The SAT is an optional test nationally administered by the College Board. It assesses students in the following areas: Evidence-Based Reading and Writing, Math and an optional Essay.

The redesigned SAT focuses on knowledge, skills, and understandings that research has identified as most important for college and career readiness and success. There is a greater emphasis on the meaning of words in extended contexts and on how word choice shapes meaning, tone, and impact. The SAT is one of the admissions tests used by post-secondary institutions to assist in selecting students.

The SAT is administered at selected sites nationally. IPS also hosts IPS SAT Day annually when students can take the test for free of charge. Students must pay and register online or by mail several weeks prior to the test date if registering for the test individually. Registration information is available in the school counselors’ office at each high school and at www.collegeboard.org.

ACT
The ACT assesses high school students’ general educational development and their ability to complete college-level work. The ACT has five sub scores: four multiple-choice tests covering skill areas of English, Mathematics, reading, and science; the Writing Test measuring skill in planning and writing a short essay.

The ACT is also administered at selected sites nationally. For these administrations, students must pay and register online or by mail several weeks prior to the test date. Registration information is available in the school counselor’s office at each high school. More information is available at www.actstudent.org.
EXTRACURRICULAR
COLLEGE BOUND STUDENT ATHLETE
To play sports as a freshman in NCAA Divisions I and II, you must meet specific standards. You 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 grade-point average 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 counselor for details.

TEST SCORE REQUIREMENTS
(SAT, ACT) in Divisions I and II, the student 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.
PREPARING FOR COLLEGE
HIGH SCHOOL OPTIONS

<table>
<thead>
<tr>
<th>HIGH SCHOOLS</th>
<th>GRADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arsenal Technical High School</td>
<td>9-12</td>
</tr>
<tr>
<td>Crispus Attucks High School</td>
<td>9-12</td>
</tr>
<tr>
<td>George Washington High School</td>
<td>9-12</td>
</tr>
<tr>
<td>Shortridge High School</td>
<td>9-12</td>
</tr>
</tbody>
</table>

21ST CENTURY SCHOLARS

Indiana’s 21st Century Scholars Program began in 1990 to ensure that every Hoosier student can afford the opportunity provided by a college degree. Today, eligible students who keep the Scholar Pledge to excellence in school and life receive a Scholarship to help pay for their college education.

Indiana’s 21st Century Scholars Program offers income-eligible Hoosier students up to four years of paid tuition at an eligible Indiana college or university after they graduate from high school. In middle and high school, 21st Century Scholars are connected to programs and resources to help them plan, prepare, and pay for college. Once in college, Scholars receive support to complete their college degrees and connect to career opportunities.

BECOMING A 21ST CENTURY SCHOLAR

Indiana 7th and 8th grade students whose families meet income eligibility guidelines can apply to become a 21st Century Scholar. Applications must be received by June 30 of the student’s 8th grade year. Students may apply online or through a local school or nonprofit organization that has agreed to submit online applications on behalf of eligible students.

SUCCEEDING IN SCHOOL

While in high school, 21st Century Scholars are expected to complete a Scholar Success Program that helps them plan, prepare, and pay for college completion. Three required activities each year help Scholars stay on track to graduate high school and earn a college degree. Participation in the Scholar Success Program is recommended for all Indiana students and required for 21st Century Scholars who start high school in the fall of 2013 or later.

COMPLETING COLLEGE

The final step in the 21st Century Scholars Program is to complete college successfully and enter a career pathway. Scholars continue to receive support in college as they plan their path to a degree, prepare for success in the workplace, and pay for college with the 21st Century Scholarship.

LEARN MORE ...

Visit the 21st Century Scholars website for answers to common questions, including how to check enrollment status, finding eligible colleges, and more. Learn more about the program by reading about one of our featured scholars. Like all scholars, these talented students face real hurdles to completing college, but they have the determination and knowledge to succeed. https://scholars.in.gov

3 Es ONLINE RESOURCES

Naviance Student is the IPS College and Career Readiness software platform. Students and families should use Naviance to learn about their own strengths and interests, career profiles and assessments and college planning tools and resources. Students and families can access their Naviance Student by logging in through their Clever account at https://clever.com/in/myips/.

The Independent Colleges Indiana (ICI) website (www.icindiana.org) provides links to all independent colleges and universities in Indiana and has other information on finding the best college fit. Here are additional websites with more information on college choice and student financial aid.

www.nces.ed.gov/collegenavigator

Using College Navigator’s school search engine, you can explore some 7,000 post-secondary U.S. institutions based on criteria you select, including programs and degrees awarded, retention and graduation rates, price of attendance, available aid, campus safety, and accreditation. This federal website comes from the National Center for Educational Statistics.
www.learnmoreindiana.org
The Learn More Resource Center is a great source of information about career planning, educational options, and financing your education.

https://www.in.gov/che/
Indiana’s Commission for Higher Education explains state financial aid programs, answers Frequently Asked Questions, and provides links to additional aid sources.

www.studentaid.ed.gov
The U.S. Department of Education sponsors this site about federal aid programs and features information about the latest changes and an online student guide.

www.fafsa.ed.gov
File the Free Application for Federal Student Aid online.

www.finaid.org
From a noted financial aid and college planning author, this is a comprehensive annotated collection of information about student financial aid.

https://www.in.gov/tos/iesa/index.htm
From the Indiana Education Savings Authority, this site contains information about great ways to save for college.

www.fastweb.com
The largest and most complete source of scholarships available, FastWeb! features personalized matching of scholarships to students’ unique profiles.

https://www.defense.gov/KnowYourMilitary/
Know Your Military Videos & Information

https://www.bls.gov/ooh/
CHOICE OPTION
COURSE PROGRESSIONS
**Advanced Manufacturing, Engineering and Logistics**

*Careers related to processing materials into products, and the movement of people, goods, and materials by air, rail, and water*

**Themes:** STEM, manufacturing careers, college and career prep, on-the-job training, dual credit, certification

---

**Advanced Manufacturing: Offered at George Washington High School**

The Advanced Manufacturing pathway is a three-year program where students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. After gaining a working knowledge of these materials, students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today’s advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operations skills, inventory principles, chart and graph reading. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations.

- Investigate the properties of engineered materials and study major types of material processes including tooling, electrical, operation and inventory principles.
- Hands-on projects and team activities in the areas of safety and impact, electricity, manufacturing essentials, fluid power principles, mechanical principles and lean manufacturing.
- Work towards earning college credit and an industry-recognized certification through the Manufacturing Skill Standards Council (MSSC).

---

**Grade** | **English** | **Mathematics** | **Science** | **Health/PE** | **Social Studies** | **Elective** | **Career Prep Courses**
---|---|---|---|---|---|---|---
9 | English 9  
OR Honors English 9  
OR Honors Algebra I  
OR Honors Geometry  
OR Honors Algebra I  
OR Honors Geometry | Algebra I  
OR Algebra I  
OR Honors Algebra I  
OR Honors Geometry | OR Chemistry I  
OR Physics I  
OR Earth Space Science  
OR Integrated Chemistry - Physics | Physical Education I  
OR Physical Education II  
OR Health | World History  
OR Honors World History  
OR Geography and History of the World | Core 40  
Direct Elective | Preparing for College and Careers  
AND Personal Financial Responsibility

10 | English 10  
OR Honors English 10  
OR Honors Geometry  
OR Honors Algebra II | Geometry  
OR Geometry  
OR Honors Geometry  
OR Honors Algebra II | OR Chemistry I  
OR Physics I  
OR Physics I: Algebra Based – AP  
OR Earth Space Science  
OR Integrated Chemistry Physics | Physical Education Electives  
OR World History  
OR US History  
OR AP World History | US History  
OR World History  
OR AP World History  
OR AP US History  
OR Social Studies Elective | Core 40  
Direct Elective  
Advanced Manufacturing I  
Ivy Tech Dual Credit  
Certification: OSHA 10

11 | English 11  
OR Honors English 11  
OR AP Language & Composition  
OR Advanced English for College Credit  
OR Honors Algebra II  
OR Pre-calculus  
OR Finite Math  
OR Advanced Mathematics for College Credit | Algebra II  
OR Algebra II  
OR Pre-calculus  
OR Finite Math  
OR Advanced Mathematics for College Credit | OR Chemistry I  
OR Physics I  
OR Physics I: Algebra Based – AP  
OR Physics I: Algebra Based – AP  
OR Environmental Science  
OR Anatomy and Physiology  
OR AP Science  
OR AP Science | Physical Education Electives  
OR World History  
OR World History  
OR Practice World History  
OR Social Studies Elective | US Gov’t/Economics  
OR World History  
OR World History  
OR Practice World History  
OR Social Studies Elective | Core 40  
Direct Elective  
Advanced Manufacturing II  
Ivy Tech Dual Credit  
Certification: Certified Production Technician (CPT)

12 | English 12  
OR Honors English 12  
OR AP Language & Composition  
OR Advanced English for College Credit  
OR CCR Bridge: Math Ready  
OR Pre-calculus  
OR Finite Math  
OR AP Statistics  
OR AP Calculus | OR CCR Bridge: Math Ready  
OR Pre-calculus  
OR Finite Math  
OR AP Statistics  
OR AP Calculus  
OR Advanced Mathematics for College Credit | OR Chemistry I  
OR Physics I  
OR Physics I: Algebra Based – AP  
OR Physics I: Algebra Based – AP  
OR Environmental Science  
OR Anatomy and Physiology  
OR AP Science  
OR AP Science | Physical Education Electives  
OR World History  
OR World History  
OR Practice World History  
OR Social Studies Elective | US Gov’t/Economics  
OR World History  
OR World History  
OR Practice World History  
OR Social Studies Elective | Core 40  
Direct Elective  
Work-Based Learning Capstone
Construction, Architecture, and Design Academy

Careers for those who design, plan, manage, build and maintain structures

Themes: STEM, construction careers, project-based, college credit, certification

Architecture and Design: Offered at Arsenal Technical High School

The Architecture and Design pathway is a three-year program where students will receive an overview of civil engineering and architecture while using state-of-the-art software to solve real world problems. The program covers project and site planning, project documentation, animated presentation, and blueprint reading. Students will apply and adapt design processes found in architectural drafting scenarios and integrate architectural concepts to produce industry standard drawings.

- 3D modeling of residential and commercial buildings using hand drawings and computers.
- Work towards earning a certification in AutoDesk Revit, earn college credit, and leave with a portfolio of drawings.
- Participate in the Architecture, Construction, and Engineering (ACE) mentor program to work alongside industry professionals.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Health/PE</th>
<th>Social Studies</th>
<th>Elective</th>
<th>Career Prep Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OR Honors English 9</td>
<td>OR Honors Geometry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>English 10</td>
<td>Geometry, OR Honors Geometry, OR Honors Algebra II</td>
<td>Biology, OR Chemistry I, OR Physics I, OR Physics I: Algebra Based – AP, OR Earth Space Science, OR Integrated Chemistry - Physics</td>
<td>Physical Education Electives</td>
<td>US History, OR Honors US History, OR AP World History</td>
<td>Core 40 Directed Elective</td>
<td>Architectural Drafting &amp; Design I</td>
</tr>
<tr>
<td></td>
<td>OR Honors English 10</td>
<td>OR Honors Algebra II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR Honors English 11</td>
<td>OR Pre-calculus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR AP Language &amp; Composition</td>
<td>OR Finite Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR Advanced English for College Credit</td>
<td>OR Advanced Mathematics for College Credit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>English 12</td>
<td>Pre-calculus, OR Honors English 12</td>
<td>Chemistry I, OR Physics I, OR Physics I: Algebra Based – AP, OR Physics 2: Algebra Based – AP, OR Environmental Science, OR Anatomy and Physiology, OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Govt/Economics, OR Honors US Govt/Economics, OR AP US History, OR AP Microeconomics, OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>WBL Capstone</td>
</tr>
<tr>
<td></td>
<td>OR Honors English 12</td>
<td>OR AP Statistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR AP Literature &amp; Composition</td>
<td>OR AP Calculus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR Advanced English for College Credit</td>
<td>OR Advanced Mathematics for College Credit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR CCR Bridge: Math Ready</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Business and Finance Academy

Careers for those who plan, organize, lead, and evaluate functions for running a business

Themes: business careers, college and career prep, on-the-job training, dual credit, certification

Accounting: Offered at George Washington High School

The Accounting pathway is a three-year program where students analyze and synthesize high-level skills needed for a multitude of careers in the banking and investment industry. Students learn accounting, advanced accounting, banking, investments, and other finance fundamentals and applications related to financial institutions, business and personal financial services, investment and securities, risk management products, and corporate finance.

- Learn skills analyzing, and recording business transactions and interpreting financial reports as a basis for decision-making.
- Gain an understanding of management, team building, leadership, problem-solving steps and processes that contribute to the achievement of organizational goals.
- Participate in capstone course work and experience running an onsite bank, work towards Microsoft Excel certification, and earn college credit.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Health/PE</th>
<th>Social Studies</th>
<th>Elective</th>
<th>Career Prep Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English 9 OR Honors English 9</td>
<td>Algebra I OR Honors Algebra I OR Honors Geometry</td>
<td>Biology OR Chemistry I OR Physics I OR Earth Space Science OR Integrated Chemistry - Physics</td>
<td>Physical Education I /Physical Education II AND Health</td>
<td>World History OR Honors World History OR Geography and History of the World</td>
<td>Core 40 Directed Elective</td>
<td>Preparing for College and Careers AND Digital Apps and Responsibility</td>
</tr>
<tr>
<td>10</td>
<td>English 10 OR Honors English 10</td>
<td>Geometry OR Honors Geometry OR Honors Algebra II</td>
<td>Biology OR Chemistry I OR Physics I OR Physics I: Algebra Based – AP OR Earth Space Science OR Integrated Chemistry Physics</td>
<td>Physical Education Electives</td>
<td>US History OR Honors US History OR AP World History</td>
<td>Core 40 Directed Elective</td>
<td>Introduction to Accounting</td>
</tr>
<tr>
<td>11</td>
<td>English 11 OR Honors English 11 OR AP Language &amp; Composition OR Advanced English for College Credit</td>
<td>Algebra II OR Honors Algebra II OR Pre-calculus OR Advanced Mathematics for College Credit</td>
<td>Chemistry I or Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics OR Honors US Gov’t/Economics OR AP US History OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>12</td>
<td>English 12 OR Honors English 12 OR AP Literature &amp; Composition OR Advanced English for College Credit</td>
<td>Pre-calculus OR Finite Math OR AP Calculus OR Advanced Mathematics for College Credit OR CCR Bridge: Math Ready</td>
<td>Chemistry I or Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics OR Honors US Gov’t/Economics OR AP US History OR AP Microeconomics OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>Banking and Investment Capstone Certification: Microsoft Office Suite (MOS)</td>
</tr>
</tbody>
</table>
Health Sciences Academy

Careers for those who provide and manage therapeutic services, diagnostic services, health information, support services and biotechnology research

Themes: STEM, health careers, college and career prep, on-the-job training

Biomedical Sciences: Offered at Crispus Attucks High School

The Biomedical Sciences pathway is a three-year program where students work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases using Project Lead The Way (PLTW) curriculum. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person’s life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease.

- Explore and find solutions to some of today’s most pressing medical challenges including heart disease, diabetes, hypercholesterolemia, and infectious diseases.
- Step into the roles of biomedical science professionals and investigate topics including human medicine, physiology, genetics, microbiology, and public health.
- Work in teams to find unique solutions, and in the process, learn in-demand, transferable skills like critical thinking and communication.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Health/PE</th>
<th>Social Studies</th>
<th>Elective</th>
<th>Career Prep Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English 9 OR Honors English 9</td>
<td>Algebra I OR Honors Algebra I OR Honors Geometry</td>
<td>Biology OR Chemistry I OR Physics I OR Earth Space Science OR Integrated Chemistry - Physics</td>
<td>Physical Education I OR Physical Education II AND Health</td>
<td>World History OR Honors World History OR Geography and History of the World</td>
<td>Core 40 Directed Elective</td>
<td>Preparing for College and Careers AND Nutrition and Wellness</td>
</tr>
<tr>
<td>10</td>
<td>English 10 OR Honors English 10</td>
<td>Geometry OR Honors Geometry OR Honors Algebra II</td>
<td>Biology OR Chemistry I OR Physics I OR Physics I: Algebra Based – AP OR Earth Space Science OR Integrated Chemistry Physics</td>
<td>Physical Education Electives</td>
<td>US History OR Honors US History OR AP World History</td>
<td>Core 40 Directed Elective</td>
<td>PLTW Principles of Biomedical Sciences</td>
</tr>
<tr>
<td>11</td>
<td>English 11 OR Honors English 11 OR AP Language &amp; Composition OR Advanced English for College Credit</td>
<td>Algebra II OR Honors Algebra II OR Pre-calculus OR Finite Math OR Advanced Mathematics for College Credit</td>
<td>Chemistry I or Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics OR Honors US Gov’t/Economics OR AP US History OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>PLTW Human Body Systems</td>
</tr>
<tr>
<td>12</td>
<td>English 12 OR Honors English 12 OR AP Literature &amp; Composition OR Advanced English for College Credit</td>
<td>Pre-calculus OR Finite Math OR AP Statistics OR AP Calculus OR Advanced Mathematics for College Credit OR CCR Bridge: Math Ready</td>
<td>Chemistry I or Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics OR Honors US Gov’t/Economics OR AP US History OR AP Microeconomics OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>PLTW Medical Innovations AND PLTW Biomedical Innovations AND Ivy Tech Dual Credit</td>
</tr>
</tbody>
</table>
Construction, Architecture, and Design Academy

*Careers for those who design, plan, manage, build and maintain structures*

*Themes: STEM, construction careers, project-based, college credit, certification*

**Construction Trades: Offered at Arsenal Technical High School**

The Construction Trades pathway is a history of construction, future trends and career options, reading technical drawings and transforming those drawings into physical structures are covered. The relationship of views, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, and three-dimensional drawing techniques. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop layout and floor construction skills.

- Designing and building residential and commercial structures
- Work towards earning a certification in National Center for Construction Education & Research (NCCER), and earn college credit
- Participate in the Architecture, Construction, and Engineering (ACE) mentor program to work alongside industry professionals
- Paid summer internships may be available through the Indiana Construction Roundtable Foundation

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Health/PE</th>
<th>Social Studies</th>
<th>Elective</th>
<th>Career Prep Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English 9 OR Honors English 9</td>
<td>Algebra I OR Honors Algebra I OR Honors Geometry</td>
<td>Biology OR Chemistry I OR Physics I OR Earth Space Science OR Integrated Chemistry - Physics</td>
<td>Physical Education I OR Physical Education II AND Health</td>
<td>World History OR Honors World History OR Geography and History of the World</td>
<td>Core 40 Directed Elective</td>
<td>Preparing for College and Careers AND Personal Financial Responsibility</td>
</tr>
<tr>
<td>11</td>
<td>English 11 OR Honors English 11 OR AP Language &amp; Composition OR Advanced English for College Credit</td>
<td>Algebra II OR Honors Algebra II OR Pre-calculus OR Finite Math OR Advanced Mathematics for College Credit</td>
<td>Chemistry I OR Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Govt/Economics OR Honors US Govt/Economics OR AP US History OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>Construction Trades II</td>
</tr>
<tr>
<td>12</td>
<td>English 12 OR Honors English 12 OR AP Literature &amp; Composition OR Advanced English for College Credit</td>
<td>Pre-calculus OR Finite Math OR AP Statistics OR AP Calculus OR Advanced Mathematics for College Credit OR CCR Bridge: Math Ready</td>
<td>Chemistry I OR Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Govt/Economics OR Honors US Govt/Economics OR AP US History OR AP Microeconomics OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>Work-Based Learning Capstone</td>
</tr>
</tbody>
</table>
Early Childhood Education: Offered at Crispus Attucks High School

The Early Childhood Education pathway is a three-year program that prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional.

- Obtain knowledge and skills needed for positive and productive relationships in career, community, and family settings.
- Study prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers.
- Participate in 480 hours of clinical experience with children, work towards Childhood Development Associate Certification, and earn college credit.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Health/PE</th>
<th>Social Studies</th>
<th>Elective</th>
<th>Career Prep Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English 9 OR Honors English 9</td>
<td>Algebra I OR Honors Algebra I OR Honors Geometry</td>
<td>Biology OR Chemistry I OR Physics I OR Earth Space Science OR Integrated Chemistry - Physics</td>
<td>Physical Education I/Physical Education II AND Health</td>
<td>World History OR Honors World History OR Geography and History of the World</td>
<td>Core 40 Directed Elective</td>
<td>Preparing for College and Careers AND Nutrition and Wellness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR Honors Algebra I</td>
<td>OR Honors Geometry</td>
<td>OR Honors Algebra II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>English 10 OR Honors English 10</td>
<td>Geometry OR Honors Geometry OR Honors Algebra II</td>
<td>Biology OR Chemistry I OR Physics I OR Physics I: Algebra Based – AP OR Earth Space Science OR Integrated Chemistry Physics</td>
<td>Physical Education Electives</td>
<td>US History OR Honors US History OR AP World History</td>
<td>Core 40 Directed Elective</td>
<td>Child Development AND Interpersonal Relationships</td>
</tr>
<tr>
<td></td>
<td>OR Honors Algebra II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>English 11 OR Honors English 11 OR AP Language &amp; Composition OR Advanced English for College Credit</td>
<td>Algebra II OR Honors Algebra II OR Pre-calculus OR Finite Math OR Advanced Mathematics for College Credit</td>
<td>Chemistry I or Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics OR Honors US Gov’t/Economics OR AP US History OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>OR Honors Algebra II</td>
<td>OR Pre-calculus</td>
<td>OR Finite Math</td>
<td>OR AP Statistics</td>
<td>OR AP Calculus</td>
<td>OR Advanced Mathematics for College Credit</td>
<td>OR CCR Bridge: Math Ready</td>
</tr>
<tr>
<td>12</td>
<td>English 12 OR Honors English 12 OR AP Literature &amp; Composition OR Advanced English for College Credit</td>
<td>Pre-calculus OR Finite Math OR AP Statistics OR AP Calculus OR Advanced Mathematics for College Credit</td>
<td>Chemistry I or Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics OR Honors US Gov’t/Economics OR AP US History OR AP Microeconomics OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>Early Childhood II Ivy Tech Dual Credit Certification: Child Development Associate (CDA)</td>
</tr>
</tbody>
</table>
Advanced Manufacturing, Engineering and Logistics
Careers related to processing materials into products, and the movement of people, goods, and materials by air, rail, and water
Themes: STEM, manufacturing careers, college and career prep, on-the-job training, college credit

Engineering: Computer Integrated Manufacturing — Offered at George Washington High School
The Engineering pathway is a three-year program where students use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes.
- Dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product.
- Discover and explore manufacturing processes, product design, robotics, and automation, and then design solutions for real-world manufacturing problems.
- Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Health/PE</th>
<th>Social Studies</th>
<th>Elective</th>
<th>Career Prep Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English 9</td>
<td>Algebra I</td>
<td>Biology</td>
<td>Physical Education I</td>
<td>World History</td>
<td>Core 40 Directed Elective</td>
<td>Preparing for College and Careers AND Personal Financial Responsibility</td>
</tr>
<tr>
<td>OR Honors English 9</td>
<td>OR Honors Algebra I</td>
<td>OR Chemistry I</td>
<td>OR Physics I</td>
<td>OR Earth Space Science</td>
<td>OR Geography and History of the World</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR Honors Geometry</td>
<td></td>
<td>OR Integrated Chemistry - Physics</td>
<td></td>
<td>AND Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>English 10</td>
<td>Geometry</td>
<td>Biology</td>
<td>Physical Education Electives</td>
<td>US History</td>
<td>Core 40 Directed Elective</td>
<td>Introduction to Engineering Design Ivy Tech Dual Credit</td>
</tr>
<tr>
<td>OR Honors English 10</td>
<td>OR Honors Geometry</td>
<td>OR Chemistry I</td>
<td>OR Physics I</td>
<td>OR Physics I: Algebra Based – AP</td>
<td>OR Honors US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR Honors Algebra II</td>
<td>OR Earth Space Science</td>
<td>OR Integrated Chemistry Physics</td>
<td>OR AP World History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>English 11</td>
<td>Geometry</td>
<td>Chemistry I or Physics I</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics</td>
<td>Core 40 Directed Elective</td>
<td>PLTW Principles of Engineering Ivy Tech Dual Credit</td>
</tr>
<tr>
<td>OR Honors English 11</td>
<td>OR Honors Geometry</td>
<td>OR Physics I: Algebra Based – AP</td>
<td></td>
<td>OR Honors US Gov’t/Economics</td>
<td>OR AP US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR AP Language &amp; Composition</td>
<td>OR Pre-calculus</td>
<td>OR Physics 2: Algebra Based – AP</td>
<td></td>
<td>OR Social Studies Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR Advanced English for College Credit</td>
<td>OR Finite Math</td>
<td>OR Environmental Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR Advanced Mathematics for College Credit</td>
<td>OR Anatomy and Physiology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR AP Science</td>
<td>OR AP Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>English 12</td>
<td>Pre-calculus</td>
<td>Chemistry I or Physics I</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics</td>
<td>Core 40 Directed Elective</td>
<td>PLTW Computer Integrated Manufacturing Ivy Tech Dual Credit</td>
</tr>
<tr>
<td>OR Honors English 12</td>
<td>OR Finite Math</td>
<td>OR Physics I: Algebra Based – AP</td>
<td></td>
<td>OR Honors US Gov’t/Economics</td>
<td>OR AP US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR AP Literature &amp; Composition</td>
<td>OR AP Statistics</td>
<td>OR Physics 2: Algebra Based – AP</td>
<td></td>
<td>OR AP Microeconomics</td>
<td>OR AP Microeconomics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR Advanced English for College Credit</td>
<td>OR AP Calculus</td>
<td>OR Environmental Science</td>
<td></td>
<td>OR Social Studies Elective</td>
<td>OR Social Studies Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR CCR Bridge: Math Ready</td>
<td>OR Advanced Mathematics for College Credit</td>
<td>OR Anatomy and Physiology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR AP Science</td>
<td>OR AP Science</td>
<td>OR AP Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Business and Finance Academy

*Careers for those who plan, organize, lead, and evaluate functions for running a business*

*Themes: business careers, college and career prep, on-the-job training, college credit, certification*

Entrepreneurship: Offered at George Washington High School
The Entrepreneurship pathway is a three-year program where students develop skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and launch will be explored through mini-case studies of successful and unsuccessful entrepreneurial start-ups.

