GREENSBURG COMMUNITY HIGH SCHOOL

Curriculum Guide
2024-2025

PIRATES ARE PRIMED

CURRICULUM GUIDE FOR THE 2024-2025 SCHOOL YEAR

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GREENSBURG COMMUNITY SCHOOL CORPORATION
MISSION STATEMENT

To promote learning through quality educational and life-skill programs
that prepares our students to be effective, successful, and responsible citizens.

COURSE AND PROGRAM DESCRIPTION GUIDE

This guide has been prepared for the purpose of informing students and parents of graduation requirements and possible course offerings. Each course offered at GCHS is listed by department with a brief course description. These course descriptions will assist in communicating, in a broad context, the content standards of courses. This guide will also help the students and parents determine the expectations of each course in advance. Read this guide carefully so that wise choices can be made for scheduling next year's courses of study.

Initially, students receive enrollment information in small class meetings held during Seminar periods. Students are instructed to take home all enrollment information to read, discuss, fill out, and sign by both parent and student. Then the student meets individually with his/her designated counselor to discuss and finalize the chosen course of study for the next school year and beyond.

Think carefully about possible individual course selections. Read this guide, discuss it, and ask questions of teachers and counselors. All schedule changes must be made before the designated deadline except for administrative error or academic improvement. The wiser the choices now, the better the education and fewer concerns later!

ADMINISTRATION

Mr. Tom Hunter	Superintendent
Mr. Mike Myers	Principal
Mrs. Sonja Kolkmeier	Assistant Principal
Mr. Collin Rigney	Dean of Students
Mrs. Caroline Hurd	Director of School Counseling
Ms. Taylor Gill	School Counselor
Mrs. Kristy Tebbe	School Counselor
Mr. Stacy Meyer	Athletic Director
Mrs. Inga Moore	Director of Special Education
Mrs. Katie Davis	School Psychologist

DIPLOMA REQUIREMENTS

Subject Area	*General Diploma*	*CORE 40 Diploma*	*CORE 40 with Academic Honors* (minimum 47 credits)
English/LA	8 credits: **Credits must include literature, composition, and speech**	8 credits: **Credits must include literature, composition, and speech**	**CORE 40 plus:** **-2 more Core 40 Math credits (which includes Pre-Cal/Trig or Pre-Cal/Finite Math, and** **-6 or 8 Core 40 World Language credits, and** **-2 Core 40 Fine Arts credits, and** **-"C-" or above in diploma courses, and** **-GPA of "B" or above, and** **Complete <u>one</u> of the following:** **a. 2 AP courses (4 H.S. credits) with exams** **b. Dual high school and college credit courses from the Priority Course List resulting in 6 verifiable transcripted college credits** **c. 2 of 3 options:** **= 3 verifiable transcripted college credits from the priority course list** **= 1 AP course (2 H.S. credits) with exam** **= 2 credits in an IB course with exam** **d. SAT composite score of 1250 or higher and a minimum score of 560 on math and 590 on evidence based reading and writing section** **e. ACT composite of 26 or higher and completion of the written section** **f. 4 credits in IB courses w/ exams**
Mathematics	4 credits: **2 credits: Algebra I** **2 credits: any math course** **A student is required to earn 2 Mathematics or Quantitative Reasoning credits during 11th or 12th grade.** **If Algebra I is taken in the 8th grade, then a student must earn four (4) credits of Mathematics at the high school level.**	6 credits: **2 credits: Algebra I** **2 credits: Geometry** **2 credits: Algebra II** **Plus, a student must be enrolled in Mathematics or Quantitative Reasoning course each year the student is enrolled in high school.** **If Algebra I is taken in the 8th grade, then a student must earn two (2) credits in Pre-Calculus/Trig or Pre-Calculus/Finite Math**	
Science	4 credits: **2 credits: Biology I** **2 credits: any science course**	6 credits: **2 credits: Biology I** **2 credits: Chemistry I or Physics I or Integrated Chemistry – Physics** **2 credits: any Core 40 science course**	***CORE 40 with Technical Honors* (minimum 47 credits)** **CORE 40 plus:** **-"C-" or above in diploma courses, and** **-GPA of "B" or above, and** **-Earn a minimum of 6 credits in the college and career preparation courses in the state-approved College & Career Pathway and earn one of the following::** **a. Pathway designated industry-based certification** **b. Pathway designated dual high school and college credit courses from the Priority Course List resulting in 6 verifiable transcripted college credits** **-Complete <u>one</u> of the following:** **a. Complete any of the options (a. – f.) listed under the Core 40 with AHD** **b. Complete WorkKeys and score at or above: Applied Math – Level 6 / score of 83, Workplace Documents – Level 6 / score of 84, & Graphic Literacy – Level 5 / score of 78** **c. Complete Accuplacer and score at or above: Writing – 80; Reading – 90; & Math - 75** **d. Complete the Compass and score at or above Algebra – 66; Writing – 70; & Reading - 80**
Social Studies	4 credits: **2 credits: U. S. History** **1 credit: U. S. Government** **1 credit: World History & Civilization or Geography & History of the World or Economics**	6 credits: **2 credits: U.S. History** **1 credit: U.S. Government** **1 credit: Economics** **2 credits: World History & Civilization or Geography & History of the World**	
Physical Education	2 credits (2 semesters)	2 credits (2 semesters)	
Health and Wellness	1 credit	1 credit	
Preparing for College and Careers	1 credit (classes of 2025)	1 credit (classes of 2025)	
Personal Financial Responsibility	1 credit (classes of 2028+)	1 credit (classes of 2028+)	
College and Career Pathway	6 credits		
Flex or Directed Elective Credits	**Flex Credits** 5 credits by any combination of these: **- Additional courses to extend the College and Career Pathway** **- Courses involving workplace learning:** **- ICE; Work Based Learning** **- Advanced Career-Technical Education – College Credit** **- Additional courses in:** **- Language Arts - Science** **- Social Studies - Wd. Lang.** **- Mathematics - Fine Arts**	**Directed Elective Credits** 5 credits from any of these subject areas: **-World Languages** **-Fine Arts** **-Career-Technical** **a. Agriculture** **b. Business** **c. FACS** **d. Tech Ed**	
Electives	8 credits (9 credits class of 2026+; Includes Postsecondary / Test Prep class)	8 credits (9 credits class of 2026+; Includes Postsecondary / Test Prep class)	

GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS	GRADUATION PATHWAY OPTIONS
1.) High School Diploma (Reference Page 3)	Meet the statutorily defined diploma credit and curricular requirements. * **Core 40 designation**; OR * **Academic Honors designation**; OR * **Technical Honors designation**; OR * **General designation**
2.) Learn and Demonstrate Employability Skills *(Student must complete at least one of the following.)*	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one of the following: * **Project-Based Learning Experience =** (A) The project is a major vehicle for teaching content standards; And task is open-ended and involves student voice and choice; And typically done in collaboration with a team or outside partners, but can be done individually; And done with teacher guidance, much of it during school hours; And includes a sustained inquiry process; And authentic to the real world or to student's lives, or both (B) Take one of the following classes which includes a product: PLTW – CIM, PLTW – EDD, Entrepreneurship & New Ventures Capstone, or Robotics & Innovation * **Service-Based Learning Experience =** (A) Meaningful Service: Direct – brings student face-to-face with those they serve in the community; or Indirect – student works on a cause or group that does not put them into contact with those they serve; or Advocacy – student uses voice and talents to eliminate the causes of specific problems or raise awareness of a social problem (B) Meaningful Engagement ("at least one academic year"): Sport or Extracurricular Activities * **Work-Based Learning Experience =** (A) Clear Work-Based Learning Partnership Agreement and Plan (WBL) (B) Authentic Work Experience Component (ICE) (C) Structured Learning Component (Education Professions, Early Childhood Education, or Human & Social Services) (D) Culminating Assessment and Recognition of Skills (GWEC) (E) Course Work: Advanced Manufacturing I, Information Technology Support, Landscape Management I, Welding Technology I & II, Criminal Justice I, Construction Trades I & II, or Marketing in Hospitality & Tourism (F) Part-time Job – Summer, After-School, or Weekends

3.) Postsecondary – Ready Competencies (*Students must complete at least one of the following.)*	* **Honors Diploma**: Fulfill all requirements of either the Academic or Technical Honors diploma * **ACT**: College-ready benchmarks = Currently either the 18 in English or 22 in Reading AND either the 22 in Math or 23 in Science * **SAT**: College-ready benchmarks = currently 480 in Evidence-Based Reading and Writing (ERW) AND 530 in Math * **ASVAB**: Earn at least a minimum AFQT score (31) to qualify for placement into one of the branches of the U.S. military * **State- and Industry-recognized Credential or Certification** * **Federally-recognized Apprenticeship** * **Career-Technical Education Concentrator**: Must earn a C average or higher in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study * **AP/IB/Dual Credit/Cambridge International courses or CLEP Exams:** Must earn a C average or higher in at least three courses / one of the three courses must be in a core content area (Core Transfer List) OR All three courses must be part of a defined CTE sequence which is based on the Indiana College & Career Pathways (CTE Technical Dual Credit Crosswalk) * **Locally Created Pathways:** Must meet the framework from and earns the approval of the State Board of Education

There is a waiver process only for the Postsecondary-Ready Competencies requirement. A student must meet five specific criteria. First a student: (1) must be unsuccessful in completing a postsecondary-readiness competency by the end of the senior year and attempted to achieve at least three separate postsecondary-readiness competencies or (2) transfer to a school during the senior year from a non-accredited nonpublic school or an out-of-state school and attempted to achieve at least one postsecondary-readiness competency but was unsuccessful.

Next a student must meet the following four criteria:

- GPA Requirement of "C" average
- Attendance requirement met at 95%
- Met all state and local requirements
- Demonstrate postsecondary planning

Students who meet the graduation requirements will earn a "High School Diploma". Students who meet the credit requirements as established by the local school board, but do not meet the other requirements, will earn a "Certificate of Course Completion". Special Education Note: Students who meet IEP requirements, but do not achieve the graduation requirements as established by the local school board, will earn a "Certificate of Completion". All students earning a High School Diploma, Certificate of Course Completion, Certificate of Completion, or Certificate of Attendance may participate in the high school's graduation ceremony.

The school corporation shall note the awarding of a Core 40 Diploma, a Core 40 with Academic Honors Diploma, and/or a Core 40 with Technical Honors Diploma on the student's transcript, and may attach a special seal to the student's diploma. Postsecondary institutions will be notified that a student is following a Core 40 Diploma Curriculum, a Core 40 with Academic Honors Diploma Curriculum, and/or a Core 40 with Technical Honors Diploma Curriculum when an application for admission is made.

OTHER GRADUATION REQUIREMENTS

I. HIGH SCHOOL ATTENDANCE REQUIREMENTS

A student must attend school full time by one of the four following options:

1. Attend seven classes and one Seminar period at GCHS.
2. Attend three classes and one Seminar period at GCHS, plus participate in a Vocational School Program.
3. Attend three or more classes (one of which is ICE Class) and one Seminar period at GCHS, plus participate in the ICE Work Experience.
4. Attend three or more classes at GCHS, plus participate in a Work Based Learning