- Learn about starting and operating a business, marketing products and services, and learning how to find resources to help in the development of a new venture.
- Opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini-case studies.
- Work towards Microsoft Word, Excel and PowerPoint certifications, and earn college credit.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Health/PE</th>
<th>Social Studies</th>
<th>Elective</th>
<th>Career Prep Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English 9 OR Honors English 9</td>
<td>Algebra I OR Honors Algebra I OR Honors Geometry</td>
<td>Biology OR Chemistry I OR Physics I OR Earth Space Science OR Integrated Chemistry - Physics</td>
<td>Physical Education I OR Physical Education II AND Health</td>
<td>World History OR Honors World History OR Geography and History of the World</td>
<td>Core 40 Directed Elective</td>
<td>Preparing for College and Careers AND Personal Financial Responsibility</td>
</tr>
<tr>
<td>11</td>
<td>English 11 OR Honors English 11 OR AP Language &amp; Composition OR Advanced English for College Credit</td>
<td>Algebra II OR Honors Algebra II OR Pre-calculus OR Finite Math OR Advanced Mathematics for College Credit</td>
<td>Chemistry I OR Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov’Economics OR Honors US Gov’Economics OR AP US History OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>Principals of Business Management</td>
</tr>
</tbody>
</table>
Information Technology Academy

Careers related to the design, development and support and management of software, hardware, multimedia, and systems integration services, and internet safety and protection

Themes: STEM, computer-based careers, project based, college and career prep, college credit

Computer Science: Cybersecurity: Offered at George Washington High School

The Computer Science: Cybersecurity pathway allows students to concentrate in one of two options: computer programming or cybersecurity. Computer programming is a way of giving computers instructions about what they should do next. These instructions are known as code, and computer programmers write code to solve problems or perform a task. Cybersecurity is the protection of internet-connected systems, including hardware, software and data, from cyberattacks. In a computing context, security comprises cybersecurity and physical security -- both are used by enterprises to protect against unauthorized access to data centers and other computerized systems.

- Work collaboratively in teams to design systems, solve problems, think critically, be creative and communicate with each other and business partners.
- Participate in real-world experiences such as designing an inventory system for a retail store, comparing stores in a company to project future sales, track customer buying habits and more.
- Learn how to automate data collection to make processes more effective and efficient.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Health/PE</th>
<th>Social Studies</th>
<th>Elective</th>
<th>Career Prep Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English 9 OR Honors English 9</td>
<td>Algebra I OR Honors Algebra I OR Honors Geometry</td>
<td>Biology OR Chemistry I OR Physics I OR Earth Space Science OR Integrated Chemistry - Physics</td>
<td>Physical Education I /Physical Education II AND Health</td>
<td>World History OR Honors World History OR Geography and History of the World</td>
<td>Core 40 Directed Elective</td>
<td>Preparing for College and Careers AND Personal Financial Responsibility</td>
</tr>
<tr>
<td>10</td>
<td>English 10 OR Honors English 10</td>
<td>Geometry OR Honors Geometry OR Honors Algebra II</td>
<td>Biology OR Chemistry I OR Physics I OR Physics I: Algebra Based – AP OR Earth Space Science OR Integrated Chemistry Physics</td>
<td>Physical Education Electives</td>
<td>US History OR Honors US History OR AP World History</td>
<td>Core 40 Directed Elective</td>
<td>Computer Science I</td>
</tr>
<tr>
<td>11</td>
<td>English 11 OR Honors English 11 OR AP Language &amp; Composition OR Advanced English for College Credit</td>
<td>Algebra II OR Honors-Algebra II OR Pre-calculus OR Finite Math OR Advanced Mathematics for College Credit</td>
<td>Chemistry I OR Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics OR Honors US Gov’t/Economics OR AP US History OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>Computer Science III: Cybersecurity</td>
</tr>
<tr>
<td>12</td>
<td>English 12 OR Honors English 12 OR AP Literature &amp; Composition OR Advanced English for College Credit</td>
<td>Pre-calculus OR Finite Math OR AP Statistics OR AP Calculus OR Advanced Mathematics for College Credit OR CCR Bridge: Math Ready</td>
<td>Chemistry I OR Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics OR Honors US Gov’t/Economics OR AP US History OR AP Microeconomics OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>Work-Based Learning Capstone</td>
</tr>
</tbody>
</table>
**Information Technology Academy**

*Careers related to the design, development and support and management of software, hardware, multimedia, and systems integration services*

*Themes: STEM, computer-based careers, project based, college and career prep, college credit, certification*

---

**IT Tech Support: Offered at George Washington High School**

The IT Support pathway is a four-year program where students explore how computers work and learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems.

- Learn about local and wide area networks, home networking, and networking standards using the IEEE/OSI Model, network protocols, transmission media and network architecture/topologies.
- Participate as a member of the tech squad to help service computers and other technology devices on campus.
- Earn college credit and work towards earning industry recognized CompTIA Fundamentals and CompTIA A+ Certifications.

---

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Health/PE</th>
<th>Social Studies</th>
<th>Elective</th>
<th>Career Prep Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English 9 OR Honors English 9</td>
<td>Algebra I OR Honors Algebra I OR Honors Geometry</td>
<td>Biology OR Chemistry I OR Physics I OR Earth Space Science OR Integrated Chemistry - Physics</td>
<td>Physical Education I / Physical Education II AND Health</td>
<td>World History OR Honors World History OR Geography and History of the World</td>
<td>Core 40 Directed Elective</td>
<td>Preparing for College and Careers AND Personal Financial Responsibility</td>
</tr>
<tr>
<td>11</td>
<td>English 11 OR Honors English 11 OR AP Language &amp; Composition OR Advanced English for College Credit</td>
<td>Algebra II OR Honors Algebra II OR Pre-calculus OR Finite Math OR Advanced Mathematics for College Credit</td>
<td>Chemistry I OR Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics OR Honors US Gov’t/Economics OR AP US History OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>Information Technology Support I Certification: CompTIA IT Fundamentals</td>
</tr>
<tr>
<td>12</td>
<td>English 12 OR Honors English 12 OR AP Literature &amp; Composition OR Advanced English for College Credit</td>
<td>Pre-calculus OR Finite Math OR AP Statistics OR AP Calculus OR Advanced Mathematics for College Credit OR CCR Bridge: Math Ready</td>
<td>Chemistry I OR Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics OR Honors US Gov’t/Economics OR AP US History OR AP Microeconomics OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>Networking 1 Certification: CompTIA A+</td>
</tr>
</tbody>
</table>
Advanced Manufacturing, Engineering and Logistics

Careers related to processing materials into products, and the movement of people, goods, and materials by air, rail, and water

Themes: STEM, manufacturing careers, college and career prep, on-the-job training, dual credit, certification

Logistics: Offered at George Washington High School

The Logistics pathway is the planning, management and movement of people, materials and goods by road, pipeline, air, rail and water and related professional and technical support services. This pathway is a three-year program where students learn basic concepts included in the field of logistics and supply chain management. Topics covered include: supply chain management, customer service, transportation, purchasing, inventory, and warehouse management and introduces students to the various components of logistics.

- Introduces students to the physical components of finished product handling.
- Investigates the properties of engineered materials and study major types of material processes.
- Work towards earning college credit and an industry-recognized certification through the Manufacturing Skill Standards Council (MSSC).

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Health/PE</th>
<th>Social Studies</th>
<th>Elective</th>
<th>Career Prep Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English 9 OR Honors English 9</td>
<td>Algebra I OR Honors Algebra I OR Honors Geometry</td>
<td>Biology OR Chemistry I OR Physics I OR Earth Space Science OR Integrated Chemistry - Physics</td>
<td>Physical Education I OR Physical Education II AND Health</td>
<td>World History OR World History OR Geography and History of the World</td>
<td>Core 40 Directed Elective</td>
<td>Preparing for College and Careers AND Personal Financial Responsibility</td>
</tr>
<tr>
<td>10</td>
<td>English 10 OR Honors English 10</td>
<td>Geometry OR Honors Geometry OR Honors Algebra II</td>
<td>Biology OR Honors Algebra I OR Physics I OR Physics I: Algebra Based - AP OR Earth Space Science OR Integrated Chemistry Physics</td>
<td>Physical Education Electives</td>
<td>US History OR Honors US History OR AP World History</td>
<td>Core 40 Directed Elective</td>
<td>Warehouse Operation and Materials Handling</td>
</tr>
<tr>
<td>11</td>
<td>English 11 OR Honors English 11 OR AP Language &amp; Composition OR Advanced English for College Credit</td>
<td>Algebra II OR Honors Algebra II OR Pre-calculus OR Honors Algebra OR Advanced Mathematics for College Credit</td>
<td>Chemistry I OR Physics I OR Physics I: Algebra Based - AP OR Physics 2: Algebra Based - AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov't/Economics OR Honors US Gov't/Economics OR AP US History OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>Supply Chain Management and Logistics Certification: Certified Logistics Tech (CLT)</td>
</tr>
<tr>
<td>12</td>
<td>English 12 OR Honors English 12 OR AP Literature &amp; Composition OR Advanced English for College Credit</td>
<td>Pre-calculus OR Honors Math OR AP Calculus OR AP Statistics OR Advanced Mathematics for College Credit OR CCR Bridge: Math Ready</td>
<td>Chemistry I OR Physics I OR Physics I: Algebra Based - AP OR Physics 2: Algebra Based - AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov't/Economics OR Honors US Gov't/Economics OR AP US History OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>Work-Based Learning Capstone</td>
</tr>
</tbody>
</table>
Business and Finance Academy

Careers for those who plan, organize, lead, and evaluate functions for running a business

Themes: business careers, college and career prep, on-the-job training, dual credit

Marketing: Offered at George Washington High School

The Marketing pathway is a three-year program that provides an introduction to the importance of marketing in driving sales and profits. Emphasis is placed on oral and written communications, problem-solving, and critical thinking skills as they relate to advertising, distribution, financing, pricing, and product/service management.

- Study the impact of marketing activities on consumer behavior.
- Learn about distribution systems and strategies, pricing considerations, product and service management, and promotional strategies while earning college credit.
- Develop understanding of the sport and event industries.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Health/PE</th>
<th>Social Studies</th>
<th>Elective</th>
<th>Career Prep Courses</th>
</tr>
</thead>
</table>
| 9     | English 9  
OR Honors English 9 | Algebra I  
OR Honors Algebra I  
OR Honors Geometry | Biology  
OR Chemistry I  
OR Physics I  
OR Earth Space Science  
OR Integrated Chemistry - Physics | Physical Education I  
/Physical Education II  
AND Health | World History  
OR Honors World History  
OR Geography and History of the World | Core 40  
Directed Elective | Preparing for College and Careers  
AND Personal Financial Responsibility |
| 10    | English 10  
OR Honors English 10 | Geometry  
OR Honors Geometry  
OR Honors Algebra II | Biology  
OR Chemistry I  
OR Physics I  
OR Physics I: Algebra Based – AP  
OR Earth Space Science  
OR Integrated Chemistry Physics | Physical Education Electives | US History  
OR Honors US History  
OR AP World History | Core 40  
Directed Elective | Introduction to Business  
AND Digital Apps and Responsibility  
Certification: Microsoft Office Suite |
| 11    | English 11  
OR Honors English 11  
OR AP Language & Composition  
OR Advanced English for College Credit | Algebra II  
OR Honors Algebra II  
OR Pre-calculus  
OR Finite Math  
OR Advanced Mathematics for College Credit | Chemistry I  
OR Physics I  
OR Physics I: Algebra Based – AP  
OR Physics 2: Algebra Based – AP  
OR Environmental Science  
OR Anatomy and Physiology  
OR AP Science | Physical Education Electives | US Gov’t/Economics  
OR Honors US Gov’t/Economics  
OR AP US History  
OR Social Studies Elective | Core 40  
Directed Elective | Principals of Marketing |
| 12    | English 12  
OR Honors English 12  
OR AP Literature & Composition  
OR Advanced English for College Credit | Pre-calculus  
OR Finite Math  
OR AP Statistics  
OR AP Calculus  
OR Advanced Mathematics for College Credit  
OR CCR Bridge: Math Ready | Chemistry I  
OR Physics I  
OR Physics I: Algebra Based – AP  
OR Physics 2: Algebra Based – AP  
OR Environmental Science  
OR Anatomy and Physiology  
OR AP Science | Physical Education Electives | US Gov’t/Economics  
OR Honors US Gov’t/Economics  
OR AP US History  
OR AP Microeconomics  
OR Social Studies Elective | Core 40  
Directed Elective | Strategic Marketing |
### Health Sciences Academy

**Careers for those who provide and manage therapeutic services, diagnostic services, health information, support services and biotechnology research**

*Themes: STEM, health careers, college and career prep, on-the-job training, college credit, certification*

**Certified Clinical Medical Assistant: Offered at Arsenal Technical High School and Crispus Attucks High School**

The Certified Clinical Medical Assistant pathway is a three-year program where students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels; an overview of the healthcare delivery systems, healthcare teams and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills to record patient medical histories and symptoms; provide medication and treatments; consult with physicians and other healthcare providers; operate and monitor medical equipment; perform diagnostic tests; teach patients and families how to manage their illness or injury; and perform general health screenings.

- Prepares students for entry level certification for employment in long-term and/or acute care settings.
- Participate in 75 hours of clinical experiences at local long-term care facilities.
- Learn skills in patient care, treatment, anatomy, physiology, diagnosis, and preventative care while earning college credit and working towards CNA and CCMA Certification.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Health/PE</th>
<th>Social Studies</th>
<th>Elective</th>
<th>Career Prep Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English 9  OR Honors English 9</td>
<td>Algebra I OR Honors Algebra I OR Honors Geometry</td>
<td>Biology OR Chemistry I OR Physics I OR Earth Space Science OR Integrated Chemistry - Physics</td>
<td>Physical Education I /Physical Education II AND Health</td>
<td>World History OR Honors World History OR Geography and History of the World</td>
<td>Core 40 Directed Elective</td>
<td>Preparing for College and Careers AND Nutrition and Wellness</td>
</tr>
<tr>
<td>10</td>
<td>English 10  OR Honors English 10</td>
<td>Geometry OR Honors Geometry OR Honors Algebra II</td>
<td>Biology OR Chemistry I OR Physics I OR Physics I: Algebra Based – AP OR Earth Space Science OR Integrated Chemistry Physics</td>
<td>Physical Education Electives</td>
<td>US History OR Honors US History OR AP World History</td>
<td>Core 40 Directed Elective</td>
<td>Principles of Health Science Ivy Tech Dual Credit AND Medical Terms Ivy Tech Dual Credit Certification: CPR/First Aide</td>
</tr>
<tr>
<td>11</td>
<td>English 11  OR Honors English 11  OR AP Language &amp; Composition OR Advanced English for College Credit</td>
<td>Algebra II OR Honors Algebra II OR Pre-calculus OR Finite Math OR Advanced Mathematics for College Credit</td>
<td>Chemistry I or Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics OR Honors US Gov’t/Economics OR AP US History OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>Health Care Specialist: CNA Ivy Tech Dual Credit Certifications: C.N.A. License, Home Health Aide, Dementia Care</td>
</tr>
<tr>
<td>12</td>
<td>English 12  OR Honors English 12  OR AP Literature &amp; Composition OR Advanced English for College Credit</td>
<td>Pre-calculus OR Finite Math OR AP Statistics OR AP Calculus OR Advanced Mathematics for College Credit OR CCR Bridge: Math Ready</td>
<td>Chemistry I or Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics OR Honors US Gov’t/Economics OR AP US History OR AP Microeconomics OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>CCMA: Medical Assisting Ivy Tech Dual Credit AND Healthcare Specialist WBL Capstone Certification: CCMA-NHA</td>
</tr>
</tbody>
</table>
Health Sciences Academy
Careers for those who provide and manage therapeutic services, diagnostic services, health information, support services and biotechnology research
Themes: STEM, health careers, college and career prep, on-the-job training, college credit, certification

Health Care Specialist-Patient Care Technician (PCT): Offered at Arsenal Technical High School and Crispus Attucks High School

The Patient Care Technician pathway is a three-year program where students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels; an overview of the healthcare delivery systems, healthcare teams and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills to record patient medical histories and symptoms; provide medication and treatments; consult with physicians and other healthcare providers; operate and monitor medical equipment; perform diagnostic tests; teach patients and families how to manage their illness or injury; and perform general health screenings.

- Prepares students for entry level certification for employment in long-term and/or acute care settings.
- Participate in 75 hours of clinical experiences at local long-term care facilities.
- Learn skills in patient care, treatment, anatomy, physiology, diagnosis, and preventative care while earning college credit and working towards CNA and Patient Care Technician Certification.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Health/PE</th>
<th>Social Studies</th>
<th>Elective</th>
<th>Career Prep Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English 9 OR Honors English 9</td>
<td>Algebra I OR Honors Algebra I OR Honors Geometry</td>
<td>Biology OR Chemistry I OR Physics I OR Earth Space Science OR Integrated Chemistry - Physics</td>
<td>Physical Education I OR Physical Education II AND Health</td>
<td>World History OR Honors World History OR Geography and History of the World</td>
<td>Core 40 Directed Elective</td>
<td>Preparing for College and Careers AND Nutrition and Wellness</td>
</tr>
<tr>
<td>10</td>
<td>English 10 OR Honors English 10</td>
<td>Geometry OR Honors Geometry OR Honors Algebra II</td>
<td>Biology OR Chemistry I OR Physics I OR Physics I: Algebra Based – AP OR Earth Space Science OR Integrated Chemistry Physics</td>
<td>Physical Education Electives</td>
<td>US History OR Honors US History OR AP World History</td>
<td>Core 40 Directed Elective</td>
<td>Principles of Health Science Ivy Tech Dual Credit AND Medical Terms Ivy Tech Dual Credit Certification: CPR/First Aide</td>
</tr>
<tr>
<td>11</td>
<td>English 11 OR Honors English 11 OR AP Language &amp; Composition OR Advanced English for College Credit</td>
<td>Algebra II OR Honors Algebra II OR Pre-calculus OR Finite Math OR Advanced Mathematics for College Credit</td>
<td>Chemistry I or Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics OR Honors US Gov’t/Economics OR AP US History OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>Health Care Specialist: CNA Ivy Tech Dual Credit Certifications: C.N.A. License, Home Health Aide, Dementia Care</td>
</tr>
<tr>
<td>12</td>
<td>English 12 OR Honors English 12 OR AP Literature &amp; Composition OR Advanced English for College Credit</td>
<td>Pre-calculus OR Finite Math OR AP Statistics OR AP Calculus OR Advanced Mathematics for College Credit OR CCR Bridge: Math Ready</td>
<td>Chemistry I or Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics OR Honors US Gov’t/Economics OR AP US History OR AP Microeconomics OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>Advanced College Credit: CTE AND Healthcare Specialist WBL Capstone Certification: Patient Care Tech/Assistant (PCA/T-NHA)</td>
</tr>
</tbody>
</table>
Teaching Learning and Leading Academy
Careers related to all aspects of education, training, and learning-support services
Themes: education careers, college and career prep, 1:1 technology, on-the-job training, college credit

Education Professions: Offered at Arsenal Technical High School
The Education Professions pathway is a three-year program that provides the foundation for employment in education and related careers and prepares students for study in higher education. The courses of study include but are not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components.

- Understand child development, care giving and nurturing, and support systems for parents and caregivers.
- Learn communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships.
- Gain field experience while earning college credit.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Health/PE</th>
<th>Social Studies</th>
<th>Elective</th>
<th>Career Prep Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English 9 OR Honors English 9</td>
<td>Algebra I OR Honors Algebra I OR Honors Geometry</td>
<td>Biology OR Chemistry I OR Physics I OR Earth Space Science OR Integrated Chemistry – Physics</td>
<td>Physical Education I /Physical Education II AND Health</td>
<td>World History OR Honors World History OR Geography and History of the World</td>
<td>Core 40 Directed Elective</td>
<td>Preparing for College and Careers AND Nutrition and Wellness</td>
</tr>
<tr>
<td>10</td>
<td>English 10 OR Honors English 10</td>
<td>Geometry OR Honors Geometry OR Honors Algebra II</td>
<td>Biology OR Chemistry I OR Physics I OR Physics I: Algebra Based – AP OR Earth Space Science OR Integrated Chemistry Physics</td>
<td>Physical Education Electives</td>
<td>US History OR Honors US History OR AP World History</td>
<td>Core 40 Directed Elective</td>
<td>Child Development AND Interpersonal Relationships</td>
</tr>
<tr>
<td>11</td>
<td>English 11 OR Honors English 11 OR AP Language &amp; Composition OR Advanced English for College Credit</td>
<td>Algebra II OR Honors Algebra II OR Pre-calculus OR Finite Math OR Advanced Mathematics for College Credit</td>
<td>Chemistry I OR Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics OR Honors US Gov’t/Economics OR AP US History OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>Education Professions I Ivy Tech Dual Credit</td>
</tr>
<tr>
<td>12</td>
<td>English 12 OR Honors English 12 OR AP Literature &amp; Composition OR Advanced English for College Credit</td>
<td>Pre-calculus OR Finite Math OR AP Statistics OR AP Calculus OR Advanced Mathematics for College Credit OR CCR Bridge: Math Ready</td>
<td>Chemistry I OR Physics I OR Physics I: Algebra Based – AP OR Physics 2: Algebra Based – AP OR Environmental Science OR Anatomy and Physiology OR AP Science</td>
<td>Physical Education Electives</td>
<td>US Gov’t/Economics OR Honors US Gov’t/Economics OR AP US History OR AP Microeconomics OR Social Studies Elective</td>
<td>Core 40 Directed Elective</td>
<td>Education Professions II Ivy Tech Dual Credit</td>
</tr>
</tbody>
</table>
COURSES BY SUBJECT AREA
ADVANCED COURSES NON-CTE FOR COLLEGE CREDIT

COURSES OFFERED:
- Advanced English/Language Arts, College Credit (1124)
- Advanced Mathematics, College Credit (2544)
- Advanced Science, College Credit (3090)
- Advanced Social Sciences, College Credit (1574)
- Advanced World Language, College Credit (2152)
- Advanced CTE, College Credit-Health Science (6138)

ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT
1124 (ADV ENG CC)
Advanced English/Language Arts, College Credit, is an advanced course for Grades 11 and 12. This course covers any English language and composition advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school.
- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: English 9 and English 10
- Credits: 1 credit per semester. May be offered for successive semesters
- Fulfills an English/Language Arts requirement for all diplomas

ADVANCED MATHEMATICS, COLLEGE CREDIT
2544 (ADV MTH CC)
Advanced Mathematics, College Credit is a title covering any advanced mathematics course offered for credit by an accredited post-secondary institution.
- Recommended Prerequisite: Algebra II and Geometry
- Credits: 1 credit per semester, may offer for successive semesters
- Counts as a Mathematics course for all diplomas
- This course may be used for multiple dual-credit college courses in mathematics
- Qualifies as a quantitative reasoning course

ADVANCED SCIENCE, COLLEGE CREDIT (L)
3090 (ADV SCI CC)
Advanced Science, College Credit is a title that covers (1) any science course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school, or (2) any other post-secondary science course offered for dual credit under the provisions of 511 IAC 6-10.
- Recommended Grade Level: 11 or 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 credit per semester. May be offered for successive semesters
- Counts as a Science Course for all diplomas
- Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school.

ADVANCED SOCIAL SCIENCES, COLLEGE CREDIT
1574 (ADV SS CC)
Advanced Social Sciences, College Credit is a title covering (1) any advanced social sciences course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school, or (2) any other post-secondary social sciences course offered for dual credit under the provisions of 511 IAC 6-10.
**ADVANCED WORLD LANGUAGE, COLLEGE CREDIT 2152 (WLD LANG CC)**

Advanced World Language, College Credit is a course covering (1) any advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school or (2) any other post-secondary World Language course offered for dual credit.

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** Levels I, II and III of the language
- **Credits:** 1 semester course, 1 credit per semester. May be offered for successive semesters
- **Counts as an elective for all diplomas**
- **Fulfills a World Language requirement for the Core 40 with Academic Honors diploma**

**ADVANCED CTE, COLLEGE CREDIT-HEALTH SCIENCE 6138 (ADV CTE CC HSCI)**

Advanced Career and Technical Education, College Credit is a course title covering any CTE advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school. The intent of this course is to allow students to earn college credit for courses with content that goes beyond that currently approved for high school credit. This course may be used for any dual enrollment course, including a joint program of study involving a postsecondary partnership.

- **Recommended Grade:** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** CTE courses that would help prepare the student for success in this area.
- **Credits:** 1 semester course, up to 3 credits per semester. May be offered for successive semesters up to 12 credits Counts as a directed elective or elective for all diplomas
- **1 secondary credit should equal at least 3 postsecondary credits.**
- **This course should be used when an aligned secondary course is not available on the CTE Dual Credit Crosswalk.**
ADVANCED PLACEMENT (AP)

COURSES OFFERED:
- AP Biology (3020)
- AP Chemistry (3060)
- AP Calculus AB (2562)
- AP Comparative Government and Politics (1552)
- AP Computer Science A (4570)
- AP Computer Science Principles (4568)
- AP English Language and Composition (1056)
- AP English Literature and Composition (1058)
- AP Environmental Science (3012)
- AP Human Geography (1572)
- AP Microeconomics (1566)
- AP Music Theory (4210)
- AP Physics 1: Algebra-Based (3080)
- AP Physics 2: Algebra-Based (3081)
- AP Psychology (1558)
- AP Spanish Language and Culture (2132)
- AP Studio Art: Drawing Portfolio (4048)
- AP Studio Art: 2D Design Portfolio (4050)
- AP Studio Art: 3D Design Portfolio (4052)
- AP United States Government and Politics (1560)
- AP United States History (1562)
- AP World History Modern (1612)

AP BIOLOGY (L)
3020 (BIO AP)

*AP Biology* 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 major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties.

- Recommended Grade Level: 11 or 12
- Required Prerequisites: none
- Recommended Prerequisite: Biology I and Chemistry I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Science Course for all diplomas
- Qualifies as a Quantitative Reasoning course

AP CHEMISTRY (L)
3060 (CHEM AP)

*AP Chemistry* 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 content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

- Recommended Grade Level: 12
- Required Prerequisites: none
- Recommended Prerequisite: Chemistry I, Algebra II, Pre-calculus/Trigonometry
- Credits: 2 semester course, 1 credit per semester
- Counts as a Science Course for all diplomas
- Qualifies as a Quantitative Reasoning course

AP CALCULUS AB
2562 (CALC AB AP)

*AP Calculus AB* 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. It is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus, including modeling change, approximation and limits, and analysis of functions.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisite: Pre-Calculus: Algebra and Pre-Calculus: Trigonometry
- Credits: 2 credit course, 1 credit per semester
• Counts as a Mathematics course for all diplomas
• Qualifies as a quantitative reasoning course

AP COMPARATIVE GOVERNMENT AND POLITICS
1552 (GOVT AP)
AP Comparative Government and Politics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. Topics include: Introduction to Comparative Politics; Sovereignty, Authority, and Power; Political Institutions; Citizens, Society, and the State; Political and Economic Change; Public Policy.
• Recommended Grade Level: 11 or 12
• Recommended Prerequisites: United States Government. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
• Credits: 1 or 2 semester course, 1 credit per semester
• No longer fulfills the US Government requirement for any diploma

AP COMPUTER SCIENCE A
4570 (COMP SCI AP)
Computer Science A introduces students to computer science through programming. Fundamental topics include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. AP Computer Science A is equivalent to a first-semester, college-level course in computer science.
• Recommended Grade: 11, 12
• Required Prerequisites: none
• Recommended Prerequisites: AP Computer Science Principles or Computer Science I, Algebra II
• Credits: 2 semester course, 1 credit per semester
• Counts as a mathematics or elective for all diplomas
• Fulfills a science course requirement for all diplomas
• Qualifies as a quantitative reasoning course

AP COMPUTER SCIENCE PRINCIPLES
4568 (CSP AP)
The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world.
• Recommended Grade: 9, 10, 11, 12
• Required Prerequisites: none
• Recommended Prerequisites: Introduction to Computer Science, Algebra I
• Credits: 2 semester course, 1 credit per semester
• Counts as a Math Course for all diplomas
• Fulfills a science course requirement for all diplomas
• Qualifies as a Quantitative Reasoning course
AP ENGLISH LANGUAGE AND COMPOSITION
1056 (LNG/COMP AP)
AP English Language and Composition focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. 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. This course is based on the content established by the College Board.

- Recommended Prerequisites: English 9 and English 10
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for grades 11 or 12 for all diplomas

AP ENGLISH LITERATURE AND COMPOSITION
1058 (LIT/COMP AP)
AP English Literature and Composition engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This course is based on the content established by the College Board.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: English 9 and English 10
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for grades 11 or 12 for all diplomas

AP ENVIRONMENTAL SCIENCE (L)
3012 (ENVSCI AP)
AP Environmental Science is a course based on content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

- Recommended Grade Level: 12
- Required Prerequisites: none
- Recommended Prerequisite: Biology I and Chemistry I
- Credits: 2 credit course, 1 credit per semester
- Counts as a Science Course for all diplomas
- Qualifies as a Quantitative Reasoning course

AP HUMAN GEOGRAPHY
1572 (HUM GEO AP)
AP Human Geography is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). Topics include: Geography: its Nature and Perspectives; Population and Migration; Cultural Patterns and Processes; Political Organization of Space; Agriculture, Food Production, and Rural Land Use; Industrialization and Economic Development; and Cities and Urban Land Use.

- Recommended Grade Level: 11 and 12
• Recommended Prerequisites: None. Students should be able to read a college level textbook and write grammatically correct, complete sentences
• Credits: 1 to 2 semester course, 1 credit per semester
• Counts as an elective for all diplomas

AP MICROECONOMICS
1566 (MICRO-ECON)
AP Microeconomics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students’ familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; The Nature and Functions of Product Markets; Factor Markets; and Market Failure and the Role of Government.
• Recommended Grade Level: 11 or 12
• Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
• Credits: 1 to 2 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
• Qualifies as a quantitative reasoning course.

AP MUSIC THEORY
4210 (MUS TH AP)
Music Theory, Advanced Placement is intended for high school students who have completed music studies comparable to a first-year college course in music theory. Per the content established by the College Board, students study aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, history, and style. The student’s ability to read and write music is fundamental to this course. It is also assumed that the student has acquired basic performance skills in voice or on an instrument.
• Recommended Grade Level: 10–12
• Recommended Prerequisite: None
• Credits: 2-semester course, 1 credit each semester.
• Fulfills requirement for two credits for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

AP PHYSICS 1: ALGEBRA-BASED (L)
3080 (PHYS 1 AP)
AP Physics1 is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 1: Algebra-based is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.
• Recommended Grade Level: 10 or 11
• Recommended Prerequisite: Algebra I or Integrated Mathematics I
• Credits: 2 credit course, 1 credit per semester
• Counts as a Science Course for all diplomas
• Qualifies as a quantitative reasoning course
AP PHYSICS 2: ALGEBRA-BASED (L)
3081 (PHYS 2 AP)
AP Physics 2 is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 2: Algebra-based is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics.
- Recommended Grade Level: 11 or 12
- Recommended Prerequisite: AP Physics 1: Algebra-based
- Credits: 2 credit course, 1 credit per semester
- Counts as a Science Course for all diplomas
- Qualifies as a quantitative reasoning course

AP PSYCHOLOGY
1558 (PSYCH AP)
AP Psychology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology.
- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas

AP SPANISH LANGUAGE AND CULTURE
2132 (SP LANG AP)
AP Spanish Language and Culture emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products, practices, and perspectives.
- Recommended Grade Level: 11-12
- Recommended Prerequisites: Spanish I, II and III
- Credits: 2-credit course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

AP STATISTICS
2570 (STAT AP)
AP Calculus AB 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. It is equivalent to a one-semester, introductory, non-calculus-based college course in statistics and introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students
use technology, investigations, problem solving, and writing as they build conceptual understanding.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II or Integrated Mathematics III
- Credits: 1 to 2 credit course, 1 credit per semester. Due to the level of rigor, it is recommended that AP Statistics be offered as a 2 semester, 2 credit course.
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course

**AP STUDIO ART (DRAWING PORTFOLIO)**

*4048 (ART DRP AP)*

Studio Art (Drawing Portfolio), Advanced Placement is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, and illusion of depth are issues addressed through this course.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: Advanced laboratory visual arts courses
- Credits: 2-semester course, 1 credit per semester
- Fulfills requirement for 2 credits for the Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

**AP STUDIO ART (TWO-DIMENSIONAL DESIGN PORTFOLIO)**

*4050 (ART 2D AP)*

Studio Art (two-dimensional Design Portfolio), Advanced Placement is intended to address two-dimensional design issues. The principles of design articulated through the visual elements help guide artists in making decisions about how to organize the elements on a picture plane to communicate content. For this portfolio, students demonstrate proficiency in two-dimensional design through any two-dimensional medium or process including but not limited to graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: Advanced laboratory two-dimensional visual arts courses
- Credits: 2-semester course, 1 credit per semester
- Fulfills requirement for 2 credits for the Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

**AP UNITED STATES GOVERNMENT AND POLITICS**

*1560 (US GOVT AP)*

AP United States Government and Politics is a course based on content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States Government and Politics provides a college-level nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles and behaviors that characterize the constitutional system and political
culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: Students should be able to read a college level textbook and write grammatically correct sentences.
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills the U.S. Government requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

AP UNITED STATES HISTORY
1562 (US HIST AP)

AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students’ abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills the U.S. History requirement for all diplomas.

AP WORLD HISTORY MODERN
1612 (WLD HST M AP)

AP World History Modern students investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

- Recommended Grade Level: None
- Recommended Prerequisites: None. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.
- Credits: 2 semester course, 1 credit per semester
- Fulfills the Geography History of the World/World History and Civilization graduation requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
INTRODUCTION
Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.

COURSES OFFERED:
• Work-Based Learning Capstone (5974)

WORK-BASED LEARNING CAPSTONE
Multiple Pathways 5974 (WBL)
Work-based Learning Capstone is a stand-alone course that prepares students for college and career. Work-based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student’s work-based experiences and assist in evaluating achievement and performance.

Related Instruction shall be organized and planned around the activities associated with the student’s individual job and career objectives in a pathway; and shall be taught during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies. Offered at Arsenal Tech, Crispus Attucks and George Washington High Schools.
• Recommended Grade: 12
• Required Prerequisites: Complete at least one advanced career and technical education course from a program or program of study. Student's worksite placement must align to the student pathway.
• Recommended Prerequisites: none
• Credits: 1 semester course, 1-3 credits per semester, 6 credits maximum
• A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction.
• Counts as a Directed Elective or Elective for all diplomas

Work-Based Learning courses are offered at the following schools: Arsenal Tech High School, George Washington High School, and Crispus Attucks High School.
CAREER CLUSTER: CTE FOUNDATIONAL COURSES

COURSES OFFERED:
- Personal Financial Responsibility (4540)
- Preparing for College and Careers (5394)

PERSONAL FINANCIAL RESPONSIBILITY
4540 (PRS FIN RSP)
Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families through considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, and record-keeping; and managing risk, insurance and credit card debt.
- Recommended Grade Level: 9–12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 1 credit
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PREPARING FOR COLLEGE AND CAREERS
5394 (PREP CC)
Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need in order to be prepared for success in college, career, and life. Topics 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.
- Recommended Grade Level: 9
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 1 credit
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
CAREER CLUSTER: ADVANCED MANUFACTURING

COURSES OFFERED:
- Advanced Manufacturing I (5608)
- Advanced Manufacturing II (5606)
- Welding Technology I (5776)
- Welding Technology II (5778)

ADVANCED MANUFACTURING I
5608 (ADV MFTG I)
Advanced Manufacturing I is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Domains include safety and impact, electricity, manufacturing essentials, fluid power principals, mechanical principals, lean manufacturing, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Offered at George Washington High School.
- Recommended Grade Level: 10-12
- Recommended Prerequisites: None
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

ADVANCED MANUFACTURING II
5606 (ADV MFTG II)
Advanced Manufacturing II builds on classroom and lab experiences students experienced in Advanced Manufacturing I. Domains include safety and impact, drafting principles, manufacturing programming, CAD/CAM and CNC technologies, automation and robotics, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students continue this course with the goal of being a skilled machine operator, repair technician, or management at any company that produces goods and services using advanced manufacturing techniques. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience. Offered at George Washington High School.
- Recommended Grade: 12
- Required Prerequisites: Advanced Manufacturing I
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

WELDING TECHNOLOGY I
5776 (WELD TECH I)
Welding Technology I includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. This course is designed for individuals who intend to make a career as a welder, technician, designer, researcher or engineer, or a career in sales. Occupational Safety and Health Administration (OSHA) standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success. Offered at Arsenal Technical High School.
- Recommended Grade Level: 11 or 12
- Required Prerequisites: None
- Credits: 2-3 credits per semester, maximum of 6 credits
WELDING TECHNOLOGY II
5778 (WELD TECH II)
Welding Technology II builds on the Gas Metal Arc welding, Flux Cored Arc Welding, Gas Tungsten Arc welding, Plasma Cutting, and Carbon Arc skills covered in Welding Technology I. Occupational Safety and Health Administration (OSHA) standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

Offered at Arsenal Technical High School.
- Recommended Grade Level: 12
- Required Prerequisites: Welding Technology I
- Credits: 2-3 credits per semester, maximum of 6 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas. This course is aligned with post-secondary courses for Dual Credit.
CAREER CLUSTER: AGRICULTURE

INTRODUCTION
Agricultural Education combines the home, the school, and the community as the means of education in agriculture and natural resources. The courses provide students with a solid foundation of academic knowledge and hands-on opportunities to apply this knowledge through classroom activities, laboratory experiments, project applications, and supervised agricultural experiences (SAE) and FFA. The vision and mission of Agricultural Education is that all people value and understand the vital role of agriculture, food, fiber, and natural resource systems to advance personal and global well-being, prepare students for successful careers, and make a lifetime of informed choices in agriculture.

COURSES OFFERED:
• Animal Science (5008)
• Introduction to Ag, Food and Natural Resources (5056)
• Advanced Life Science: Animals (L) (5070)
• Agribusiness Management (5002)
• Supervised Agricultural Experience (5228)

INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES
5056 (INT AGFNR)
Introduction to Agriculture, Food, and Natural Resources is highly recommended as a foundation for all other agricultural classes. This course provides students with an introduction to the fundamentals of agricultural science and business. Topics covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience, and career opportunities in the area of agriculture, food and natural resources. Offered at Arsenal Technical High School (Career Technology Center).

• Recommended Grade Level: 9
• Recommended Prerequisites: None
• Credits: 1 credit per semester, maximum of 2 credits
• Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ANIMAL SCIENCE
5008 (ANML SCI)
Animal Science provides students with an overview of the animal science field for both large and small animals. Students participate in a variety of activities and laboratory work including real and simulated animal science experiences. Topics addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, and social and political issues related to the industry and management practices for the care and maintenance of animals. Offered at Arsenal Technical High School.

• Recommended Grade Level: 9–12
• Recommended Prerequisites: Introduction to Agriculture, Food, and Natural Resources
• Credits: 1 per semester, maximum of 2 credits
• Fulfills a Life Science or Physical Science requirement for the General diploma only or counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED LIFE SCIENCE: ANIMALS (L)
5070 (ALS ANIML)
Advanced Life Science: Animals provides students with opportunities to investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory, fieldwork, leadership development, supervised agricultural experience, and the exploration of career opportunities, students will recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution and...
ecology, and historical and current issues in animal agriculture. **Offered at Arsenal Technical High School.**

- **Recommended Grade Level:** 11 or 12
- **Recommended Prerequisites:** Introduction to Agriculture, Food and Natural Resources, Animal Science, Chemistry I and Biology I
- **Credits:** 1 credit per semester, maximum of 2 credits
- **Fulfills a Core 40 Science requirement for the General, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma. This course is aligned with post-secondary courses for dual credit.
- **Qualifies as a quantitative reasoning course**

**AGRIBUSINESS MANAGEMENT**

5002 (AG BUS MGMT)

Agribusiness Management provides foundational concepts in agricultural business. It is a two-semester course that introduces students to the principles of business organization and management from a local and global perspective, with the utilization of technology. Concepts covered in the course include accounting and record keeping, business planning and management, food and fiber, forms of business, finance, management, sales and marketing, careers, and leadership development. Students will demonstrate principles and techniques for planning, development, application and management of agribusiness systems through a supervised agriculture experience (work-based learning) programs. **Offered at Arsenal Technical High School.**

- **Recommended Grade:** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** Introduction to Agriculture, Food and Natural Resources
- **Credits:** 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- **Counts as an elective or directed elective for all diplomas.
- **Qualifies as a quantitative reasoning course**

**SUPERVISED AGRICULTURAL EXPERIENCE (SAE)**

5228 (SAE)

Supervised Agricultural Experience provides students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students experience and apply what is learned in the classroom, laboratory, and training site to real-life situations. Students work closely with their agricultural science and business teacher(s), parents, and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. **Offered at Arsenal Technical High School.**

- **Recommended Grade Level:** 10–12
- **Recommended Prerequisites:** Fundamentals of Agricultural Science and Business
- **Credits:** 1 credit per semester, 8 credits maximum
- **Fulfills as an elective or the General, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
CAREER CLUSTER: ARCHITECTURE AND CONSTRUCTION

COURSES OFFERED:
- Architectural Drafting and Design I (5640)
- Architectural Drafting and Design II (5652)
- Construction Trades I (5580)
- Construction Trades II (5578)

ARCHITECTURAL DRAFTING AND DESIGN I
5640 (ARCH DDI)
Architectural Drafting and Design I gives students a basic understanding of the detailing skills commonly used by drafting technicians. Areas of study include: lettering, sketching, proper use of equipment, and geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to American National Standards Institute standards. This course also provides students with a basic understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. Offered at Arsenal Technical High School.
- Recommended Grade Level: 10-12
- Recommended Prerequisites: Computers in Design and Production
- Credits: 2–3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for all diplomas

ARCHITECTURAL DRAFTING AND DESIGN II
5652 (ARCH DDII)
Architectural Drafting and Design II presents a history and survey of architecture and focuses on the creative design of buildings in a studio environment. This course will focus on advanced Computer-Aided Design (CAD) techniques, including fundamentals of three-dimensional modeling for design. Advanced CAD will enable the student to make the transition from 2D drafting to 3D modeling. Various architectural software packages and applications may be used. Offered at Arsenal Technical High School.
- Recommended Grade Level: 11, 12
- Required Prerequisites: Architectural Drafting and Design I
- Credits: 2–3 credits per semester, maximum of 2 semesters, maximum of 6 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas. This course is aligned with post-secondary courses for Dual Credit
- Qualifies as a quantitative reasoning course

CONSTRUCTION TRADES I
5580 (CONST TECH I)
Construction Trades I classroom and laboratory experiences involve the formation, installation, maintenance, and repair of buildings, homes, and other structures. The relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three-dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Offered at Arsenal Technical High School.
- Recommended Grade Level: 10-12
- Recommended Prerequisites: Introduction to Construction
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

CONSTRUCTION TRADES II
5578 (CONST TRA II)
Construction Trades II builds on the formation, installation, maintenance, and repair skills learned in
Construction Trades I. Information on materials, occupations, and professional organizations within the industry will be covered. Students will develop basic knowledge, skills, and awareness of interior trim and the installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Students will also develop exterior finishing competencies. The course includes instruction on the installation of cornices, windows, doors and various types of sidings currently used in industry. Studies will also focus on the design and construction of roof systems and the use of framing squares for traditional rafter and truss roofing.

**Offered at Arsenal Tech High School.**

- Recommended Grade: 12
- Required Prerequisites: Construction Trades I
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

Indiana Department of Education High School Course Titles and Descriptions
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course.
CAREER CLUSTER: ARTS, AV TECH, AND COMMUNICATIONS

COURSES OFFERED:
- Commercial Photography (5570)
- Computer Illustration and Graphics (4516)
- Design Fundamentals (4834)
- Graphic Imaging Technology I (5572)
- Graphic Design and Layout (5550)
- Interactive Media (5232)
- Intro to Communications (4790)
- Radio and Television I (5986)
- Radio and Television II (5992)

COMMERCIAL PHOTOGRAPHY
5570 (COMM PHOTO)
Commercial Photography is an organized learning experience that includes theory, laboratory, and studio work as each relates to all phases of camera use, photographic processing, and electronic photographic editing. Instruction covers the topics of composition and color dynamics; contact printing and enlarging; developing film; lighting techniques and meters; large and medium format cameras and other current photographic equipment used for portrait, commercial, and industrial photography. Focus is placed on camera operation and composition related to traditional photographic principles and tools and creative effects for editing and/or enhancing photographs. Instruction emphasizes the planning, development, and production of materials that visually communicate ideas and information. Offered at the Simon Youth Academy at Circle Centre Mall.
- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Communications
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

COMPUTER ILLUSTRATION AND GRAPHICS
4516 (COMP ILL GRPH)
Computer Illustration and Graphics introduces students to the computer’s use in visual communication. The focus of the course develops from basic computer terminology/use and mastering fundamental skills to creating work with imaging, drawing, and page layout software. The course includes organized learning experiences that incorporate advertising theory and preparation (both visual and print), as well as a variety of visual art techniques as they relate to advertising. Communication skills will be emphasized through the study of effective methods used to design products that impart information and ideas. Advanced instruction might include experiences in silk screening and air brush techniques as well as activities in designing product packaging and commercial display or exhibits. Offered at the Simon Youth Academy at Circle Centre Mall.
- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Digital Applications and Responsibility
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

DESIGN FUNDAMENTALS
4834 (DES FUND)
Design Fundamentals introduces students to fundamental design theory. Investigations into design theory and color dynamics will provide experiences in applying design theory and creative problem solving in the areas of communication technology. Student learning experiences lead to the creation of portfolio quality works; these experiences include art history, art criticism, aesthetics, and production. Students reflect upon and refine their work; explore connections; analyze and make informed judgments about artwork.
and the nature of art in areas of communication; connect and integrate art into other disciplines; and incorporate literacy and presentational skills. **Offered at the Simon Youth Academy at Circle Centre Mall.**

- Recommended Grade Level: Grade 11, 12
- Recommended Prerequisites: Introduction to Communications
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

**GRAPHIC IMAGING TECHNOLOGY**

5572 (GRAPH TECH)

*Graphic Imaging Technology* will include organized learning experiences that focus on theory and laboratory activities in pre-press, press and operations. Emphasis will be placed on elements of design and layout leading to computerized electronic image generation, plate preparation, pressroom operations, and finishing techniques. Instructional activities will enhance students’ language arts skills through the use of proofreading, spelling and punctuation exercises. **Offered at Arsenal Technical High School.**

- Recommended Grade Levels: 10–12
- Recommended Prerequisites: None
- Credits: 2–3 credits per semester, maximum of 6 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**GRAPHIC DESIGN AND LAYOUT**

5550 (GRAPH DES LT)

*Graphic Design and Layout* includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for various forms of advertising. Instruction also covers advertising theory and preparation of all graphic design elements, both visual and print. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in various printing processes as well as activities in designing product packaging and commercial displays or exhibits. **Offered at Arsenal Tech High School and Simon Youth Academy.**

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Computer Illustration and Graphics
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

**INTERACTIVE MEDIA**

**SOUND ENGINEERING**

5232 (INT MEDIA)

*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 of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills and knowledge of the “viral workplace.” **Offered at Arsenal Tech High School.**

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: Digital Applications and Responsibility
- Credits: 1–3 credits per semester, maximum of 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

**INTRODUCTION TO COMMUNICATIONS**

4790 (INT COMM)

*Introduction to Communications* is a course designed to provide a foundational knowledge of using modern communication to link ideas and people through the exchange of messages and production of graphic and electronic media. This course explores the application of the tools, materials, and techniques used to develop systems of communication. Major goals of this course
include an overview of communication technology; the way it has evolved; how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes, including radio and television broadcasting, publishing, recording, and other related systems. Using the base knowledge student will use the design process to solve design projects in each communication area.

- **Recommended Grade Level:** 10
- **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**

### RADIO AND TELEVISION I

**5986 (RAD TV I)**

*Radio and Television I* focuses on communication, media, and production. Emphasis is placed on career opportunities, production, programming, promotion, sales, performance, and equipment operation. Students also study the history of communication systems as well as communication ethics and law. Students develop oral and written communication skills, acquire software and equipment operation abilities, and integrate teamwork skills. **Offered at Arsenal Technical High School.**

- **Recommended Grade Level:** 10 or 11
- **Recommended Prerequisites:** Introduction to Communications
- **Credits:** 1–3 credits per semester, maximum of 6 credits
- **Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with post-secondary courses for Dual Credit.**

### RADIO AND TELEVISION II

**5992 (RAD TV II)**

*Radio and Television II* prepares students for admission to television production programs at institutions of higher learning. Students train on professional equipment creating a variety of video projects. Students enrolling in this program should have successfully completed Radio and Television I. During this second-year program, students integrate and build on first-year curricula while mastering advanced concepts in production, lighting, and audio. **Offered at Arsenal Technical High School.**

- **Recommended Grade Level:** 10–12
- **Required Prerequisites:** Radio and Television I
- **Credits:** 1–3 credits per semester, maximum of 6 credits
- **Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with post-secondary courses for Dual Credit.**

### ARTS, AV TECH AND COMMUNICATION: SPECIAL TOPICS- UX DESIGN (KENZIE ACADEMY)

**4576 (AAVTC ST)**

Arts, AV Tech and Communication: Special Topics In collaboration with Kenzie Academy, this program is a unique opportunity for 10-12 grade students to participate in a 2-3 year cohort taught in partnership with Kenzie Academy instructors. A combination of art, technology and design, the UX pathway blends project based learning and real-life situations. Students who successfully complete the 2- year cohort will earn a joint certificate in UX design through Butler University/Kenzie Academy. **Offered at George Washington High School.**

- **Recommended Grade:** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** Introduction to Communication
- **Credits:** 1 semester course, up to 3 credits per semester, may be offered for successive semesters up to 12 credits
- **Counts as a directed elective or elective for all diplomas**
- **This course code can be used for a Joint Program of CTE when the related training is being delivered by an employer and/or an eligible third-party training provider and an aligned course is not on the dual credit crosswalk.**
CAREER CLUSTER: BUSINESS, MARKETING, AND ENTREPRENEURSHIP

COURSES OFFERED:
- Advanced Accounting (4522)
- Banking and Investment Capstone (5258)
- Entrepreneurship and New Ventures Capstone (5966)
- Introduction to Accounting (4524)
- Introduction to Business (4518)
- Principles of Business Management (4562)
- Principles of Marketing (5914)
- Strategic Marketing (5918)

ADVANCED ACCOUNTING
4522
Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting covered in Introduction to Accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making. Offered at George Washington High School.
- Recommended Grade: 11, 12
- Required Prerequisites: Introduction to Accounting
- 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
- Qualifies as a quantitative reasoning course

BANKING AND INVESTMENT CAPSTONE
5258 (BANK INVEST)
Banking and Investment Capstone addresses the need of schools in areas that have workforce demand in the finance industry. It analyzes and synthesizes high-level skills needed for a multitude of career in the banking and investment industry. Students learn banking, investments, and other finance fundamentals and applications related to financial institutions, business and personal financial services, investment and securities, risk management products, and corporate finance. The course provides students with Work-based learning experiences to acquire and apply knowledge and skills in one or more careers in the industry. Offered at George Washington High School.
- Recommended Grade: 12
- Required Prerequisites: Introduction to Accounting and Advanced Accounting
- Recommended Prerequisites: Algebra II
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE
5966 (ENT VENT CAP)
Enterprise and New Ventures Capstone introduces entrepreneurship, and develop the skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini-case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location,
basic business accounting, raising startup funding, sales and revenue forecasting, and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software. **Offered at George Washington High School.**

- **Recommended Grade:** 12
- **Required Prerequisites:** a minimum of 4 credits of introductory or advanced career and technical education courses from the Business and Marketing career cluster: Introduction to Business, Introduction to Entrepreneurship, Principles of Business Management, Principles of Marketing, 103 Indiana Department of Education High School Course Titles and Descriptions Introduction to Accounting, Advanced Accounting, Strategic Marketing, Business Law and Ethics, Global Economics or Digital Applications and Introduction to Entrepreneurship.
- **Recommended Prerequisites:** none
- **Credits:** 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- **Counts as:** a Directed Elective or Elective for all diplomas

### INTRODUCTION TO ACCOUNTING

**4524 (INTRO ACCT)**

**Introduction to Accounting** introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Students learn accounting principles as they relate to both manual and automated financial systems. Students will gain skills analyzing, and recording business transactions and interpreting financial reports as a basis for decision-making. **Offered at George Washington High School.**

- **Recommended Grade Level:** 10-11
- **Recommended Prerequisites:** None
- **Credits:** 1 credit per semester, maximum of 2 credits
- **Counts as:** an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

### INTRODUCTION TO BUSINESS

**4518 (INTO BUSS)**

**Introduction to Business** introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments. **Offered at George Washington High School.**

- **Recommended Grade:** 9, 10
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:** 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- **Counts as:** a Directed Elective or Elective for all diplomas

### PRINCIPLES OF BUSINESS MANAGEMENT

**4562 (BUS MGMT)**

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

- **Recommended Grade Level:** 11
- **Recommended Prerequisites:** None
- **Credits:** 1 credit per semester, maximum of 2 credits
- **Counts as:** an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
PRINCIPLES OF MARKETING
5914 (PRN MRKT)
Principles of Marketing provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem-solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing information management, pricing, and product/service management. Offered at George Washington High School.
- Recommended Grade Level: 11
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

STRATEGIC MARKETING
5918 (STRT MRKT)
Strategic Marketing builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology, and economics. The relationship between consumer behavior and marketing activities will be reviewed. Offered at George Washington High School.
- Recommended Grade: 12
- Required Prerequisites: None
- Recommended Prerequisites: Principles of Business Management or Principles of Marketing
- Credits: 2 semester course, 2 semesters required, 1-2 credits per semester, 4 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
CAREER CLUSTER: EDUCATION AND TRAINING

COURSES OFFERED:
• Early Childhood Education II (5406)
• Education Professions I (5408)
• Education Professions II (5404)

EARLY CHILDHOOD EDUCATION II
5406 (ECE II)
Early Childhood Education II prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. ECE II is a sequential course that builds on the foundational knowledge and skills of Early Childhood Education I, which is a required prerequisite. In ECE II students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of ECE II include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. These include rigorous levels of self-critique and reflection; performance assessments by instructors, parents, and other professionals; comprehensive assessment of knowledge through a standardized exam; and other professional documentation. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in ECE I and ECE II. These experiences may be either school-based or "on-the job" in community-based early childhood education centers, or in a combination of the two. A standards-based plan for each student guides the early childhood education experiences. Students are monitored in these experiences by the Early Childhood Education II teacher. Dual credit agreements with postsecondary programs are encouraged. Offered at Crispus Attucks High School.
• Recommended Grade Level: 12
• Required Prerequisites: Early Childhood Education I
• Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
• Counts as a Directed Elective or Elective for all diplomas

EDUCATION PROFESSIONS I
5408 (ED PROF I)
Education Professions I provides the foundation for employment in education and related careers and prepares students for study in higher education. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. Offered at Arsenal Technical High School.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: Nutrition and Wellness and Child Development
• Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
• Counts as a Directed Elective or Elective for all diplomas

EDUCATION PROFESSIONS II
5404 (ED PROF II)
Education Professions II prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active learning approach that...
utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students’ field experiences. Students are monitored in their field experiences by the Education Professions II teacher. Articulation with postsecondary programs is encouraged. **Offered at Arsenal Technical High School.**

- **Recommended Grade Level:** 12
- **Required Prerequisites:** Education Professions I
- **Credits:** 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- **Counts as a Directed Elective or Elective for all diploma**
CAREER CLUSTER: FAMILY & CONSUMER SCIENCES/CTE

COURSES OFFERED:
• Child Development (5362)
• Interpersonal Relationships (5364)
• Nutrition and Wellness (5342)

CHILD DEVELOPMENT
5362 (CHLD DEV)
Child Development is an introductory course for all students as a life foundation and academic enrichment. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers.
• Recommended Grade Level: 10
• Recommended Prerequisites: none
• Credits: 1 credit per semester, 1 credit maximum
• Counts as a Directed Elective or Elective for all diplomas

INTERPERSONAL RELATIONSHIPS
5364 (INTRP RLT)
Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships.
• Recommended Grade Level: 10
• Recommended Prerequisites: none
• Credits: 1 semester course, 1 credit per semester, 1 credit maximum
• Counts as a Directed Elective or Elective for all diplomas

NUTRITION AND WELLNESS
5342 (NTRN WLNS)
Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition class that introduces students to 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.
• Recommended Grade Level: 9
• Recommended Prerequisites: none
• Credits: 1 credit per semester, 1 credit maximum
CAREER CLUSTER: HEALTH SCIENCE

COURSES OFFERED:
- Anatomy & Physiology (5276)
- Dental Careers II (5204)
- Principles of Healthcare (7168)
- Medical Terminology (5274)
- Healthcare Specialist: C.N.A. (7166)
- Technical Skills Development (7156)
- Certified Clinical Medical Assistant (7164)
- PLTW Principles of Biomedical Sciences (5218)
- PLTW Human Body Systems (5216)
- PLTW Medical Interventions (5217)
- PLTW Biomedical Innovations (5219)
- Problems and Solutions (5239)

ANATOMY AND PHYSIOLOGY
5276 (A & P)
Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of body systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, the basic structural and functional unit of all organisms, and covers tissues, skeletal, muscular, and nervous systems as an integrated unit.
- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: Biology I
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a science course requirement for all diplomas

DENTAL CAREERS II
5204 (DENTCRRS II)
Dental Careers II is a course designed to provide dental assisting students with specific knowledge of the administrative planning, bookkeeping, recall programs, banking, tax records, computer software, insurance, office practices, and management related to a dental office. In addition, students practice oral and maxillofacial surgery, periodontics, endodontics, prosthodontics, pediatric dentistry, and orthodontics. Offered at Arsenal Technical High School (Career Technology Center).
- Recommended Grade Level: 12
- Required Prerequisites: Dental Careers I
- Credits: 2 credits per semester, maximum of 4 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with post-secondary courses for dual credit.

PRINCIPLES OF HEALTHCARE
7168 (PRIN HLCR)
Principles of Healthcare content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, and an introduction to healthcare systems. Lab experiences are organized and planned around the activities associated with the student’s career objectives. Offered at Crispus Attucks and Arsenal Tech High Schools. NOTE: Principles of Healthcare and Medical Terminology should be taken concurrently.
- Recommended Grade: 9, 10, 11
- 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

MEDICAL TERMINOLOGY
5274 (MED TERMS)
Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings, all taught within the
context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information in the healthcare industry. Students have the opportunity to acquire essential skills for accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation of a medical vocabulary including; appropriate and accurate meaning, spelling, and pronunciation of medical terms, and abbreviations, signs, and symbols. Offered at Crispus Attucks and Arsenal Tech High Schools. NOTE: Principles of Healthcare and Medical Terminology should be taken concurrently.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
- Counts as a directed elective or elective for all diplomas

HEALTHCARE SPECIALIST: C.N.A.
7166 (HC SPEC C.N.A.)
The Healthcare Specialist: CNA prepares individuals desiring to work as nursing assistants with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed nurses. The course will introduce students to the disease process and aspects of caring for a long-term care resident with dementia. Individuals who successfully complete this course are eligible to apply to sit for the Indiana State Department of Health (ISDH) certification exam for nursing assistants. This course meets the minimum standards set forth by the ISDH for Certified Nursing Assistant training and for health care workers in long-term care facilities. Offered at Crispus Attucks and Arsenal Tech High Schools. NOTE: This course should be taken concurrently with Technical Skills Development.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: Principles of Healthcare
- 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

CERTIFIED CLINICAL MEDICAL ASSISTANT (CCMA)
7164 (CERT CL MED AST)
The Certified Clinical Medical Assistant (CCMA) course will prepare students for the National Healthcare Association CCMA exam. Instruction includes taking and recording vital signs, preparing patients for examination, patient education, and assisting the physician during the exam. The collecting and preparation of laboratory specimen and basic laboratory test will be covered. Prepares for the administration of medication, venipuncture, ECG, and wound care. Provides a basic understanding of the clinical and administrative duties and responsibilities pertinent to medical offices. Includes instruction in medical correspondence and records, case histories of patients, filing, telephone procedures, appointment scheduling, receptionist duties, and processing mail.
Written, verbal and nonverbal communications according to patient needs are covered as well as documentation and associated legal and ethical boundaries. **Offered at Crispus Attucks and Arsenal Tech High Schools.** **NOTE:** This course should be taken concurrently with the Healthcare Specialist WBL Capstone Course.

- **Recommended Grade:** 12
- **Required Prerequisites:** Principles of Healthcare, Medical Terminology
- **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**

**PLTW BIOMEDICAL INNOVATIONS**

**5219 (BIO INN)**

*Biomedical Innovations* is a capstone course designed to give students the opportunity to design innovative solutions for the health challenges of the 21st Century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Students have the opportunity to work on an independent project and may work with a mentor or advisor from a healthcare or post-secondary industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. **Offered at Crispus Attucks High School.**

- **Recommended Grade:** 9
- **Required Prerequisites:** Biology I or concurrent enrollment in Biology I is required
- **Recommended Prerequisites:** none
- **2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum**
- **Counts as a Directed Elective or Elective for all diplomas**
- **Fulfills a science requirement for all diplomas**

**PLTW HUMAN BODY SYSTEMS**

**5216 (HUMAN SYST)**

*PLTW Human Body Systems* is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex body systems. Using a focus on human health, students employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress and observe the interactions between them.

Students use appropriate software to design and build systems to monitor body functions. **Offered at Crispus Attucks High School.**

- **Recommended Grade:** 10
- **Required Prerequisites:** Principles of Biomedical Sciences
- **Recommended Prerequisites:** none
COURSE CATALOG

- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a science requirement for all diplomas

**PLTW MEDICAL INTERVENTIONS**
5217 (MED INTERV)

*PLTW Medical Interventions* is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. 

*Offered at Crispus Attucks High School.*

- Required Prerequisites: Principles of the Biomedical Sciences; Human Body Systems
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Core 40 Science requirement for all diploma types

**PROBLEMS AND SOLUTIONS**
5239 (INFO)

*Problems and Solutions:* In this advanced course, students study and design solutions to problems facing health-care systems. Students explore the following questions through project or problem-based scenarios: How can the health-care system work more efficiently and economically? How do we address health-care issues in rural locations? How can various community organizations work together to improve the health of the community? Students interact with professionals in the health informatics field through interviews or on-site and/or virtual field trips. 

*Offered at Crispus Attucks High School.*

- Recommended Grade Level: 12
- Required Prerequisites: Biology I or concurrent enrollment in Biology I is required & Transforming Data into Information
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas. Fulfills a Core 40 Science requirement for all diplomas
CAREER CLUSTER: HOSPITALITY AND HUMAN SERVICES

COURSES OFFERED:
- Cosmetology I (5802)
- Cosmetology II (5806)
- Culinary Arts and Hospitality I (5440)
- Culinary Arts and Hospitality II: Culinary Arts (5346)
- Credits: 2–3 credits per semester, maximum of 6 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas. This course is aligned with post-secondary courses for Dual Credit.

COSMETOLOGY I
5802 (CSMTLGY I)
Cosmetology I offers an introduction to cosmetology with an emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring, business and personal ethics, bacteriology, and sanitation. In the second semester greater emphasis is placed on the application and development of these skills. The State of Indiana requires a total of 1500 hours of instruction for licensure. Offered at Arsenal Technical High School (Career Technology Center).
- Recommended Grade Level: 11
- Recommended Prerequisite: None
- Credits: 2–3 credits per semester, maximum of 6 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas. This course is aligned with post-secondary courses for Dual Credit.

COSMETOLOGY II
5806 (CSMTLGY II)
Cosmetology II will cover the development of advanced skills in styling, hair coloring, permanent waving, facials, and manicuring. Students will also study anatomy and physiology, professionalism, and salon management in relation to cosmetology. Offered at Arsenal Technical High School (Career Technology Center).
- Recommended Grade Level: 12
- Required Prerequisites: Cosmetology I

CULINARY ARTS AND HOSPITALITY I
5440 (CULART HOSP)
Culinary Arts and Hospitality I prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; food preparation techniques and applications; principles of purchasing, storage, preparation; and service of food and food products. Students apply basic principles of sanitation and safety in order to maintain safe and healthy food service and hospitality environments, use and maintain related tools and equipment, and apply management principles in food service or hospitality operations. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based, “on-the-job,” or a combination of the two. Offered at Arsenal Technical High School (Career Technology Center).
- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: Nutrition and Wellness
- Credits: 1–3 credits per semester, 6 credits maximum
• Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with post-secondary courses for dual credit.

CULINARY ARTS AND HOSPITALITY II: CULINARY ARTS
5346 (CUL HOSP II: CUL ARTS)
Culinary Arts and Hospitality II: Culinary Arts prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry. Major topics for this advanced course include: basic baking theory and skills; introduction to breads and pastry arts; nutrition; nutrition accommodations and adaptations; cost control and purchasing; and current marketing trends. Instruction and intensive laboratory experiences include commercial applications of principles of nutrition; aesthetic and sanitary selection; purchasing; storage; preparation; and service of food and food products using and maintaining related tools and equipment; baking and pastry arts skills. Students will gain familiarity with managing operations in food service, food science, or hospitality establishments, and providing for the dietary needs of persons with special requirements. Intensive laboratory experiences with commercial applications are a required component of this course of study. Offered at Arsenal Technical High School (Career Technology Center).

• Recommended Grade Level: 12
• Required Prerequisites: Culinary Arts and Hospitality I
• Credits: 2-3 credits per semester, 6 credits maximum
• Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with post-secondary courses for dual credit.
CAREER CLUSTER: INFORMATION TECHNOLOGY

COURSES OFFERED:
- Digital Applications and Responsibility (4528)
- Information Technology Support I (5230)
- Networking I (5234)

DIGITAL APPLICATIONS AND RESPONSIBILITY
4528 (DIG APPS RESP)
*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. 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.

**Offered at George Washington High School.**
- Recommended Grade Level: 9–12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with post-secondary courses for Dual Credit

INFORMATION TECHNOLOGY SUPPORT
5230 (IN TECH SUPP)
*Information Technology Support* allows students to explore how students learn the functionality of hardware and software components as well as best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. **Offered at George Washington High School.**
- Recommended Grade Level: 10 or 11
- Recommended Prerequisites: Digital Applications and Responsibility, Introduction to Computer Science
- Credits: 1–3 credits per semester, maximum of 6 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with post-secondary courses for Dual Credit.

NETWORKING I
5234 (NET I)
*Networking I* introduces students to local and wide area networks, home networking, networking standards using the IEEE/OSI Model, network protocols, transmission media, and network architecture/topologies. Security and data integrity are introduced and emphasized; this offers students the critical information needed to successfully move into a role as an IT professional supporting networked computers.

**Offered at George Washington High School.**
- Recommended Grade Level: 11 or 12
- Required Prerequisites: Computer Tech Support
- Credits: 1–3 credits per semester, maximum of 6 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with post-secondary courses for Dual Credit.
CAREER CLUSTER: STEM

COURSES OFFERED:

- Aerospace Engineering (5518)
- Computer Integrated Manufacturing (5534)
- Computer Science I (4801)
- Computer Science II: Programming (5236)
- Computer Science III: Cybersecurity (5253)
- Computer Science III: Software Development Capstone (5249)
- Introduction to Computer Science (4803)
- Introduction to Engineering Design (4802)
- Principles of Engineering (5644)

AEROSPACE ENGINEERING

5518 PLTW (AE)

Aerospace Engineering provides students with the fundamental knowledge and experience to apply mathematical, scientific, and engineering principles to the design, development and evolution of aircraft, space vehicles and their operating systems. Emphasis includes investigation and research on flight characteristics, analysis of aerodynamic design, and impact of this technology on the environment. Offered at Shortridge High School.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Engineering Design, Principles of Engineering
- Required Prerequisites: none
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with post-secondary courses for dual credit.
- Qualifies as a quantitative reasoning course

COMPUTER INTEGRATED MANUFACTURING

5534 (COMP INT MFG)

Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of 145 Indiana Department of Education High School Course Titles and Descriptions analysis and make appropriate modifications before producing their prototypes. Schools may use the PLTW curriculum to meet the standards for this course. Schools using the curriculum and are part of the Project Lead the Way network must follow all training and data collection requirements. Offered at George Washington High School.

- Recommended Grade: 11, 12
- Required Prerequisites: Introduction to Engineering Design and Principles of Engineering
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

COMPUTER SCIENCE I

4801 (COM SCI I)

Computer Science I introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce correct and accurate outputs. Topics include program flowcharting, pseudo coding, and hierarchy charts as a means of solving problems.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Computer Science
• Required Prerequisites: none
• Credits: 1 credit per semester
• Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
• Fulfills a science course requirement for all diplomas
• Qualifies as a quantitative reasoning course

**COMPUTER SCIENCE II**

**5236 (CS II PROG)**

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

• Recommended Grade Level: 11 or 12
• Required Prerequisites: Computer Science I
• Credits: 1–3 credits per semester, maximum of 6 credits
• Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
• Fulfills a science course requirement for all diplomas
• Qualifies as a quantitative reasoning course

**COMPUTER SCIENCE III: CYBERSECURITY CAPSTONE**

**5253 (CS III CYBER)**

*Computer Science III: Cybersecurity* introduces the secure software development process including designing secure applications, writing secure code designed to withstand various types of attacks, and security testing and auditing. It focuses on the security issues a developer faces, common security vulnerabilities and flaws, and security threats. The course explains security principles, strategies, coding techniques, and tools that can help software fault tolerant and resistant to attacks. Students will write and analyze code that demonstrates specific security development techniques. Students will also learn about cryptography as an indispensable resource for implementing security in real-world applications. Students will learn the foundations of cryptography using simple mathematical probability. Information theory, computational complexity, number theory, and algebraic approaches will be covered. Schools may use the PLTW curriculum to meet the standards for this course. Schools using the curriculum and are part of the Project Lead the Way network must follow all training and data collection requirements. **Offered at George Washington High School.**

• Recommended Grade: 12
• Recommended Prerequisites: Computer Science I, Computer Science II
• Recommended Prerequisites: Computer Science II
• Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a science course requirement for all diplomas
• Qualifies as a quantitative reasoning course

**COMPUTER SCIENCE III: SOFTWARE DEVELOPMENT CAPSTONE**

**5249 (CS III SD)**

*Computer Science III: Software Development* is a two-year cohort in partnership with Kenzie Academy that focuses on gaining knowledge and acquiring competencies in the processes, techniques and tools used to develop production quality software. The course framework aligns with professional standards and situates software development within the context of a software project, providing a focus on requirements development and management, project scheduling, project success metrics, code design, development and review principles, testing procedures, release and revision processes, and project archival. An additional topic provides exposure to career...
opportunities within the software development field. The final product of this capstone experience is a working software product that adheres to industry standards. **Offered at George Washington High School.**

- Recommended Grade: 11 and 12
- Required Prerequisites: Computer Science I
- Recommended Prerequisites: Computer Science I, Computer Science II
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a science course requirement for all diplomas
- Qualifies as a quantitative reasoning course

**INTRODUCTION TO COMPUTER SCIENCE**  
4803 (INTO CS)

Introduction to Computer Science allows students to explore the impact of computing in our global society. In addition to gaining a broad understanding of simple apps and mobile devices, students will focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

- Recommended Grade Level: 9 or 10
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 credits (May be offered as a one-semester course.)
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**INTRODUCTION TO ENGINEERING DESIGN**  
4802 (INT ENG DES)

Introduction to Engineering Design is an introductory course where students develop solutions using elements of design and manufacturability concepts.

They develop hand sketches using 2D and 3D drawing techniques, and also learn Computer Aided Design (CAD). **Offered at George Washington High School.**

- Recommended Grade Level: 9, 10, 11
- 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
- NOTE: Schools that have agreed to be part of the Project Lead the Way network must follow all training and data collection requirements.

**PRINCIPLES OF ENGINEERING**  
5644 (PRNC ENG)

Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers the opportunity to experience specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. **Offered at George Washington High School.**

- Recommended Grade Level: 10, 11
- Required Prerequisites: Introduction to Engineering Design
- Credits: 2 semester course, 2 semesters required, 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
- Qualifies as a quantitative reasoning course
CAREER CLUSTER: TRANSPORTATION

COURSES OFFERED:
- Automotive Services Technology II (5546)
- Supply Chain Management and Logistics (5601)
- Warehouse Operations and Materials Handling (5602)

AUTOMOTIVE SERVICES TECHNOLOGY II
5546 (AUTO TECH II)
Automotive Services Technology II is a one-year course that encompasses the subtopics of the National Automotive Technicians Education Foundation (NATEF)/Automotive Service Excellence identified areas of Electrical Systems and Engine Performance. This one-year offering must meet the NATEF program certifications for the two primary areas offered in this course. Mathematical skills will be reinforced through precision measuring activities and cost estimation/calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Offered at Arsenal Technical High School (Career Technology Center).
- Recommended Grade Level: 12
- Required Prerequisites: Automotive Services Technology I
- Credits: 2–3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with post-secondary courses for Dual Credit.

SUPPLY CHAIN MANAGEMENT AND LOGISTICS
5601 (SCM LGST)
Supply Chain Management and Logistics is a study of the basic concepts included in the field of logistics and supply chain management. Topics covered include: supply chain management, customer service, transportation, purchasing, inventory, and warehouse management and introduces students to the various components of logistics. Topics will include logistics systems, supply chain management, order, demand inventory and warehouse management, and the control systems and automated components of logistics systems. The course also focuses on the terminology of supply chain management including the history, integration into the business plan, partnerships, profits and saving potential, sources of supply and other issues concerning supply chain management and operating environments. This course includes MSSC concepts required to earn the CLA/CLT MSSC certification.
- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Advanced Manufacturing and Logistics
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

WAREHOUSE OPERATIONS AND MATERIALS HANDLING
5602 (WOMHI)
Warehouse Operations and Materials Handling introduces the physical components of finished product handling. The focus is on the methods, mechanical equipment, systems and related controls used to achieve these functions. Topics covered include product receiving, storage methods, order picking, inventory control, lean concepts, packaging, and palletizing. A year-long class, operating and maintaining material handling equipment in a safe and efficient manner in an industrial setting is stressed. Offered at George Washington High School (Advanced Manufacturing, Engineering, & Logistics Academy)
- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Advanced Manufacturing
- Credits: 2-3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas. This course is aligned with postsecondary courses for Dual Credit.
ENGLISH/LANGUAGE ARTS

INTRODUCTION
The State Board of Education requires eight credits in English Language Arts for graduation from Indiana high schools. All courses are based on Indiana’s 2014 Academic Standards for English/Language Arts. These courses assist students in understanding all aspects of reading and language arts especially the ability to think critically. In English/Language Arts courses, students study literature and composition. The study of literature provides students with frequent and continual opportunities to:

1. Learn and apply essential skills in reading and writing in order to read proficiently;
2. Read widely to build a better understanding of various types of texts, genres, and national and international cultures;
3. Acquire new information to enable them to meet the needs of the workplace and society as a whole; and
4. Make reading a lifelong pursuit.

The study of composition provides students with frequent and continual opportunities to learn and apply essential writing skills using a process that includes:

1. Prewriting
2. Drafting
3. Revising
4. Editing
5. Producing a final formal product

COURSES OFFERED:
- English 9 (1002)
- English 10 (1004)
- English 11 (1006)
- English 12 (1008)
- CCR Bridge: Literacy Ready (1014)
- English as a New Language (1012)
- Journalism (1080)
- Digital Media (1084)
- Student Media (1086)
- Etymology (1060)
- Developmental Reading (1120)
- Debate (1070)
- Critical Thinking and Argumentation (1074)
- Speech (1076)
- Composition (1090)
- Advanced Composition (1098)
- Creative Writing (1092)
- Grammar (1062)
- Poetry (1044)
- Novels (1042)
- Short Stories (1046)
- Indiana Literature (1038)
- Classical Literature (1026)
- Film Literature (1034)
- English Literature (1030)
- American Literature (1020)
- Contemporary Literature (1054)
- World literature (1052)
- Ethnic Literature (1032)
- Biblical Literature (1022)
- Dramatic Literature (1028)
- Language Arts Lab (1010)
- Technical Communications (1096)

ENGLISH 9
1002 (ENG 9)
English 9 is an integrated study of language, literature, composition, and oral communication with a focus on exploring a wide variety of genres and their elements. Students read and respond to both literature and nonfiction at the level of complexity appropriate for Grade 9. Students complete a variety of formal and informal writing assignments for varying tasks, purposes, and audiences. Students deliver oral presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: 9
- Recommended Prerequisites: None
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English Language Arts requirement for all diplomas
ENGLISH 10
1004 (ENG 10)
*English 10 is an integrated study of language, literature, composition, and oral communication with a focus on exploring a wide variety of genres and their elements. Students read and respond to both literature and nonfiction at the level of complexity appropriate for Grade 10. Students complete a variety of formal and informal writing assignments for varying tasks, purposes, and audiences. Students deliver oral presentations and access, analyze, and evaluate online information.*

- Recommended Grade Level: 10
- Recommended Prerequisites: English 9
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English Language Arts requirement for all diplomas

ENGLISH 11
1006 (ENG 11)
*English 11 is an integrated study of language, literature, composition, and oral communication with a focus on critical thinking and college/career readiness. Students read and respond to both literature and nonfiction at the level of complexity appropriate for Grade 11. Students complete a variety of formal and informal writing assignments for varying tasks, purposes, and audiences. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.*

- Recommended Grade Level: 11
- Recommended Prerequisites: English 9 and English 10
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English Language Arts requirement for all diplomas

ENGLISH 12
1008 (ENG 12)
*English 12 is an integrated study of language, literature, composition, and oral communication with a focus on critical thinking and college/career readiness. Students read and respond to both literature and nonfiction at the level of complexity appropriate for Grade 12. Students complete a variety of formal and informal writing assignments for varying tasks, purposes, and audiences. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.*

- Recommended Grade Level: 12
- Recommended Prerequisites: English 9, English 10 and English 11
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English Language Arts requirement for all diplomas

CCR BRIDGE: LITERACY READY
1014
*CCR Bridge: Literacy Ready is an innovative, dynamic course built to help students master the literacy skills needed for three core subject areas — English, social science and science. Content of each of the disciplines is at the forefront of the curriculum, while disciplinary literacy skills are emphasized through reading and writing assignments based on the content. The focus is on truly understanding how to read and interpret texts in the discipline on a college level. Students in this course want to be college bound, but have not met the requirements necessary to fulfill that goal. Schools are expected to embed Indiana Academic Standards for English/Language Arts into the curriculum.*

- Recommended Grade Level: 12
- Recommended Prerequisite: Must be students who want to attend college, but who have not passed the Grade 10 English ISTEP+ AND have scored below a 45 on the PSAT OR students who score below proficient on a diagnostic test.
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English Language Arts requirement for grade 12 for all diplomas
ENGLISH AS A NEW LANGUAGE
1012 or 2188 (ENL)

English as a New Language is an integrated English course incorporating both the Indiana Academic Standards for English/Language Arts and the WIDA English Language Development Standards. The course goal is achieve 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 Level: 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
- Recommended Prerequisites: English proficiency placement test results
- Credits: A two-semester course, one credit per semester. The nature of this course allows for successive semesters of instruction at advanced levels (up to a maximum of eight credits)
- 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 eight (8) credits accrued may count as World Language credits for all diplomas

DIGITAL MEDIA
1084 (DIGITAL MEDIA)

Digital Media, a course based on the Indiana Academic Standards for English/Language Arts and Media Literacy Standards, is a study of media literacy and production skills. This course examines the impact of informational, narrative, and persuasive media on everyday life. This course will focus on changes in media and includes practice in broadcast journalism, audio/visual storytelling, multimedia storytelling, as well as different platforms such as online and social media. Students will analyze local, national, and global media through the lens of law, ethics, and social responsibility. Students use course content to become knowledgeable consumers and producers of media. For the second credit: Students continue to develop media production skills in addition to studying graphic design, advertising, public relations, and photojournalism. By the end of the semester, student write, shoot, and design stories for print and digital media products. NOTE: This is not a student publications course. The designated school newspaper or yearbook course is Student Media (1086).

- Recommended Grade Level: 9–12
- Recommended Prerequisites: None
- Credits: 1 or 2 credits. Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level.
- Counts as an elective for all diplomas.
- English/Language Arts credit for 1080: If Journalism course work addresses the Indiana Academic Standards for English/Language Arts and the student also takes a two-credit English Advanced Placement course plus the corresponding AP exams OR a two-credit English dual credit course, up to two (2) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for all diplomas.

ELECTIVES

JOURNALISM
1080 (JRNALISM)

Journalism, a course based on the Indiana Academic Standards for English/Language Arts, is a study of news elements, journalism history, First Amendment Law, ethics, fact and opinion, copy editing, news, and features as they apply to print and digital media projects. It includes a comparison of journalistic writing to other types of English writing. For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, and photojournalism. By the end of the semester, student write, shoot, and design stories for print and digital media products. NOTE: This is not a student publications course. The designated school newspaper or yearbook course is Student Media (1086).

- Recommended Grade Level: 9–12
- Recommended Prerequisites: None
- Credits: 1 or 2 credits. Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level.
- Counts as an elective for all diplomas.
- English/Language Arts credit for 1080: If Journalism course work addresses the Indiana Academic Standards for English/Language Arts and the student also takes a two-credit English Advanced Placement course plus the corresponding AP exams OR a two-credit English dual credit course, up to two (2) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for all diplomas.
• Credits: 1 or 2 credits. Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level
• Counts as an elective for all diplomas
• English/Language Arts credit for 1084: The Digital Media course work addresses the Indiana Academic Standards for English/Language Arts; credits accrued can be counted as part of the eight (8) required English/Language Arts credits for all diplomas.

STUDENT MEDIA
1086 (STDNT 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 and yearbooks, and a variety of other media formats. Students work on high school media staffs to prepare themselves for career paths in journalism, communications, writing, or related fields. 

NOTE: This is the designated school Media course, including newspaper and yearbook.
• Recommended Prerequisites: Journalism, Digital Media, or teacher recommendation
• Credits: 1 semester course, 1 credit per semester
• Fulfills an English/Language Arts requirement for all diplomas 65 Indiana Department of Education 2021-2022 High School Course Titles and Descriptions
• NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.

DEVELOPMENTAL READING
1120 (DEV READNG)
Developmental Reading is a supplemental course that provides students with individualized instruction designed to support success in completing coursework aligned with the Indiana Academic Standards for English/Language Arts focusing on the Reading Standards for Literature and Nonfiction.
• Recommended Grade Level: 9 – 12
• Recommended Prerequisites: None
• 1 semester course, 1 credit per semester, 8 credits maximum. This course allows for successive semesters of instruction for students who need additional support in vocabulary development and reading comprehension.
• Counts as an elective for all diplomas

ETYMOLOGY
1060 (ETYMOLOGY)
Etymology, a language studies course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (Latin, Greek, Germanic, and Romance Languages). Students analyze meanings of English words by examining roots, prefixes, and suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation.
• Recommended Grade: 11, 12
• Required Prerequisites: none
• Recommended Prerequisites: 4 credits in English Language Arts
• Credits: 1 semester course, 1 credit per semester
• Fulfills an English/Language Arts requirement for all diplomas

DEBATE
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 Level: 11 or 12
- Recommended Prerequisites: Speech or teacher recommendation
- Credits: 1 or 2 credits. 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

CRITICAL THINKING AND ARGUMENTATION

1074 (CRIT THINK)
Critical Thinking and Argumentation is a study of deductive and inductive logic, including logical fallacies, and should challenge students to think critically, analytically, and philosophically. Students learn to formulate thoughtful inquiry questions, connect ideas or concepts, challenge ideas and concepts and rephrase ideas when appropriate. Active class participation is essential, including persistent questioning, rational discussion and reasoned argumentation.

- Recommended Grade Level: Grades 11 or 12
- 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

SPEECH

1076 (SPEECH)
Speech, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages. Students deliver different types of oral and multi-media presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu.

- Recommended Grade Level: 9–12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English Language Arts requirement for all diplomas

COMPOSITION

1090 (COMP)
Composition is the study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature.

Recommended Grade Level: 11 or 12

- 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

ADVANCED COMPOSITION

1098 (ADV COMP)
Advanced Composition is the study and application of the rhetorical writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and other informational documents.

Recommended Grade Level: 11 or 12

- Recommended Prerequisites: English 9, English 10, Composition or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills an English Language Arts requirement for all diplomas
CREATIVE WRITING
1092 (CREAT WRIT)
Creative Writing is a study and application of rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of 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.
- Recommended Grade Level: 11 or 12
- 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

GRAMMAR
1062 (GRAMMAR)
Grammar is a study of the English language system. Students examine and apply the conventions of oral and written expression that include syntax, usage, punctuation, and spelling. Students learn grammatical terminology, study grammar in the context of reading and writing, and apply grammatical concepts in writing and speaking. NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently or after the course.
- Recommended Grade Level: 9–12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit
- Fulfills an English Language Arts requirement for all diplomas

POETRY
1044 (POETRY)
Poetry is a study of poetic works, the interpretation of poetry, and the variety of structures, devices, and themes that differentiate one type of poetry from another. Students examine a wide variety of major poetic works from the English-speaking world and English translations of important works from the non-English-speaking world. Students analyze the impact of literary devices on the overall interpretation of poetry and how poetry is a form of literary expression that has prevailed through the ages.
- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: English 9, English 10 or teacher recommendation
- Credits: 1 semester course, 1 credit
- Fulfills an English Language Arts requirement for all diplomas

NOVELS
1042 (NOVELS)
Novels is a study of the distinct features of the novel and may be organized by historical periods, themes, or authors. Students examine novels of a given period and what distinguishes novels from other forms of fiction. Students analyze novels by various important authors from the past and present or sets of novels from a specific era or across several eras.
- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: English 9, English 10 or teacher recommendation
- Credits: 1 semester course, 1 credit
- Fulfills an English Language Arts requirement for all diplomas

SHORT STORIES
1046 (SHORT STRS)
Short Stories is a study of the distinct features of the short story. The course may be organized by historical periods, themes, or authors. Students examine short stories with modernist and contemporary themes by a variety of authors from the perspective of audience, purpose, and historical development. Students analyze what distinguishes the short story genre from other literary genres.
- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: English 9, English 10 or teacher recommendation
- Credits: 1 semester course, 1 credit
- Fulfills an English Language Arts requirement for all diplomas

INDIANA LITERATURE
1038 (IND LIT)
Indiana Literature is a study of works produced by those who were born in, raised, or lived most of their lives in
Indiana and works about Indiana or its famous persons. Students examine representative works of various historical periods, works from the various literary movements, and works that reflect unique aspects of Indiana culture. Students analyze and evaluate contributions of Indiana literature to specific genres and to the body of American literature or media in the past and present.

- Recommended Grade Level: 11 or 12
- 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

**CLASSICAL LITERATURE**

1026 (CLASS LIT)

Classical Literature is a study of Greek and Roman Empire literature by the major Classical authors. Students examine a variety of literary genres and analyze themes as they relate to the transition from oral to literate cultures, the emergence of cities and empires, the use of mythology, and the rise and fall of democracy. Students analyze how classical literary patterns, themes, and conventions have influenced modern literature.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: English 9, English 10 or teacher recommendation
- Credits: 1 to 2 semester course, 1 credit per semester
- Fulfills an English Language Arts requirement for all diplomas

**FILM LITERATURE**

1034 (FILM LIT)

Film Literature is a study of how literature is adapted for film or media. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production, and adaptation. Students examine the visual interpretation of literary techniques and language in film and the limitations of film versus text to present a literary work. Students analyze how films portray the human condition, the roles of men and women, and various ethnic or cultural minorities in the past and present.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: English 9, English 10 or teacher recommendation
- Credits: 1 credit
- Fulfills an English Language Arts requirement for all diplomas

**ENGLISH LITERATURE**

1030 (ENG LIT)

English Literature is a study of representative works of the English-speaking authors associated with the Commonwealth of Nations. Students examine a wide variety of literary genres that reflect the English-speaking peoples from the Anglo-Saxon Period to the present. Students analyze how the ideas and concepts presented in the works are interconnected and distinctly reflective of the cultures and the countries in which they were written.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: English 9, English 10 or teacher recommendation
- Credits: 1 to 2 semester course, 1 credit per semester
- Fulfills an English Language Arts requirement for all diplomas

**AMERICAN LITERATURE**

1020 (AMER LIT)

American Literature is a study of representative works and authors of the United States. Students read, analyze, evaluate, critique, and actively respond to a wide variety of literary genres that reflect American culture including quality works of various ethnic and cultural minorities. Students demonstrate how the ideas and concepts presented in the works are interconnected, distinctly American, and important to an understanding of the development of the current culture.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: English 9, English 10 or teacher recommendation
- Credits: 1 to 2 semester course, 1 credit per semester
• Fulfills an English Language Arts requirement for all diplomas

**CONTEMPORARY LITERATURE**  
1054 (CONTEM LIT)  
Contemporary Literature is a study of how post-1950s literature from around the world, such as North and South America, Europe and Great Britain, the Middle East, and post-colonial Africa and Asia, addresses contemporary issues. Students examine multiple genres to develop a sense of how particular genres are used today to represent ideas and events. Students analyze different theories and methods of textual criticism especially theories currently popular. Students analyze how the interpretations and themes of contemporary literature read in this course relate to the time period and to historical issues.  
- Recommended Grade: 11, 12  
- Recommended Prerequisites: English 9, English 10, or teacher recommendation  
- Fulfills an English/Language Arts requirement for all diplomas

**WORLD LITERATURE**  
1052 (WORLD LIT)  
World Literature is a study of ancient and modern representative works by major authors from six continents: Africa, Asia, Australia, Europe, North America, and South America. Students examine a wide variety of literary genres and themes. Students analyze how the ideas and concepts presented in the works are both interconnected and reflective of the cultures and historical periods of the countries represented by the authors.  
- Recommended Grade: 11, 12  
- 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

**ETHNIC LITERATURE**  
1032 (ETHNIC LIT)  
Ethnic Literature is a study of literature focusing on specific multicultural issues produced by writers representing various ethnic cultures. Students examine works exploring ethnic experiences and ideas as well as the contributions of authors to multicultural themes. Students analyze the expressions of cultural identities within ethnic literature and how problems or issues of interest to a given group relate or interconnect with national issues and history.  
- Recommended Grade: 11, 12  
- 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

**BIBLICAL LITERATURE**  
1022 (BIBLE LIT)  
Biblical Literature is a study of the Bible, viewed from a literary standpoint, as a source of a wide variety of literary patterns, themes, and conventions. Students examine the different books in relation to the various historical time frames of the books and in relation to related literature as it pertains to Biblical themes. Students read, discuss, and write about Biblical references (allusions) in both classical and modern literature, formation of a canonical Bible, inclusion of apocryphal and heretical writings, oral versus literate transmission of sacred history and doctrine, and questions and problems of interpretation.  
- Recommended Grade: 11, 12  
- 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
DRAMATIC LITERATURE
1028 (DRAMA LIT)
Dramatic Literature 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.

- Recommended Grade: 11, 12
- 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

LANGUAGE ARTS LAB
1010 (LANG LAB)
Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English/Language Arts focusing on the writing standards. NOTE: All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: None
- Credits: 1 to 8 credits. This course allows for successive semesters of instruction for students who need additional support in any or all aspects of the writing standard
- Course counts as an elective for all diplomas

TECHNICAL COMMUNICATIONS
1096 (TECH COMM)
Technical Communications is the study and application of the processes and conventions needed for effective technical 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.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: English 9, English 10 or teacher recommendation
- Credits: 1 credit
- Fulfills an English Language Arts requirement for all diplomas
FINE ARTS

INTRODUCTION
Fine arts programming provides students the opportunity to participate in a variety of hands-on courses to enhance engagement with the arts. The purpose of each fine arts curriculum is to promote participation in the arts by developing skilled creators, performers, critics, listeners, and observers of the arts. Students can use the arts as a means of: (1) self-expression and communication, (2) development of critical thinking skills, (3) self-knowledge and understanding of the world around them, and (4) increasing awareness of the artistic heritage of other cultures as well as their own. In order for this to happen, students must be immersed in opportunities to learn about the arts, perform and create in one or more of the art forms, and learn to analyze and critique the arts.

COURSES OFFERED:
- Dance Performance: Ballet, Modern, Jazz, or Ethnic-Folk (4140)
- Applied Music (4200)
- Beginning Chorus (4182)
- Intermediate Chorus (4186)
- Advanced Chorus (4188)
- Choral Chamber Ensemble (4180)
- Vocal Jazz (4184)
- Beginning Concert Band (4160)
- Intermediate Concert Band (4168)
- Advanced Concert Band (4170)
- Jazz Ensemble (4164)
- Beginning Orchestra (4166)
- Intermediate Orchestra (4172)
- Advanced Orchestra (4174)
- Instrumental Ensemble (4162)
- Music History and Appreciation (4206)
- Piano and Electronic Keyboard (4204)
- Musical Theatre (0518)
- Technical Theatre (4244)
- Advanced Technical Theatre (4252)
- Theatre Arts (4242)
- Advanced Theatre Arts (4240)
- Advanced Acting (4250)
- Theatre Arts History (4246)
- Theatre Arts, Special Topics (4245)
- Theatre Production (4248)
- Art History (4024)
- Ceramics (4040)
- Digital Design (4082)
- Drawing (4060)
- Fiber Arts (4046)
- Fine Arts Connections (4026)
- Introduction to Two-Dimensional Art (4000)
- Advanced Two-Dimensional Art (4004)
- Introduction to Three-Dimensional Art (4002)
- Advanced Three-Dimensional Art (4006)
- Painting (4064)
- Photography (4062)
- Printmaking (4066)
- Sculpture (4044)

DANCE

DANCE PERFORMANCE:
BALLET, MODERN, JAZZ, OR ETHNIC-FOLK (L)
4140 (DNC PERF)

Dance Performance is designed to develop techniques through individual and group instruction in performance and skills. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. Instruction focuses on developing students’ technique, flexibility, and knowledge of dance as a form of artistic communication. Students learn how to observe and analyze live and recorded dance performances to strengthen their practice.
- Recommended Grade Level: 9–12
- Recommended Prerequisite: None
- Credits: 1 credit per semester. This course allows for continued semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

MUSIC

APPLIED MUSIC (L)
4200 (APPL MUS)
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 selections are utilized to cultivate students' abilities in performing, creating, and responding to music.
• Recommended Grade Level: 10–12
• Recommended Prerequisite: None
• Credits: 1 credit per semester. This course allows for continued semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

BEGINNING CHORUS (L)
4182 (BEG CHOR)
Beginning Chorus provides students with opportunities to develop musicianship and performance skills through ensemble and solo singing. Chorus classes provide opportunities for performing, creating, and responding to music. Students are required to participate in rehearsal or performance opportunities outside of the school day that support and extend learning in the classroom. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals.
• Recommended Grade Level: 9–12
• Recommended Prerequisites: None
• Credits: 1 credit per semester. This course allows for continued semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

INTERMEDIATE CHORUS (L)
4186 (INT CHOR)
Intermediate Chorus provides students with opportunities to develop musicianship and performance skills through ensemble and solo singing. Intermediate Chorus classes provide extended opportunities for performing, creating, and responding to music. Students are required to participate in rehearsal or performance opportunities outside of the school day that support and extend learning in the classroom. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals.
• Recommended Grade Level: 10–12
• Recommended Prerequisites: Beginning Chorus
• Credits: 1 credit per semester. This course allows for continued semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

ADVANCED CHORUS (L)
4188 (ADV CHOR)
Advanced Chorus provides students with opportunities to develop musicianship and performance skills through ensemble and solo singing. Chorus classes provide extended opportunities for performing, creating, and responding to music. Students are required to participate in rehearsal or performance opportunities outside of the school day that support and extend learning in the classroom. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals.
• Recommended Grade Level: 10–12
• Recommended Prerequisites: Beginning and Intermediate Chorus
• Credits: 1 credit per semester. This course allows for continued semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

CHORAL CHAMBER ENSEMBLE (L)
4180 (CHRL ENSEM)
Choral Chamber Ensemble provides students with opportunities to develop musicianship and performance skills through specialized small group instruction. Students are required to participate in rehearsal or performance opportunities outside of the school day that support and extend learning in the classroom. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals.
• Recommended Grade Level: 10–12
• Credits: 1 credit per semester. This course allows for continued semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

VOCAL JAZZ (L)
4184 (VOC JAZZ)
Vocal Jazz provides students with opportunities to develop musicianship and performance skills through group and individual settings for the study and performance of vocal jazz. Students are required to participate in rehearsal or performance opportunities outside of the school day that support and extend learning in the classroom. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals.
• Recommended Grade Level: 10–12
• Credits: 1 credit per semester. This course allows for continued semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

BEGINNING CONCERT BAND (L)
4160 (BEG BAND)
Beginning Concert Band provides students with a balanced comprehensive study of music with an ensemble. Students are required to participate in rehearsal or performance opportunities outside of the school day that support and extend learning in the classroom. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals.
• Recommended Grade Level: 9–12
• Recommended Prerequisites: None
• Credits: 1 credit per semester. This course allows for continued semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

INTERMEDIATE CONCERT BAND (L)
4168 (INT BAND)
Intermediate Concert Band provides students with a balanced comprehensive study of music with an ensemble, appropriate for the intermediate level. Students are required to participate in rehearsal or performance opportunities outside of the school day that support and extend learning in the classroom. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals.
• Recommended Grade Level: 10–12
• Recommended Prerequisites: Beginning Concert Band
• Credits: 1 credit per semester. This course allows for continued semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

ADVANCED CONCERT BAND (L)
4170 (ADV BAND)
Advanced Concert Band provides students with a balanced comprehensive study of music with an ensemble, appropriate for the advanced level. Students are required to participate in rehearsal or performance opportunities outside of the school day that support and extend learning in the classroom. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals.
- Recommended Grade Level: 10–12
- Recommended Prerequisites: Beginning and Intermediate Concert Band
- Credits: 1 credit per semester. This course allows for continued semesters of instruction at an advanced level.
- Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

JAZZ ENSEMBLE (L)
4164 (JAZZ ENS)
Jazz Ensemble provides students with the opportunity to develop musicianship and performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Students are required to participate in rehearsal or performance opportunities outside of the school day that support and extend learning in the classroom. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals.
- Recommended Grade Level: 9–12
- Recommended Prerequisites: None
- Credits: 1 credit per semester. This course allows for continued semesters of instruction at an advanced level.
- Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

BEGINNING ORCHESTRA (L)
4166 (BEG ORCH)
Beginning Orchestra provides students with a balanced comprehensive study of music through string and/or full orchestra, appropriate for beginning students. Students are required to participate in rehearsal or performance opportunities outside of the school day that support and extend learning in the classroom. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals.
- Recommended Grade Level: 9–12
- Recommended Prerequisites: None
- Credits: 1 credit per semester. This course allows for continued semesters of instruction at an advanced level.
- Fulfills requirement for a credit for Core 40 with Academic Honors diploma if students are enrolled in another band or orchestra course. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

INTERMEDIATE ORCHESTRA (L)
4172 (INT ORCH)
Intermediate Orchestra provides students with a balanced comprehensive study of music through string and/or full orchestra, appropriate for the intermediate level. Students are required to participate in rehearsal or performance opportunities outside of the school day that support and extend learning in the classroom. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals.
- Recommended Grade Level: 10–12
- Recommended Prerequisites: Beginning Orchestra
• Credits: 1 credit per semester. This course allows for continued semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

ADVANCED ORCHESTRA (L)
4174 (ADV ORCH)
Advanced Orchestra provides students with a balanced comprehensive study of music through the string and/or full orchestra, appropriate for the advanced level. Students are required to participate in rehearsal or performance opportunities outside of the school day that support and extend learning in the classroom. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals.
  • Recommended Grade Level: 10–12
  • Recommended Prerequisites: Beginning and Intermediate Orchestra
  • Credits: 1 credit per semester. This course allows for continued semesters of instruction at an advanced level.
  • Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

MUSIC HISTORY AND APPRECIATION
4206 (MUS HIST)
Music History and Appreciation provides students with instruction designed to explore major musical styles and periods in relation to world history and culture. Activities include analyzing and describing music; evaluating music and performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.
  • Recommended Grade Level: 9–12
  • Recommended Prerequisite: None
  • Credits: 1 or 2 semesters, 1 credit each semester. This course allows for continued semesters of instruction at an advanced level.
  • Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

INSTRUMENTAL ENSEMBLE (L)
4162 (INSTR ENS)
Instrumental Ensemble provides students with a balanced comprehensive study of chamber ensemble and solo literature. Students are required to participate in rehearsal or performance opportunities outside of the school day that support and extend learning in the classroom. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals.
  • Recommended Grade Level: 10–12
  • Recommended Prerequisite: None

PIANO AND ELECTRONIC KEYBOARD (L)
4204 (PIANO KEY)
Piano and Electronic Keyboard offers students keyboard classes in order to develop proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation. They create melodic material; perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music from a variety of styles; and make interpretive decisions.
  • Recommended Grade Level: 9–12
  • Recommended Prerequisite: None
  • Credits: 1 credit per semester. This course allows for continued semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

THEATRE ARTS

MUSICAL THEATRE (L)
0518 (MUS THTR)
Musical Theatre is the study of the history of musical theatre and its place in today’s society. Students participate in staging, choreographing, rehearsing, and performing an original or existing musical work. These activities incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies. Additionally, students explore career opportunities in the theatre and recognize the responsibilities and the importance of individual theatre patrons in their community.

• Recommended Grade Level: 9–12
• Laboratory Course
• Credits: 1 credit.
• Counts as a Directed Elective or Elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

TECHNICAL THEATRE (L)
4244 (TECH THTR)
Technical Theatre provides students the opportunity to engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities combine elements of theatre history, culture, analysis, response, creative process, and integrated studies. Students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and importance of theatre supporters in their community.

• Recommended Grade Level: 9–12
• Recommended Prerequisite: None
• Credits: 1 credit per semester. The nature of this course allows for two continued semesters (Technical Theatre I and Technical Theatre II) of instruction at this level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas. Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

ADVANCED TECHNICAL THEATRE (L)
4252 (ADV TECH TH)
Advanced Technical Theatre provides students with the opportunity to actively lead and supervise in the process of designing, building, managing, programming, drafting, and implementing the technical aspects of a production. These activities combine elements of theatre history, culture, analysis, response, creative process, and integrated studies. Students investigate technical theatre careers and develop a plan for possible employment or further education, attend and critique theatrical productions, and volunteer to support theatre in their community.

• Recommended Grade Level: 10–12
• Recommended Prerequisites: Technical Theatre I and II (L)
• Credits: 1 credit per semester. The nature of this course allows for two continued semesters (Advanced Technical Theatre I and Advanced Technical Theatre II) of instruction at this level.
• Fulfills requirement for a Fine Arts credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

THEATRE ARTS (L)
4242 (THTR ARTS)
Theatre Arts provides students with the opportunity to analyze plays, create scripts, create scenic designs, and develop acting skills. These activities combine elements of theatre history, culture, analysis, response, creative process, and integrated studies. Students explore career
opportunities in the theatre, attend, and critique theatrical productions, and recognize the responsibilities and importance of theatre supporters in their community.

- **Recommended Grade Level:** 9–12
- **Recommended Prerequisite:** None
- **Credits:** 1 credit per semester. The nature of this course allows for two continued semesters (Theatre Arts I and Theatre Arts II) of instruction at this level.
- **Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.**

**ADVANCED THEATRE ARTS (L)**
4240 (ADV THTR)
*Advanced Theatre Arts* provides students with the opportunity to further develop acting skills through monologues, scenes, improvisation, and script analysis. Students create scenic designs for existing plays and build characters through observation and analysis. These activities combine elements of theatre history, culture, analysis, response, creative process, and integrated studies. Students explore careers in theatre arts and begin to develop a collection of their own work.

- **Recommended Grade Level:** 10–12
- **Recommended Prerequisites:** Theatre Arts I and II (L)
- **Credits:** 1 credit per semester. The nature of this course allows for two continued semesters (Advanced Theatre Arts I and Advanced Theatre Arts II) of instruction at this level.
- **Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.**

**THEATRE ARTS HISTORY**
4246 (THTR ART HST)
*Theatre Arts History* provides students with the opportunity to read and discuss significant plays from various time periods and explore the relationship between theatre and history. These activities combine elements of culture, analysis, response, creative process, and integrated studies. Students will explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the role and the importance of theatre supporters in the community.

- **Recommended Grade Level:** 9–12
- **Recommended Prerequisite:** None
- **Credits:** 1 credit per semester course, 1 credit
- **Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.**

**ADVANCED ACTING (L)**
4250 (ADV ACTING)
*Advanced Acting* provides students with the opportunity to research, create, and perform characters through script analysis, observation, collaboration, and rehearsal. These activities combine elements of theatre history, culture, analysis, response, creative process, and integrated studies. Students explore career opportunities in the theatre by attending plays, meeting actors, and discussing their work.

- **Recommended Grade Level:** 10–12
- **Recommended Prerequisites:** Theatre Arts 
- **Credits:** 1 credit per semester. The nature of this course allows for two continued semesters (Advanced Acting I and Advanced Acting II) of instruction at this level.
- **Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.**

**THEATRE ARTS, SPECIAL TOPICS (L)**
4245 (THTR ART ST)
*Theatre Arts, Special Topics* provides students with the opportunity to focus on a specific subject related to theatre arts such as: Shakespeare, Directing, Arts Management, and other areas of study. These activities
combine elements of theatre history, culture, analysis, response, creative process, and integrated studies. Students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the roles and responsibilities of theatre supporters in the community.

- Recommended Grade Level: 10–12
- Recommended Prerequisites: Theatre Arts
- Credits: 1-semester course, 1 credit
- Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

THEATRE PRODUCTION (L)
4248 (THTR PROD)

Theatre Production provides students with the opportunity to take on responsibilities associated with rehearsing and presenting a fully developed theatre production. They read and analyze plays to prepare for production; create a design for a production; including set, lighting, sound and costumes; perform roles in a production; and direct (or assist in) a production. Students investigate a theatre arts career and develop a plan for potential employment or further education.

- Recommended Grade Level: 9–12
- Recommended Prerequisite: None
- Credits: 1 credit per semester. The nature of this course allows for two successive semesters (Theatre Production I and Theatre Production II) of instruction at this level.
- Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

VISUAL ARTS

ART HISTORY
4024 (ART HIST)

Art History provides opportunities for students to study works of art and artifacts from world cultures, engage in historically relevant studio activities, and utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections. Students 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.

- Recommended Grade Level: 9–12
- Recommended Prerequisite: None
- Credits: 1-semester course, 1 credit
- Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

CERAMICS (L)
4040 (CERAMICS)

Ceramics provides opportunities for students to create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize and make informed judgments about artwork and the nature of art; relate art to other disciplines; discover opportunities for integration; and incorporate literacy and presentational skills.

- Recommended Grade Level: 10–12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

DIGITAL DESIGN (L)
4082 (DIG DESIGN)
Digital Design incorporates desktop publishing, multimedia, digitized imagery, computer animation, and web design. Students 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.
• Recommended Grade Level: 10–12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
• Credits: 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

DRAWING (L)
4060 (DRAWING)
Drawing provides opportunities for students to utilize processes including sketching, rendering, contour, gesture, and perspective drawing. Students use a variety of media such as pencil, chalk, pastels, charcoal, pen and ink. Students relate art to other disciplines and discover opportunities for integration. They employ the resources of art museums, galleries, studios, and identify art-related careers.
• Recommended Grade Level: 10–12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
• Credits: 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

FIBER ARTS (L)
4046 (FBR ARTS)
Fiber Arts provides opportunities for students to create fiber art works with loom and off loom construction, dyeing, coiling, and stitchery. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.
• Recommended Grade Level: 10–12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
• Credits: 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

FINE ARTS CONNECTIONS
4026 (FN ART CONN)
Fine Arts Connections provides opportunities for students to create works encompassing multiple disciplines, literacies, and sign systems. Students reflect upon and define their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about works and the nature of the arts. Students incorporate presentational skills and utilize the resources of the arts community while identifying art-related careers.
• Recommended Grade Level: 10–12
• Recommended Prerequisites: two or more credits in visual art, music, theatre, or dance.
• Credits: 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

INTRODUCTION TO TWO-DIMENSIONAL ART (L)
4000 (2D ART)
Introduction to Two-Dimensional Art provides opportunities for students to explore historical and cultural backgrounds 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.
• Recommended Grade Level: 9–12
• Recommended Prerequisite: None
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

ADVANCED TWO-DIMENSIONAL ART (L)
4004 (ADV 2D ART)
Advanced Two-Dimensional Art provides opportunities for students to explore historical and cultural backgrounds 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.
• Recommended Grade Level: 9–12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
• Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
• Credits: 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 the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

INTRODUCTION TO THREE-DIMENSIONAL ART (L)
4002 (3D ART)
Introduction to Three-Dimensional Art provides opportunities for students to explore historical and cultural connections, analyze, interpret, theorize, and make informed judgments about artwork and the nature of art. Students 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.
• Recommended Grade Level: 9–12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
• Credits: 1-semester course, 1 credit
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

ADVANCED THREE-DIMENSIONAL ART (L)
4006 (ADV 3D ART)
Advanced Three-Dimensional Art provides opportunities for students to explore historical and cultural connections, analyze, interpret, theorize, and make informed judgments about artwork and the nature of art.
Students 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.

- **Recommended Grade Level:** 9–12
- **Recommended Prerequisites:** Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- **Credits:** 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level.
- **Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

**PAINTING (L)**

**4064 (PAINTING)**

Painting provides students opportunities to create abstract and realistic paintings using a variety of materials including mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. Students 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.

- **Recommended Grade Level:** 10–12
- **Recommended Prerequisites:** Introduction to Two-Dimensional Art (L)
- **Credits:** 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level.
- **Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

**PHOTOGRAPHY (L)**

**4062 (PHOTOGRPH)**

Photography provides opportunities for students to create photographs, films, and videos utilizing a variety of digital tools and dark room processes. Students 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.

- **Recommended Grade Level:** 10–12
- **Recommended Prerequisites:** Introduction to Two-Dimensional Art (L)
- **Credits:** 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level.
- **Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

**PRINTMAKING (L)**

**4066 (PRNTMKG)**

Printmaking provides opportunities for students to create abstract and realistic prints using a variety of materials such as linocut, woodcut, stencil, silkscreen, and photo silkscreen. Students utilize processes including etching, relief, and lithography to explore a variety of ideas and problems. Students 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.

- **Recommended Grade Level:** 10–12
- **Recommended Prerequisites:** Introduction to Two-Dimensional Art (L)
- **Credits:** 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

SCULPTURE (L)
4044 (SCULPT)
Sculpture provides opportunities for students to utilize materials including plaster, clay, metal, paper, wax, and plastic to create portfolio-quality works. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. Students 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.

• Recommended Grade Level: 10–12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
• Credits: 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level.
• Fulfills requirement for a credit for Core 40 with Academic Honors diploma. Counts as an elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.
HEALTH AND WELLNESS

COURSES OFFERED:
- Health & Wellness Education (3506)
- Current Health Issues (3508)

HEALTH & WELLNESS EDUCATION
3506 (HLTH&WELL)
Health & Wellness Education provides the basis to help students adopt and maintain healthy behaviors. This course provides students with the knowledge and skills of health and wellness core concepts: analyzing influences; accessing information; developing interpersonal communication, decision-making and goal-setting skills; increasing health-enhancing behaviors and developing health and wellness advocacy skills. This is a course based on Indiana’s Academic Standards for Health & Wellness.
- Recommended Grade Level: 9–12
- Recommended Prerequisites: 8th grade health education
- Credits: 1 credit, 1 semester course
- Fulfills the Health & Wellness requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas
- CPR/AED Training: While you are not required to include this instruction in a specified course, the recommendation would be to include this instruction in the Health and Wellness Education Course (Code 3506) as this is typically used to meet the Health and Wellness Requirements. *Instruction in CPR/AED using hands-on training is required in a classroom setting.
- Requirements include:
  - Bullying Prevention
  - Instruction on child abuse and child sexual abuse
  - Physical activities
  - Safety Education
  - Hygiene
  - Diseases
  - Alcohol beverages, tobacco, prescriptions drugs, and controlled substances
  - AIDS/ HIV Information
  - Instruction on Human sexually and sexually transmitted disease; Access to materials relating to instruction on human sexuality, personal analysis, evaluation, or survey of students
  - Breast Cancer and Testicular cancer instruction
  - Human organ and blood donor program instruction
  - Instruction in cardiopulmonary resuscitation and use of an automated external defibrillator.

CURRENT HEALTH ISSUES
3508 (CHI)
Current Health Issues focuses on specific health issues and/or emerging trends in health and wellness, including but not limited to personal health and wellness, noncommunicable 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 is an elective course that can be aligned to Indiana’s Academic Standards for Health & Wellness.
- Recommended Grade Level: 9–12
- Recommended Prerequisites: Health & Wellness Education
- Credits: 1 credit, 1 semester course
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
COURSES OFFERED:

- Biology, Higher Level, International Baccalaureate (3032)
- Biology, Standard Level, International Baccalaureate (3034)
- Business and Management, Higher Level, International Baccalaureate (4580)
- Business and Management, Standard Level, International Baccalaureate (4582)
- Chemistry, Higher Level, International Baccalaureate (3070)
- Chemistry, Standard Level, International Baccalaureate (3072)
- IB Classical Language, Higher Level (2300)
- Dance, International Baccalaureate (4190)
- Design Technology, Standard Level, International Baccalaureate (4824)
- IB Economics, Higher Level (1580)
- IB Economics, Standard Level (1582)
- IB Geography, Higher Level (1584)
- IB Geography, Standard Level (1586)
- IB History, Higher Level (1590)
- IB History, Standard Level (1592)
- Information Technology in a Global Society, Standard Level, International Baccalaureate (5246)
- IB Language A: Literature, Standard Level (1132)
- IB Language A: Language and Literature, Standard Level (1138)
- IB Language AB Initio, Standard Level (2310)
- IB Literature and Performance, Standard Level (1134)
- IB Mathematics: Analysis and Approaches Standard Level (2588)
- IB Mathematics: Applications and Interpretations Standard Level (2592)
- Physics, Higher Level, International Baccalaureate (3092)
- Physics, Standard Level, International Baccalaureate (3098)
- IB Psychology, Higher Level (1604)

- IB Psychology, Standard Level (1606)
- IB Theory of Knowledge (0560)
- Visual Arts, Higher Level, International Baccalaureate (4090)
- Visual Arts, Standard Level, International Baccalaureate (4092)
- IB World Language B, Higher Level (2306)
- IB World Language B, Standard Level (2308)

BIOLOGY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE
3032 (BIO H IB)

Biology Higher Level, International Baccalaureate, focuses on six core topics: cells, the chemistry of life, genetics, ecology, evolution, and human health and physiology. Students must complete additional study in eight topics: nucleic acids and proteins, cell respiration and photosynthesis, human reproduction, defense against infectious disease, nerves, muscles and movement, excretion and plant science. Optional course topics for students include diet and human nutrition, physiology of exercise, neurobiology and behavior, applied plant and animal science and ecology and conservation. Offered at Shortridge High School.
- Recommended Grade Level: 11 or 12
- Recommended Prerequisite: Biology 1 and Chemistry 1
- Credits: 2 or 4 semester course, 1 credit per semester
- The minimum prescribed number of hours is 240
- Counts as an elective for all diplomas
- Fulfills the Biology I requirement for all diplomas

BIOLOGY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE
3034 (BIO S IB)

Biology Standard Level, International Baccalaureate focuses on six core topics: cells, the chemistry of life, genetics, ecology, evolution, and human health and physiology. Optional course topics include neurobiology...


and behavior, applied plant and animal science, ecology and conservation, diet and human nutrition, and physiology of exercise. This course is based on curriculum published by the International Baccalaureate Organization. Offered at Shortridge High School.

- Recommended Grade Level: 11 or 12
- Recommended prerequisite: Biology 1 and Chemistry 1
- Credits: 2 or 4 semester course, 1 credit per semester
- The minimum prescribed number of hours is 150
- Counts as an elective for all diplomas
- Fulfills the Biology I requirement for all diplomas

**BUSINESS AND MANAGEMENT HIGHER LEVEL, INTERNATIONAL BACCALAUREATE**

**4580 (BUSM H IB)**

*Business and Management Higher Level, International Baccalaureate,* explores how and why individuals form organizations, organizational problems and life cycles, and the role of individuals and groups within organizations. Students gain a broad understanding of the variety of organizations that exist (including profit and nonprofit) and examine and apply the principles of organizations and the techniques practiced in organizational decision making. Students also develop an understanding of the interdependency of organizations and the effect on problem solving. Offered at Shortridge High School.

- Recommended Grade Level: 11 or 12
- Credits: 4 semester course, 1 credit per semester
- Counts as an Elective or Directed Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas

**CHEMISTRY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE**

**3070 (CHEM H IB)**

*Chemistry Higher Level, International Baccalaureate,* is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. 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. Offered at Shortridge High School.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisite: Biology 1 and Chemistry 1
- Credits: 2 or 4 semester course, 1 credit per semester
- The minimum prescribed number of hours is 240
- 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 and International Baccalaureate diplomas
- Qualifies as a quantitative reasoning course

**CHEMISTRY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE**

**3072 (CHEM S IB)**

*Chemistry Standard Level, International Baccalaureate* is designed to introduce students to the theories and
practical techniques involved in the composition, characterization, and transformation of substances. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. This course is based on curriculum published by the International Baccalaureate Organization. Offered at Shortridge High School.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisite: Biology 1 and Chemistry 1
- Credits: 2 or 4 semester course, 1 credit per semester
- The minimum prescribed number of hours is 150
- 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

**IB CLASSICAL LANGUAGE HIGHER LEVEL**

**2300 (CL H IB)**

*IB Classical Language Higher Level* provides students with the opportunity to study a historically significant language that is also embedded in many modern languages. This course provides an opportunity for students to explore the languages, literature, and cultures of ancient Greece or Rome. The study of classical languages gives important insights into the cultures that produced them, and leads to a greater understanding of contemporary languages, literature, and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language. Offered at Shortridge High School.

- Recommended Grade Level: 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as a World Language credit for all diplomas OR as an elective for any diploma

**DANCE, INTERNATIONAL BACCALAUREATE**

**4190 (Dance, IB)**

*Dance, International Baccalaureate* is designed to develop techniques through individual and group instruction in dance performance and skills. Students will develop the ability to express their thoughts, perceptions, feelings and images through movement. Instruction will focus on developing students’ technique, flexibility and knowledge of dance as a form of artistic communication. Students will also learn how to observe, analyze, critique and evaluate live and recorded dance performances to strengthen their practice. Creating choreography and performance of original choreography is recommended. Offered at Shortridge High School.

- Recommended Grade Level: 11 and 12
- Recommended Prerequisite: Prior Dance Course
- Credits: 1 credit per semester. This course allows for continued semesters of instruction at an increasingly advanced level.
- Fulfills a Fine Arts requirement for the IB Diploma, Core 40 with Academic Honors Diploma or counts as an elective for any diploma.

**DESIGN TECHNOLOGY: STANDARD LEVEL, INTERNATIONAL BACCALAUREATE**

**4824 (DTECH S IB)**

*IB Design Technology Standard Level* aims to teach students not only design and technology, but also how to adapt to new experiences and how to approach problems with the appropriate skills and techniques to identify important elements and develop optimum solutions. This course is based on the curriculum published by the International Baccalaureate Organization. It assumes no previous experience in either design technology or designing. Students study six core topics: designers and the design cycle, the responsibility of the designer, materials, manufacturing processes and techniques, production systems, and clean technology and green design. Optional course topics from which the student may choose two are food technology, computer-aided design, manufacture and production, invention, innovation and design, health by design, and electronic products. Further options include raw material to final product, microstructures and macrostructures, and appropriate technologies. Offered at Shortridge High School.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
• Counts as an Elective or Directed Elective for all diplomas

**IB ECONOMICS HIGHER LEVEL**

*IB ECONOMICS HIGHER LEVEL 1580 (ECON H IB)*

The IB Diploma Programme Economics Higher Level is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation, and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. The DP economics course emphasizes the economic theories of macroeconomics, which deal with economic variables affecting countries, governments, and societies. These economic theories are not studied in a vacuum – rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development, and environmental sustainability. Course aims to provide students with a core knowledge of economics, encourage students to think critically about economics, promote an awareness and understanding of internationalism in economics, and encourage students’ development as independent learners. Offered at Shortridge High School.

• Recommended Grade Level: 11 and 12
• Recommended Prerequisites: None
• Credits: 2 or 4 semester course, 1 credit per semester
• Counts as an elective or directed 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
• Qualifies as a quantitative reasoning course

**IB ECONOMICS STANDARD LEVEL**

*IB ECONOMICS STANDARD LEVEL 1582 (ECON S IB)*

The IB Diploma Programme Economics Standard Level is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation, and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. The DP economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments, and societies. These economic theories are not studied in a vacuum – rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development, and environmental sustainability. Course aims to provide students with a core knowledge of economics, encourage students to think critically about economics, promote an awareness and understanding of internationalism in economics, and encourage students’ development as independent learners. Alongside the empirical observations of positive economics, students of the subject are asked to formulate normative questions and to recognize their own tendencies for bias. Offered at Shortridge High School.

• Recommended Grade Level: 11 or 12
• Recommended Prerequisites: None
• Credits: 2 or 4 semester course, 1 credit per semester
• Counts as an elective or directed 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
• Qualifies as a quantitative reasoning course

**IB GEOGRAPHY HIGHER LEVEL**

*IB GEOGRAPHY HIGHER LEVEL 1584 (GEO H IB)*

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. Offered at Shortridge High School.

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

**IB GEOGRAPHY STANDARD LEVEL**

1586 (GEO S IB)

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 Level: 11 and 12
- Prerequisites: None
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Social Studies course requirement for the Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors
- Counts as a Science course requirement of the General and International Baccalaureate diplomas
- Counts as an elective for any diploma

**IB HISTORY HIGHER LEVEL**

1590 (HIS H IB)

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. Offered at Shortridge High School.

- Recommended Grade Level: 11 and 12
- Recommended Prerequisites: None
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills the U.S. History requirement only with regional concentration on the Americas

**IB HISTORY STANDARD LEVEL**

1592 (HIS S IB)

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 Level: 11 or 12
- Recommended Prerequisites: None
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills the U.S. History requirement only with regional concentration on the Americas

**INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY: STANDARD LEVEL, INTERNATIONAL BACCALAUREATE**

5246 (ITGS S IB)

The IB Information Technology in a Global Society Standard Level (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

- Offered at Shortridge High School.
- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective or Directed Elective for all diplomas

**IB LANGUAGE A: LITERATURE STANDARD LEVEL**

1132 (LA LIT S IB)

IB Language A: Literature Standard Level develops understanding of the techniques of literary criticism and promotes the ability to form independent literary judgments. The formal analysis of texts is combined with a study of the way literary conventions shape responses to the texts. Students will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed analytical skills and the ability to support an argument in clearly expressed writing, sometimes at significant length.

Offered at Shortridge High School.

- Recommended Grade Level: 11 or 12
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas or counts as an elective for all diplomas

**IB LANGUAGE A; LANGUAGE AND LITERATURE STANDARD LEVEL**

1138 (LA LAL S IB)

IB Language A: Language and Literature Standard Level aims to develop the skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. An understanding of the ways in which formal elements are used to create meaning in text is combined with an exploration of how that meaning is affected by reading practices.

Offered at Shortridge High School.

- Recommended Grade Level: 11 and 12
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas or counts as an elective for all diplomas

**IB LANGUAGE AB INITIO STANDARD LEVEL**

2310 (WL AIS IB)

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. Language ab initio is available at standard level only. Offered at Shortridge High School.

- Recommended Grade Level: 11, 12
- 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

**IB LITERATURE AND PERFORMANCE STANDARD LEVEL**

1134 (LP S IB)

IB Literature and Performance Standard Level is an interdisciplinary synthesis of language A and theatre. It incorporates essential elements of literature and performance and aims to explore the dynamic relationship between the two. At the heart of the course is the interaction between (1) a conventional literary emphasis on close reading, critical writing and discussion and (2) the practical, aesthetic and symbolic elements of performance. A distinctive outcome of this synthesis is the performance of a piece transformed from poetry or prose. In this creative process, text is viewed from different angles in a way that goes beyond what is characteristic of either literary or theatre studies as single disciplines. Offered at Shortridge High School.

- Recommended Grade Level: 11, 12
- 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

**IB MATHEMATICS: ANALYSIS AND APPROACHES STANDARD LEVEL**

2588 (MATH A&A S IB)

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
- Recommended Prerequisites: students should have 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 all diploma types
- Qualifies as a quantitative reasoning course

**IB MATHEMATICS: APPLICATIONS AND INTERPRETATION STANDARD LEVEL**

2592 (Math A&I IB)

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
- 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 all diploma types
- Qualifies as a quantitative reasoning course

**PHYSICS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE**

3096 (PHY H IB)

Physics Higher Level, International Baccalaureate, 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. 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, quantum physics and nuclear physics. Offered at Shortridge High School.

- Recommended Grade Level: 11 or 12
- 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 for all diploma types
- Qualifies as a quantitative reasoning course

PHYSICS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE 3098 (PHY S IB)

Physics Standard Level, International Baccalaureate is designed to introduce students to the laws of physics, the experimental skills required, and the social and historical aspects. Students study six topics: physics and physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. This course is based on curriculum published by the International Baccalaureate Organization. Offered at Shortridge High School.

- Recommended Grade Level: 11 or 12
- 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 for all diploma types

IB PSYCHOLOGY HIGHER LEVEL 1604 (PSY H IB)
The IB Psychology Higher Level course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive, and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

- Recommended Grade Level: 11 and 12
- Recommended Prerequisites: None
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Social Studies course requirement for the General diploma
- Counts as an elective for any diploma only

IB PSYCHOLOGY STANDARD LEVEL 1606 (PSY S IB)
The IB Psychology Standard Level course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive, and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: None
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Social Studies course requirement for the General diploma only
- Counts as an elective for all diplomas

IB THEORY OF KNOWLEDGE 0560 (TOK IB)

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. Offered at Shortridge High School.

- Recommended Grade Level: 11 and 12
- Recommended Prerequisites: None
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas

**VISUAL ARTS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE**

**4090 (VA H IB)**

*Visual Arts Higher Level, International Baccalaureate,* enables students to learn about themselves and others through individual and collaborative engagement with the visual arts. The core elements in common to each course are introduction to art concepts, criticism and analysis, acquisition of studio technical and media skills, and relation of art to sociocultural and historical contexts. This course is for the specialist visual arts student with creative and imaginative abilities who may pursue the visual arts at the university or college level. It consists of two compulsory parts: studio work—the practical exploration and artistic production—and research workbooks—独立 critical research and analysis, visual and written, in more than one culture. Offered at Shortridge High School.

- Recommended Grade Level: 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as an elective for any diploma.

**VISUAL ARTS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE**

**4092 (VA S IB)**

*Visual Arts Standard Level, International Baccalaureate,* enables students to learn about themselves and others through individual and collaborative engagement with the visual arts. The core elements in common to each course are introduction to art concepts, criticism and analysis, acquisition of studio technical and media skills, and relation of art to sociocultural and historical contexts. This course is for the specialist visual arts student with creative and imaginative abilities who may pursue the visual arts at the university or college level. It consists of two compulsory parts: studio work—the practical exploration and artistic production—and research workbooks—独立 critical research and analysis, visual and written, in more than one culture. Offered at Shortridge High School.

- Recommended Grade Level: 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as an elective for any diploma.

**IB WORLD LANGUAGE B HIGHER LEVEL**

**2306 (WLB H IB)**

*IB World Language B Higher Level,* is for students with two to five years’ previous experience in learning the target language. It prepares students to be successful on the International Baccalaureate exam for the target language. This course enables students to use the target language appropriately in a range of situations and contexts and for a variety of purposes and also focuses on language acquisition and development in the four primary language skills of listening, speaking, reading and writing. Language skills are developed through the study and use of a range of written and spoken material, which extends from everyday oral exchanges to literary texts related to the target cultures. The course is further designed to promote an awareness of, and sensitivity to, the cultures related to the language studied. Offered at Shortridge High School.

- Recommended Grade Level: 11 and 12
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. Offered at Shortridge High School.

- **Recommended Grade Level:** 11, 12
- **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**
MATHEMATICS

INTRODUCTION
Mathematics is a system of ideas to help students understand the world around them. Mathematics encompasses the use of money, statistics, time, distance, and a myriad of other concepts. Various courses are designed to help students explore and understand both abstract and concrete ideas to help them reason about the real world.

COURSES OFFERED:
- Algebra I (2520)
- Algebra I Lab (2516)
- Algebra II (2522)
- CCR Bridge: Math Ready (2514)
- Finite Mathematics (2530)
- Geometry (2532)
- Mathematics Lab (2560)
- Pre-Calculus: Algebra (2564)
- Pre-Calculus: Trigonometry (2566)
- Probability and Statistics (2546)
- Quantitative Reasoning (2550)

ALGEBRA I
2520 (ALG I)
Algebra I students will extend their understanding of linear equations, inequalities, and functions and build their knowledge of exponential functions, quadratic equations and functions, rational and radical expressions, and data analysis.
- Students pursuing Core 40, Core 40 with Academic Honors or Core 40 with Technical Honors diplomas should receive credit for Algebra I by the end of Grade 9

ALGEBRA I LAB
2516 (ALG I LAB)
Algebra I Lab is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for Algebra I.

The content of Algebra I Lab is tightly aligned to the content of the corresponding Algebra I class.
- Credits: 2 credit course, 1 credit per semester
- Counts as a Mathematics course requirement for the General diploma only or as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Algebra I Lab is designed as a support course for Algebra I. A student taking Algebra I lab must also be enrolled in Algebra I

ALGEBRA II
2522 (ALG II)
Algebra II students will build on their work with linear, quadratic, and exponential functions to extend their repertoire of functions to include polynomial, rational, and radical functions. In addition, they will build knowledge of statistics and probability.
- Recommended Prerequisite: Algebra I
- Credits: 2 credit course, 1 credit per semester
- Fulfills the Algebra II requirement for all diplomas
- Fulfills the Algebra II requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas and counts as a Mathematics course for all diplomas

CCR BRIDGE: MATH READY
2514 (MATH RDY)
CCR Bridge: Math Ready will include and reinforce the algebra, geometry, and statistics skills necessary to be ready for an entry-level college math course. The course is intended for students who currently have achieved the minimum mathematics requirements for college entry but need additional work to be fully prepared for post-secondary mathematics.
- Recommended Grade Level: 12
- Recommended Prerequisite: Algebra II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- This course is not designed to prepare students for college-level math in STEM majors
FINITE MATHEMATICS
2530 (FINITE)
Finite Mathematics students build on their work with algebra to develop understanding of sets, matrices, networks, optimization, and probability.
- Recommended Prerequisite: Algebra II
- Credits: 2 credit course, 1 credit per semester
- Counts as a Mathematics course for all diplomas
- Designed for students planning to take post-secondary mathematics that might not include calculus

GEOMETRY
2532 (GEOM)
Geometry students will apply concepts of logic, proof, and transformations to their study of points, lines, angles, polygons, circles, and three-dimensional solids.
- Recommended Prerequisite: Algebra I
- Credits: 2 credit course, 1 credit per semester
- Fulfills the Geometry requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics course for all diplomas

MATHEMATICS LAB-GEOMETRY
MATHEMATICS LAB-ALGEBRA II
2560 (MATH LAB)
Mathematics Lab is a mathematics support course for Geometry or Algebra II. Content of Mathematics Lab is tightly aligned to the content of its corresponding course.
- Recommended Prerequisite: none
- Credits: 1 semester course, 1 credit per semester, 8 credits maximum
- Counts as an elective for all diplomas
- Mathematics Lab courses are designed as support courses. A student taking a Mathematics Lab course must also be enrolled in the corresponding mathematics course (Geometry or Algebra II).

PRE-CALCULUS: ALGEBRA
2564 (PRECAL)
Pre-Calculus: Algebra students will extend their knowledge of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, as well as to sequences and series.
- Recommended Prerequisite: Geometry and Algebra II
- Credits: 1 credit course, 1 credit per semester
- Counts as a Mathematics course for all diplomas

PRE-CALCULUS: TRIGONOMETRY
2566 (TRIG)
Pre-Calculus: Trigonometry students will extend their knowledge of algebra and functions developed in previous courses to trigonometric functions. Focus on the mathematical process standards will enable students to experience mathematics as a coherent, useful, and logical subject that uses their ability to make sense of problem situations.
- Recommended Prerequisite: Geometry and Algebra II
- Credits: 1 credit course, 1 credit per semester
- Counts as a Mathematics course for all diplomas

PROBABILITY AND STATISTICS
2546 (PROB/STAT)
Probability and Statistics is a one-credit course that includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include data analysis, experimental design, and probability.
- Recommended Prerequisite: Algebra II
- Credits: 1 credit course, 1 credit per semester
- Counts as a Mathematics course for all diplomas

QUANTITATIVE REASONING
2550 (QUANT REAS)
Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics.
- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Algebra II
- Credits: 1 or 2 semester course, 1 credit per semester
- Counts as a Mathematics course for all diplomas
- Designed to align with college-level quantitative reasoning courses for dual secondary/college credit.
INTRODUCTION
Each of the following courses features a unique curriculum encompassing concepts from more than one discipline.

COURSES OFFERED:
- Basic Skills Development (0500)
- Career Information and Exploration (0522)
- College Entrance Preparation (0532)
- Humanities (0514)
- Junior Reserve Officer Training Corps (0516)
- Jobs for America’s Graduates (JAG) (0509)

BASIC SKILLS DEVELOPMENT
0500 (BAS SKLS)
Basic Skills Development provides students continuing opportunities to develop a variety of 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. Skills emphasized in this course are determined based on Indiana’s standards, district 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 life situations.
- Recommended Grade Level: Any
- Recommended Prerequisites: None
- Credits: 1 credit per semester up to 8 credits
- Counts as an elective for all diplomas

CAREER INFORMATION AND EXPLORATION
0522 (CARR INFO)
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 preparation or training needed for a range of employment paths. Students develop skills in: (1) employability (2) understanding the economic process and (3) career decision making and planning. Students will receive opportunities to observe and participate in several job situations through field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students.
- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: None
- Credits: 1 or 2 semesters, 1 credit per semester
- Counts as an elective for all diplomas

COLLEGE ENTRANCE PREPARATION
0532 (COL-ENT PREP)
College Entrance Preparation prepares students for the SAT, ACT, Accuplacer, and/or Compass college readiness assessments. Based on their individual score reports, students receive targeted instruction to strengthen foundations in the critical reading, writing, mathematics, and science sections of college admission and placement exams. As appropriate, the course also encompasses test-taking strategies to prepare students for success on a high-stakes assessment.
- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: Algebra II (or concurrent enrollment in Algebra II)
- Credits: 1 semester, 1 credit
- Counts as an elective credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

HUMANITIES
0514 (HUMANITIES)
Humanities is the study of content drawn from history, philosophy, literature, languages, and the arts. This course also includes an in-depth study of specific disciplines in related areas that could include: (1) linguistics (2) archeology (3) jurisprudence (4) the history, theory, and criticism of the arts (5) the history and philosophy of science (6) ethics (7) comparative religions and (8) other aspects of the social sciences which relate to understanding life and the world. The emphasis of the
course work is on developing an understanding of these disciplines and how they apply to the human environment.

- Recommended Grade Level: 9–12
- Recommended Prerequisites: None
- Credits: 1 credit per semester up to 2 credits
- This course may qualify for AHD credit if it meets the standards for specific language arts, social studies, or fine arts courses and is taught by teachers licensed in the specific subject areas
- Counts as an elective for all diplomas

JUNIOR RESERVE OFFICER TRAINING CORPS
0516 (JR ROTC)

Junior Reserve Officer Training Corps 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. Topics to be included in the course are: (1) Citizenship in Action (2) Leadership Theory and Application (3) Foundations of Success, to include; Study Skills, Communications Skills and Conflict Resolution Skills, (4) Wellness, Fitness, First Aid, Drug Awareness & Addiction Prevention (5) Geography and Earth Science, (6) Military History, Drill, Traditions and Customs (7) Marksmanship and Firearms Safety, (8) SAT & ACT preparation (9) Financial Planning, (10) Service Learning Projects and Field Activities. Opportunities are provided to explore the leadership qualities and traits of courage, self-sacrifice and integrity.

- Recommended Grade Level: 9–12
- Recommended Prerequisites: None

JOBS FOR AMERICA’S GRADUATES (JAG)
0509 (JAG)

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 credit per semester, 4 credits maximum
- Counts as an elective for all diplomas
**PHYSICAL EDUCATION**

**INTRODUCTION**
Health and Physical Education courses provide an opportunity for students to explore habits and lifestyles that enable them to maintain a healthy disposition. By examining how the human body works and what the benefits of exercise and nutritional choices are, students learn both short- and long-term issues associated with health.

**COURSES OFFERED:**
- Physical Education I (3542)
- Physical Education II (3544)
- Elective Physical Education (3560)

**PHYSICAL EDUCATION I (L)**
3542 (PHYS ED)
*Physical Education I* focus on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students the 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 are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

- Recommended Grade Level: 9–12
- Recommended Prerequisites: 8th grade physical education
- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

**PHYSICAL EDUCATION II (L)**
3544 (PHYS ED II)
*Physical Education II* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students the opportunities to actively participate in four of the following that were not in Physical Education I: team sports, dual sport activities, individual physical activities, outdoor pursuits, self-defense and martial arts, aquatics, gymnastics and dance. All are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

- Recommended Grade Level: 9–12
- Recommended Prerequisites: Physical Education I
- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

**ELECTIVE PHYSICAL EDUCATION (L)**
3560 (ELECT PE)
*Elective 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 cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Ongoing assessment includes both written and performance-based skill evaluation.

- Recommended Grade Level: 10–12
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, trimester or upon mastery of course standards. There is no maximum amount of credits that may be earned provided that there is no course or skill level duplication.
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
INTRODUCTION
The Indiana Science Standards contain both content and process standards. High school courses each have a differing number of standards and each address a core concept in the given content area. Most science courses involve laboratory instruction, which is indicated by an (L) in the course title.

COURSES OFFERED:
• Advanced Science, Special Topics (3092)
• Anatomy and Physiology (5276)
• Biology I (3024)
• Biology II (3026)
• Chemistry I (3064)
• Earth and Space Science (3044)
• Environmental Science (3010)
• Integrated Chemistry-Physics (3108)
• Physics I (3084)
• Science Research, Independent Study (3008)
• Science Tutorial (3094)

ADVANCED SCIENCE, SPECIAL TOPICS (L)
3092 (ADV SCI ST)
Advanced Science, Special Topics is any science course which is grounded in extended laboratory, field, and literature investigations into one or more specialized science disciplines, such as anatomy/physiology, astronomy, biochemistry, botany, ecology, electromagnetism, genetics, geology, nuclear physics, organic chemistry, etc. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student’s course of study.

ANATOMY AND PHYSIOLOGY
5276 (A & P)
Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of body systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, the basic structural and functional unit of all organisms, and covers tissues, 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.

APPLIED BIOLOGY I (L)
3024 (BIO I)
Applied Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction focuses on developing student
understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Fulfills as a science requirement for the Certificate of Completion

BIOLOGY II (L)
3026 (BIO II)

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

- Recommended Grade Level: 10 or 11
- Required Prerequisites: none
- Recommended Prerequisite: Biology I
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a science course requirement for all diplomas

CHEMISTRY I (L)
3064 (CHEM I)

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 focuses on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

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

EARTH AND SPACE SCIENCE I (L)
3044 (EAS SCI I)

Earth and Space Science I is a course focused on the following core topics: universe; solar system; Earth cycles and systems; atmosphere and hydrosphere; solid Earth; Earth processes. Students analyze and describe earth’s interconnected systems and examine how earth’s materials, landforms, and continents are modified across geological time.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a science course requirement for all diplomas

ENVIRONMENTAL SCIENCE (L)
3010 (ENVSCI)

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. Students formulate,
design, and carry out laboratory and field investigations as an essential course component.

- **Recommended Grade Level:** 11 or 12
- **Recommended Prerequisite:** Two credits science coursework
- **Credits:** 2 semester course, 1 credit per semester
- **Counts as an elective for all diplomas**
- **Fulfills a science (life) course requirement for all diplomas**

**INTEGRATED CHEMISTRY-PHYSICS (L) 3108 (ICP)**

Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity; uniform acceleration, Newton’s Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- **Recommended Grade Level:** 9
- **Required Prerequisites:** none
- **Recommended Prerequisite:** 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**

**PHYSICS I (L) 3084 (PHYS I)**

Physics I is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided Indiana Department of Education 252 High School Course Titles and Descriptions by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- **Recommended Grade Level:** 9, 10, 11
- **Required Prerequisites:** none
- **Recommended Prerequisite:** 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**
- **Counts as a Quantitative Reasoning course**

**SCIENCE RESEARCH, INDEPENDENT STUDY (L) 3008 (SCI RSRCH IS)**

Science Research, Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will complete a science fair project to be exhibited at a regional science fair and/or state science symposium, an end-of-course project, such as a scientific research paper, or some other suitable presentation of their findings.

- **Recommended Grade Level:** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisite:** Two credits in Core 40 science coursework (this course may be taken concurrently with a Core 40 science course)
- **Credits:** 2 semester course, 1 credit per semester
- **Counts as a science course for all diplomas**

**SCIENCE TUTORIAL 3094 (SCI TUTOR)**

Science Tutorial provides students with individualized instruction designed to support success in completing Core 40 science coursework for each year that they are enrolled in Core 40 science courses.
- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisite: This course must be taken concurrently with a Core 40 science course
- Credits: 1 semester course, 1 credit per semester, 8 credits maximum
- Counts as an elective for all diplomas
INTRODUCTION
Social Studies courses provide a platform for students to make sense of the social, economic, and physical world. By understanding how individuals function within society at large and the manner in which societies interact with each other, students learn to grasp concepts such as conflict, change, adaptation, rights of individuals, and many other ideas that impact humanity.

COURSES OFFERED:
- Citizenship and Civics (1508)
- Current Problems, Issues, and Events (1512)
- Economics (1514)
- Geography and History of the World (1570)
- Indiana Studies (1518)
- International Relations (1520)
- Law Education (1526)
- Political Science (1530)
- Psychology (1532)
- Ethnic Studies (1516)
- Sociology (1534)
- Topics in History (1538)
- Topics in Social Science (1550)
- United States Government (1540)
- United States History (1542)
- Urban Affairs (1544)
- World History and Civilization (1548)

CITIZENSHIP AND CIVICS
1508 (CIVICS)
Citizenship and Civics provides 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 relevant to the most pressing issues of the day. The course provides students with experiences to 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 Level: None
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Counts as an elective for all diplomas
- Fulfills social studies requirement for General Diploma

CURRENT PROBLEMS, ISSUES, AND EVENTS
1512 (CPIE)
Current Problems, Issues, and Events gives students the opportunity to apply and investigate topics related to 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 must have contemporary historical significance and must be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.
- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit. Course may be repeated for credit if the content of the course changes.

ECONOMICS
1514 (ECON)
Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students 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 Level: 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- 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

GEOGRAPHY AND HISTORY OF THE WORLD
1570 (GEO-HST WLD)
Geography and History of the World is designed to enable students to use geographical tools, skills, and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, 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 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 Level: None
- Recommended Prerequisites: None
- Credits: 1 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 the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an elective for any diploma

INDIANA STUDIES
1518 (IN 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.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma
- Must be offered at least once every school year

INTERNATIONAL RELATIONS
1520 (INTL RELAT)
International Relations provides a survey of the formal relations among sovereign states in the international system, emphasizing the operation of diplomacy. The procedures for settlement of disputes and various methods of international conflict resolution are included. It examines power, interdependence, global development, and international organizations.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma
LAW EDUCATION
1526 (LAW ED)
Law Education provides an understanding of the American legal system and its basis in the United States Constitution. The course is designed to promote an understanding of society and its system of laws by indicating how citizens can effectively function within the law. Ways of dealing with interpersonal conflict to secure constructive change are included, along with the development of critical thinking and problem solving skills. Case studies, field trips, simulations, and mock trials will be used in this course whenever feasible.
- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: United States Government or teacher recommendation
- Credits: 1 semester course, 1 credit
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma

POLITICAL SCIENCE
1530 (POLI SCI)
Political Science provides for a study of the processes and goals of politics, processes of government, methods by which decisions are made, and the basis of decision making. The course goes beyond the study of governmental structure and functions to include and analysis of topics such as: (1) the nature of the American party system, (2) interest groups, (3) public opinion, (4) laws which affect students, (5) reasons laws are changed, (6) due process of law, (7) legal rights, and (8) legal responsibilities. Comparative studies of governmental systems in nations other than the United States may also be included.
- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: United States Government or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma

PSYCHOLOGY
1532 (PSYCH)
Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas: History and Scientific Method, Biological Basis for Behavior, Development, Cognition, Personality and Assessment, Abnormal Psychology, Socio-Cultural Dimensions of Behavior, and Psychological Thinking. History & Scientific Method explores the history of psychology, the research methods used and their-ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation, and emotion. Development analyzes the changes through one’s life; physical, cognitive, emotional, social, and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment explains the approaches used to explain one’s personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.
- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 1 or 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma

ETHNIC STUDIES
1516 (ETH STUDIES)
Ethnic Studies provides opportunities to broaden students’ perspectives concerning lifestyles and cultural patterns of ethnic and racial 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, racial, or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.
- Recommended Grade Level: none
- Recommended Prerequisites: none
SOCIOLOGY

1534 (SOCIOLOGY)

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people’s attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry, students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today’s world.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma

TOPICS IN SOCIAL SCIENCE

1550 (TOPICS SS)

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 scientific methods of inquiry and help students develop effective research and thinking skills.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma

UNITED STATES GOVERNMENT

1540 (US GOVT)

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students 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 will be included in this course. Using primary and secondary sources, 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 Level: 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Fulfills the Government requirement for all diplomas
- Students are required to take the naturalization text 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.

**UNITED STATES HISTORY**

**1542 (US HIST)**

*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 overtime.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit each semester
- Fulfills the U.S. History requirement for all diplomas

**URBAN AFFAIRS**

**1544 (URBN AFAIR)**

*Urban Affairs* examines the history, organization, processes, and distinctive aspects of urban affairs. The rise of modern cities and an analysis of modern urban problems are dealt with in this course. The politics of governing urban areas, including the selection of political leaders and citizen participation in the decision-making process, is to be emphasized. Data collection and research skills may be taught in conjunction with the study of this course.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma

**WORLD HISTORY AND CIVILIZATION**

**1548 (WLD HST/CVL)**

*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. 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, past and present. Students are also expected to practice historical thinking and research skills and learn to apply content knowledge to their thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills, and substance in the teaching and learning of history.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester
- Fulfills the Geography History of the World/ World History and Civilization graduation requirement for all diplomas
WORLD LANGUAGES

INTRODUCTION
The essence of human interaction is language and communication. The rapid development of telecommunications will make the ability to communicate in more than one language a necessity for all future employees. Therefore, it is important to prepare our students for this multilingual environment by ensuring they are able to function using world language. During the learning process, they will derive the benefits of developing insight into their own language and culture as they learn to communicate with others.

COURSES OFFERED:
- American Sign Language I (2156)
- Chinese I (2000)
- Chinese II (2002)
- Chinese IV (2006)
- English as a New Language (2188)
- French I (2020)
- French II (2022)
- French III (2024)
- French IV (2026)
- German I (2040)
- German II (2042)
- German III (2044)
- German IV (2046)
- Japanese I (2060)
- Japanese II (2062)
- Japanese III (2064)
- Japanese IV (2066)
- Latin I (2080)
- Latin II (2082)
- Latin III (2084)
- Language for Heritage Speakers I (2190)
- Language for Heritage Speakers II (2192)
- Language for Heritage Speakers III (2194)
- Russian I (2100)
- Russian II (2102)
- Russian III (2104)
- Russian IV (2106)
- Spanish I (2120)
- Spanish II (2122)
- Spanish III (2124)
- Spanish IV (2126)

AMERICAN SIGN LANGUAGE I
2156 (ASL I)
American Sign Language I is a course that introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional-notional approach and discusses cultural features of the deaf community. Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogues; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and examine other methods developed to write ASL, including Sign Writing.

- Recommended Grade Level: 9–12
- Recommended Prerequisites: None
- Credits: 2 credit course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

CHINESE I
2000 (CHI I)
Chinese I 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. Additionally, students 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.

- Recommended Grade Level: 9–12
- Recommended Prerequisites: None
- Credits: 2 credit course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

**CHINESE II**
2002 (CHI II)
Chinese II builds upon effective strategies for Chinese language learning by encouraging the use of 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. Additionally, students will describe the practices, products, and perspectives of Chinese-speaking culture; and report on basic family and social practices of Chinese 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 Level: 9–12
- Recommended Prerequisites: Chinese I
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

**CHINESE IV**
2006 (CHI IV)
Chinese IV students continue to develop understanding of Chinese-speaking culture through explaining factors that influence the practices, products, and perspectives of the culture; reflecting on cultural practices; and comparing systems of Chinese 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 Chinese language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Chinese speakers.

- Recommended Grade Level: 10–12
- Required Prerequisites: Chinese I, II and III
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

**CHINESE III**
2004 (CHI III)
Chinese III 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. Additionally, students continue to develop understanding of Chinese-speaking culture discussion of significant events in the culture and investigation of elements that shape cultural identity.

- Recommended Grade Level: 9–12
- Required Prerequisites: Chinese I and II
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

**ENGLISH AS A NEW LANGUAGE**
2188 (ENL)
English as a New Language 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 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 Level: 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
• Recommended Prerequisites: English proficiency placement test results
• Credits: 2 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at advanced levels (up to a maximum of eight credits).
• World Language (1288) credit: If ENL course work addresses Indiana’s Academic Standards for World Languages and is taken concurrently with another English Language Arts course, up to eight credits accrued may count as World Language credits for all diplomas
• English/Language Arts (1012) credit: 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 eight credits accrued can be counted as the required English/Language Arts credits for all diplomas

FRENCH I
2020 (FREN I)
French I introduces students to effective strategies for beginning French language learning and to various aspects of French-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. Additionally, students will examine the practices, products and perspectives of French-speaking culture; recognize basic routine practices of the culture; and recognize and use situation-appropriate non-verbal communication.
• Recommended Grade Level: 9–12
• Recommended Prerequisites: None
• Credits: 2 semester course, 1 credit per semester

FRENCH II
2022 (FREN II)
French II builds upon effective strategies for French 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 using appropriate formats. Students present prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation.
• Recommended Grade Level: 9–12
• Recommended Prerequisites: French I
• Credits: 2 semester course, 1 credit per semester
• Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
• Counts as an elective for any diploma

FRENCH III
2024 (FREN III)
French III builds upon effective strategies for French 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. Additionally, students continue to develop an understanding of French-speaking culture through discussion of significant events in the culture; and investigation of elements that shape cultural identity.
• Recommended Grade Level: 9–12
• Required Prerequisites: French I and II
• Credits: 2 semester course, 1 credit per semester
• Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
• Counts as an elective for any diploma
FRENCH IV
2026 (FREN IV)
French IV provides 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 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. The use and influence of the French language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native French speakers.

- Recommended Grade Level: 10–12
- Required Prerequisites: French I, II and III
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

GERMAN II
2042 (GER II)
German II builds upon effective strategies for German language learning by encouraging the use of 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 using appropriate formats. Students present prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students describe the practices, products and perspectives of German-speaking culture.

- Recommended Grade Level: 9–12
- Required Prerequisites: German I
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

GERMAN I
2040 (GER I)
German I introduces students to effective strategies for beginning German language learning and to various aspects of German-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief, guided conversations on familiar topics, and write short passages with guidance. Additionally, students examine the practices, products and perspectives of German-speaking culture.

- Recommended Grade Level: 9–12
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

GERMAN III
2044 (GER III)
German III builds upon effective strategies for German language learning by facilitating the use of 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. Students present material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students describe the practices, products and perspectives of German-speaking culture.

- Recommended Grade Level: 9–12
- Required Prerequisites: German I and II
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma
GERMAN IV
2046 (GER IV)
German IV students continue to develop understanding of German-speaking culture through explaining factors that influence the practices, products, and perspectives of the culture; reflecting on cultural practices and comparing systems of German 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 German language and culture with concepts and skills from other content areas. The use and influence of the German language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native German speakers.
- Recommended Grade Level: 10–12
- Required Prerequisites: German I, II and III
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

JAPANESE I
2060 (JAP I)
Japanese I introduces students to effective strategies for beginning Japanese language learning and to various aspects of Japanese-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. Additionally, students will examine the practices, products and perspectives of Japanese-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication.
- Recommended Grade Level: 9–12
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

JAPANESE II
2062 (JAP II)
Japanese II builds upon effective strategies for Japanese language learning by encouraging the use of 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. Additionally, students will describe the practices, products and perspectives of Japanese-speaking culture; report on basic family and social practices of the culture; and describe contributions from Japanese culture.
- Recommended Grade Level: 9–12
- Required Prerequisites: Japanese I
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

JAPANESE III
2064 (JAP III)
Japanese III builds upon effective strategies for Japanese language learning by facilitating the use of the language and cultural understanding for self-directed purposes. Students present material on a variety of topics as well as reading aloud to practice appropriate pronunciation. Additionally, students continue to develop understanding of Japanese-speaking culture through discussion of significant events in the culture; and investigation of elements that shape cultural identity.
- Recommended Grade Level: 9–12
- Required Prerequisites: Japanese I and II
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
• Counts as an elective for any diploma

JAPANESE IV
2066 (JAP IV)
Japanese IV students continue to develop understanding of Japanese-speaking culture through explaining factors that influence the products and perspectives of the culture and reflecting on cultural practices. This course further emphasizes making connections across content areas through the design of activities and materials that integrate language and culture with concepts and skills from other content areas. The use and influence of the Japanese language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Japanese speakers.

• Recommended Grade Level: 10–12
• Required Prerequisites: Japanese I, II and III
• Credits: 2 semester course, 1 credit per semester
• Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
• Counts as an elective for any diploma

LATIN II
2082 (LAT II)
Latin II builds upon effective strategies for Latin language learning by encouraging the use of the language and cultural understanding for self-directed purposes. Students present 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 classical Roman culture; report on basic family and social practices; and describe contributions from the culture.

• Recommended Grade Level: 9–12
• Required Prerequisites: Latin I
• Credits: 2 semester course, 1 credit per semester
• Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
• Counts as an elective for any diploma

LATIN I
2080 (LAT I)
Latin I introduces students to effective strategies for beginning Latin language learning, and to various aspects of classical Roman culture. This course emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases. Although interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students 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. Additionally, students examine the practices, products, and perspectives of classical Roman culture.

• Recommended Grade Level: 9–12
• Required Prerequisites: None
• Credits: 2 semester course, 1 credit per semester
• Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
• Counts as an elective for any diploma

LANGUAGE FOR HERITAGE SPEAKERS I
2190 (LHS I)
Language for Heritage Speakers I is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language students to develop proficiency in one or more world languages that are not commonly taught in public schools. The course focuses on developing oral proficiency through the use of language in authentic contexts and with native speakers. Students will engage in activities that promote fluency and accuracy in speaking, listening, reading, and writing.

• Recommended Grade Level: 9–12
• Required Prerequisites: None
• Credits: 2 semester course, 1 credit per semester
• Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
• Counts as an elective for any diploma
Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language as well as to the importance of biculturalism and bilingualism in the United States.

- Recommended Grade Level: 9–12
- Recommended Prerequisites: None or placement as determined at local level
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**LANGUAGE FOR HERITAGE SPEAKERS II**

2192 (LHS II)

*Language for Heritage Speakers II* builds upon Language for Heritage Speakers I and is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language as well as to the importance of biculturalism and bilingualism in the United States.

- Recommended Grade Level: 9–12
- Recommended Prerequisites: Language for Heritage Language Learners I or placement as determined at local level
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

**RUSSIAN I**

2100 (RUS I)

*Russian I* introduces students to effective strategies for beginning Russian language learning and to various aspects of Russian-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. Additionally, students examine the practices, products and perspectives of Russian-speaking culture; recognize basic routine practices of the culture; and recognize and use situation-appropriate non-verbal communication.

- Recommended Grade Level: 9–12
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

**RUSSIAN II**

2102 (RUS II)

*Russian II* builds upon effective strategies for Russian language learning by encouraging the use of language and cultural understanding for self-directed purposes. 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 present prepared material on a variety of topics as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students describe the practices, products and perspectives of Russian-speaking culture; report on basic family and social practices of the culture; and describe contributions from Russian culture.

- Recommended Grade Level: 9–12
- Required Prerequisites: Russian I
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

**RUSSIAN III**

2104 (RUS III)

Russian III builds upon effective strategies for Russian language learning by facilitating the use of 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. Students present material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation.

- Recommended Grade Level: 9–12
- Required Prerequisites: Russian I and II
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

**RUSSIAN IV**

2106 (RUS IV)

Russian IV 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 the practice of 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. Students continue to develop understanding of Russian-speaking culture through explaining factors that influence the practices, products, and perspectives of the culture; reflecting on cultural practices; and comparing systems of Russian culture and the student’s own culture.

- Recommended Grade Level: 10–12
- Required Prerequisites: Russian I, II and III
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

**SPANISH I**

2120 (SPAN I)

Spanish I introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. 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 examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9–12
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

**SPANISH II**

2122 (SPAN II)

Spanish II builds upon effective strategies for Spanish language learning by encouraging the use of language and cultural understanding for self-directed purposes. 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 present prepared material on a variety of topics as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the culture; and describe contributions from Spanish culture.

- Recommended Grade Level: 9–12
- Required Prerequisites: Spanish I
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

SPANISH III
2124 (SPAN III)

Spanish III builds upon effective strategies for Spanish language learning by facilitating the use of language and cultural understanding for self-directed purposes. 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 present material on a variety of topics as well as reading aloud to practice appropriate pronunciation and intonation.

- Recommended Grade Level: 9–12
- Required Prerequisites: Spanish I and II
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma

SPANISH IV
2126 (SPAN IV)

Spanish IV expands the skill sets that apply to the exchange of written and oral information through emphasis on speaking and listening strategies that facilitate communication. Additionally, students continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the culture; reflecting on cultural practices; and comparing systems of Spanish culture and the student’s own culture.

- Recommended Grade Level: 9–12
- Required Prerequisites: Spanish I, II and III
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as an elective for any diploma
CERTIFICATE OF COMPLETION REQUIREMENTS
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).

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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits/Applied Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>8 credits/applied units</td>
</tr>
<tr>
<td></td>
<td>Including a balance of literature, composition, vocabulary, speech/communication</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits/applied units</td>
</tr>
<tr>
<td></td>
<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>Science</td>
<td>4 credits/applied units</td>
</tr>
<tr>
<td></td>
<td>Including a balance of physical, earth/nature, life, engineering and technology</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 credits/applied units</td>
</tr>
<tr>
<td></td>
<td>Including a balance of history, civics and government, geography, economics</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 credits/applied units</td>
</tr>
<tr>
<td>Health &amp; Wellness</td>
<td>1 credit/applied unit</td>
</tr>
<tr>
<td>Employability</td>
<td>10 credits/applied units</td>
</tr>
<tr>
<td></td>
<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>Electives</td>
<td>7 credits/applied units</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 4.27.18; 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
Indiana Certificate of Completion
Curso de Estudio

Efectivo para los estudiantes que ingresan a la escuela preparatoria en el año escolar 2018-19 (clase de 2022)
El curso de estudio para el certificado de terminación es un marco para alinear el currículo a los estándares de nivel de grado mientras se cumplen los objetivos individuales y las necesidades de transición establecidas en el plan de educación individual del estudiante (IEP)

| Inglés | 8 créditos/unidades aplicadas
|        | Incluye un balance de literatura, composición, vocabulario, habla/comunicación |
| Matemáticas | 4 créditos/unidades aplicadas
|        | Incluye un balance de sentido numérico, expresiones, computación, análisis de datos, estadísticas, probabilidad, ecuación y desigualdad y finanzas personales. Estudiantes deberán tomar un curso matemático o de matemática aplicada cada año en la escuela preparatoria. |
| Ciencias | 4 créditos/unidades aplicadas
|        | Incluye un balance de física, tierra/naturaleza, vida, ingeniería y tecnología. |
| Estudios Sociales | 4 créditos/unidades aplicadas
|        | Incluye un balance de historia, cívica y gobierno, geografía, economía |
| Educación Física | 2 créditos/unidades aplicadas |
| Salud y Bienestar | 1 crédito/unidades aplicadas |
| Empleo | 10 créditos/unidades aplicadas
|        | 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. |
| Electivos | 7 créditos/unidades aplicadas |

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 una 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/elementos de contenido que conducen al currículo y la instrucción.
4) habilidades de comunicación, habilidades de lectura, y habilidades de para solucionar 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; 3.31.17; 4.19.17; 4.26.17, 5.16.17; 7.28.17

134
APPLIED COURSES BY SUBJECT AREA
INTRODUCTION
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
APPLIED COURSES OFFERED:
- Applied Interactive Media (5232A)

APPLIED INTERACTIVE MEDIA
5232 (INT MEDIA)
5232A (recommended local course code)
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: 11,12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 12 units maximum
- Counts as an Elective or Employability requirement for the Certificate of Completion

CAREER CLUSTER: EDUCATION AND TRAINING
APPLIED COURSES OFFERED:
- Applied Human Development and Wellness (5366A)
- Applied Adult Roles and Responsibilities (5330A)

APPLIED HUMAN DEVELOPMENT AND WELLNESS
5366A (recommended local course code)
Applied Human Development and Wellness (HUMAN DEV) 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; 114 Indiana Department of Education High School Course Titles and Descriptions 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: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **2 units maximum**
- **Counts as an Employability Requirement or Elective for the Certificate of Completion**

### APPLIED ADULT ROLES AND RESPONSIBILITIES (ADULTROLES)

5330A (recommended local course code)

Applied Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment for students with an 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: 9, 10, 11, 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: none**
- **2 units maximum**
- **Counts as an Employability Requirement or Elective for the Certificate of Completion**

### APPLIED PERSONAL FINANCIAL RESPONSIBILITY

4540A (recommended local course code)

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; identify 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 Level, 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Elective for the Certificate of Completion

APPLIED PREPARING FOR COLLEGE AND CAREERS

5394A (recommended local course code)

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 Level: 9-12
- Applied Units: 2 units maximum
- Counts as an Elective or Employability requirement for the Certificate of Completion

APPLIED INTERPERSONAL RELATIONSHIPS

5364A (recommended local course code)

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 Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Employability Requirement or Elective for the Certificate of Completion

APPLIED NUTRITION AND WELLNESS

5342A (recommended local course code)

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 preparations 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 required

CTE: FAMILY AND CONSUMER SCIENCES

APPLIED COURSES OFFERED:

- Applied Interpersonal Relationships (5364A)
- Applied Nutrition and Wellness (5342A)
component. Direct, concrete mathematics and language arts proficiencies will be applied.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Employability Requirement or Elective for the Certificate of Completion

ENGLISH/LANGUAGE ARTS

APPLIED COURSES OFFERED:
- Applied English 9 (1002A)
- Applied English 10 (1004A)
- Applied English 11 (1006A)
- Applied English 12 (1008A)
- Applied Developmental Reading (1120A)
- Applied Speech (1076A)
- Applied Composition (1090A)
- Applied Language Arts Lab (1010A)
- Applied Technical Communications (1096A)

APPLIED ENGLISH 9
1002A — recommended local course code (ENG 9)

Applied English 9 is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10. This course 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 Level: 9-10
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED ENGLISH 10
1004A — recommended local course code (ENG 10)

Applied English 10 is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10. This course 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 Level: 9-10
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED ENGLISH 11
1006A — recommended local course code (ENG 11)

Applied English 11 is 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 Level: 11-12
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion
APPLIED ENGLISH 12
1008A — recommended local course code (ENG 12)
Applied English 12 is 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 Level: 11-12
  • Applied Units: 4 units maximum
  • Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED DEVELOPMENTAL READING
1120A — recommended local course code (DEV READNG)
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 Level: 9, 10, 11, 12
  • Applied Units: 4 units maximum
  • Counts as an Elective for the Certificate of Completion

APPLIED SPEECH
1076A — recommended local course code (SPEECH)
Applied Speech 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 appropriate to the audience and purpose. Students deliver different types of oral and/or multi-media presentations and products are aligned to their mode of communication.
  • Recommended Grade Level: 9, 10, 11, 12
  • Applied Units: 2 units maximum
  • Counts as an English/Language Arts or Employability Requirement for the Certificate of Completion

APPLIED COMPOSITION
1090A — recommended local course code (COMP)
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, conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style.
  • Recommended Grade Level: 10, 11, 12
  • Applied Units: 2 units maximum
  • Counts as an English/Language Arts Requirement or Elective for the Certificate of Completion

APPLIED LANGUAGE ARTS LAB
1010A — recommended local course code (LANG LAB)
Applied Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support skills and content aligned to Indiana Academic Standards or Content Connectors for English/Language Arts. All students should be concurrently enrolled in an English course or have met the ELA requirements for the Certificate of Completion.
  • Recommend Grade level: 9, 10, 11, 12
  • Applied Units: 4 units maximum
  • Counts an Elective for the Certificate of Completion

APPLIED TECHNICAL COMMUNICATIONS
1096A — recommended local course code (TECH COMM)
Applied Technical Communication, a course based on the Indiana Academic Standards 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.

- Recommended Grade Level: 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Employability Requirement or Capstone

HEALTH AND WELLNESS

APPLIED COURSES OFFERED:
- Applied Health & Wellness (3506A)
- Applied Current Health Issues (3508A)

APPLIED HEALTH & WELLNESS

3506A (recommended local course code)

Applied Health & Wellness is a course based on Indiana’s Academic Standards for Health & 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 Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Elective or Health & Wellness requirement for the Certificate of Completion

APPLIED CURRENT HEALTH ISSUES (CHI)

3508A

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

MUSIC

APPLIED COURSES OFFERED:
- Applied Music (4200A)
- Applied Beginning Chorus (4182A)

APPLIED MUSIC (L)

4200A (APPL MUS)

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 selections are utilized to cultivate students’ abilities in performing, creating, and responding to music.
Recommended Grade Level: 10–12
Recommended Prerequisite: None
Credits: 1 credit per semester. This course allows for continued semesters of instruction at an advanced level.
Counts as an Elective for the Certificate of Completion

APPLIED BEGINNING CHORUS (L)
4182A (BEG CHOR)
Beginning Chorus provides students with opportunities to develop musicianship and performance skills through ensemble and solo singing. Chorus classes provide opportunities for performing, creating, and responding to music. Students are required to participate in rehearsal or performance opportunities outside of the school day that support and extend learning in the classroom. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals.
- Recommended Grade Level: 9–12
- Recommended Prerequisites: None
- Credits: 1 credit per semester. This course allows for continued semesters of instruction at an advanced level.
- Counts as an Elective for the Certificate of Completion

VISUAL ARTS

APPLIED COURSES OFFERED:
- Applied Drawing (4060A)
- Applied Introduction to Two-Dimensional Art (4000A) (2d Art)
- Applied Painting (4064A)
- Applied Photography (4062A)

APPLIED DRAWING (L)
4060A (DRAWING)
Drawing provides opportunities for students to utilize processes including sketching, rendering, contour, gesture, and perspective drawing. Students use a variety of media such as pencil, chalk, pastels, charcoal, pen and ink. Students relate art to other disciplines and discover opportunities for integration. They employ the resources of art museums, galleries, studios, and identify art-related careers.
- Recommended Grade Level: 10–12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level.
- Counts as an Elective for the Certificate of Completion

APPLIED INTRODUCTION TO TWO-DIMENSIONAL ART
4000A (2D ART)
Introduction to Two-Dimensional Art provides opportunities for students to explore historical and cultural backgrounds 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.
- Recommended Grade Level: 9–12
- Recommended Prerequisite: None
- Credits: 1-semester course, 1 credit
- Counts as an Elective for the Certificate of Completion

APPLIED PAINTING
4064A (PAINTING)
Painting provides students opportunities to create abstract and realistic paintings using a variety of materials including mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. Students 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.
- Recommended Grade Level: 10–12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
Credits: 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level.
Counts as an Elective for the Certificate of Completion

APPLIED PHOTOGRAPHY
4062A (PHOTOGPH)
Photography provides opportunities for students to create photographs, films, and videos utilizing a variety of digital tools and dark room processes. Students 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.
Recommended Grade Level: 10–12
Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
Credits: 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level.
Counts as an Elective for the Certificate of Completion

MATHEMATICS
APPLIED COURSES OFFERED:
- Applied Algebra I (2520A)
- Applied Algebra I Lab (2516A)
- Applied Geometry (2532A)
- Applied Mathematics Lab (2560A)
- Applied Business Math (45121A)

APPLIED ALGEBRA I
2520A
Applied Algebra I formalizes and extends the mathematics students learned in middle grades. Algebra I is made up of 4 strands: Number Sense, Expressions and Computations; 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. 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 Level: 9, 10, 11, 12
Applied Units: 4 units maximum
Counts as a Math Requirement for the Certificate of Completion

APPLIED ALGEBRA I LAB
2516A
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 area of Math: Number Sense, Computation, Data Analysis, Geometry, Measurement and Algebraic Thinking. Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.
Recommended Grade Level: 9,10,11,12
Applied Units: 4 units maximum
Counts as an Elective for the Certificate of Completion

APPLIED GEOMETRY
2532A
Applied Geometry formalizes and extends students’ geometric experience for 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 Level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts as a Math Requirement for the Certificate of Completion

**APPLIED MATHEMATICS LAB**

2560A

*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 Level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts as an Elective for Certificate of Completion

**APPLIED BUSINESS MATH (BUS MATH)**

4512A

*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 Level: 10, 11, 12
- Applied Units: 8 units maximum
- Counts as an Employability Requirement, Capstone Course, or Elective for the Certificate of Completion

**MULTI-DISCIPLINARY**

**APPLIED COURSES OFFERED:**

- Applied Basic Skills Development (0500A)
- Applied Career Information and Exploration (0522A)
- Applied Environmental Studies (0512A)
- Applied Interdisciplinary Cooperative Education (ICE) (6162A)

**APPLIED BASIC SKILLS DEVELOPMENT**

0500A (recommended local course code)

*Applied Basic Skills Development* is a multi-disciplinary 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, (8) problem-solving skills, and (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 Level: 11, 12
- Applied Units: 8 units maximum
- Counts as an Employability Requirement, Capstone Course, or Elective for the Certificate of Completion

**APPLIED CAREER INFORMATION AND EXPLORATION**

0522 (CARR INFO)

0522A (recommended local course code)

*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 Level:** 9, 10, 11, 12
- **Applied Units:** 4 units maximum
- **Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion**

**ENVIRONMENTAL STUDIES**

0512 (ENVSTUDIES)

0512A *(recommended local course code)*

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:** none
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:** 1 credit per semester up to 2 credits
- **Counts as a Directed Elective or Elective for all diplomas**

**APPLIED COOPERATIVE EDUCATION**

6162A

Applied Cooperative Education *(COOP EDU)* 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:** 11, 12
- **Required Prerequisites:** none
- **Counts as an Employability Requirement or elective for the Certificate of Completion**

**PHYSICAL EDUCATION**

**APPLIED COURSES OFFERED:**

- Applied Elective Physical Education (3560A)
- Applied Physical Education I (3542A)
- Applied Physical Education II (3544A)

**APPLIED ELECTIVE PHYSICAL EDUCATION**

3560A *(recommended local course code)*

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 cardiorespiratory 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 Level: 9, 10, 11, 12
- Applied Units: 8 units maximum
- Counts as the Health & Wellness Requirement for the Certificate of Completion

**APPLIED PHYSICAL EDUCATION I**

*3542A (recommended local course code)*

*Applied Physical Education I* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as the Health & Wellness requirement for the Certificate of Completion

**APPLIED PHYSICAL EDUCATION II**

*3544A*

*Applied Physical Education II* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not 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 Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as the Health & Wellness requirement for the Certificate of Completion

**SCIENCE**

**APPLIED COURSES OFFERED:**

- Applied Biology I (3024A)
- Applied Earth Space Science (3044A)
- Applied Physical Science (3102A)

**APPLIED BIOLOGY I (L)**

*3024A*

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

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts as a Science Requirement for the Certificate of Completion

**APPLIED EARTH SPACE SCIENCE I**

*3044A*

*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 by conducting investigations and evaluating and communicating the results of those investigations. Course may include a variety of learning experiences and tools support the process of investigation, data collection and analysis.

- Recommended Grade Level: 9, 10, 11, 12
• Applied Units: 4 units maximum
• Counts as an Elective or Science Requirement for the Certificate of Completion

APPLIED PHYSICAL SCIENCE
3102A (L)
Physical Science is a course in which students develop problem solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related earth and space science concepts and principles that are related to students’ interests and that address everyday problems. Students enrolled in Physical Science will explore the structure and properties of matter, the nature of energy and its role in chemical reactions and the physical and chemical laws that govern Earth’s interconnected systems and forces of nature.
• Recommended Grade: 9, 10
• Required Prerequisites: none
• Recommended Prerequisites: none
• Credits: 1 semester course, 1 credit per semester
• Counts as an Elective or Science Requirement for the Certificate of Completion

SOCIAL STUDIES
APPLIED COURSES OFFERED:
• Applied Citizenship and Civics (1508A)
• Applied Current Problems, Issues and Events (1512A)
• Applied Economics (1514A)
• Applied Geography and History of the World (1570A)
• Applied Indiana Studies (1518A)
• Applied Topics in History (1538A)
• Applied Topics in Social Science (1550A)
• Applied United States Government (1540A)
• Applied United States History (1542A)

APPLIED CITIZENSHIP AND CIVICS
1508A (recommended local course code)
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 experiences that will develop attitudes of citizenship within a democratic society. Topics include: (1) the policy-making process, (2) public participation and 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 Level: 11, 12
• Applied Units: 2 units maximum
• Counts as an Elective, Employability or Social Studies Requirement for the Certificate of Completion

APPLIED CURRENT PROBLEMS, ISSUES AND EVENTS
1512A (recommended local course code)
Applied Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of problems or issues existing in the class, school, community, state, country or world. 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 significance to the student and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.
• Recommended Grade Level: none
• Applied Units: 2 units maximum
• Counts as an Elective, Employability or Social Studies Requirement for the Certificate of Completion

APPLIED ECONOMICS
1514A (recommended local course code)
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 Level: none
- Applied Units: 2 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

**APPLIED GEOGRAPHY AND HISTORY OF THE WORLD**

**1570A (recommended local course code)**

*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 of 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 student for the 21st century.

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

**APPLIED INDIANA STUDIES**

**1518A (recommended local course code)**

*Applied 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. Examination of individual leaders (state or local) and their roles in a democratic society will be included. Students will examine the participation of citizens in the political process to understand their role. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

- Recommended Grade Level: none
- Applied Units: 2 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion
- Must be offered at least once per school year

**APPLIED TOPICS IN HISTORY**

**1538A (recommended local course code)**

*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.

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

**APPLIED TOPICS IN SOCIAL SCIENCE**

**1550A (recommended local course code)**

*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.

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

APPLIED UNITED STATES GOVERNMENT
1540A (recommended local course code)

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.

- Recommended Grade Level: 11, 12
- Applied Units: 4 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

WORK-BASED LEARNING

APPLIED COURSES OFFERED:

- Applied Work-Based Learning Capstone, Multiple, Pathways (5974A)
- Applied Cooperative Education (6162A)
- Applied Career Exploration Internship (0530A)
- Applied Community Service (0524A)

APPLIED WORK-BASED LEARNING CAPSTONE, MULTIPLE PATHWAYS
5974A (recommended local course code)

Trade and Industry Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a standalone 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 standalone course or a component of a discipline-specific CTE course.

- Grade Level: 11, 12
- Applied Units: 6 units maximum
- Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion
APPLIED COOPERATIVE EDUCATION
6162A (recommended local course code)
Cooperative Education (COOP EDU) 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: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 6 units maximum
- Counts as an Employability Requirement or Elective for the Certificate of Completion

APPLIED CAREER EXPLORATION INTERNSHIP
0530 (CARR EXP)
0530A (recommended local course code)
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 Level: 11, 12
- Applied Units: 4 units maximum
- Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion

APPLIED COMMUNITY SERVICE
0524 (COMM SERV)
0524A (recommended local course code)
Applied Community Service is a course created by public law IC 20-30-14, allowing juniors and seniors the 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 Level: 11, 12
- Applied Units: 2 units maximum
- Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion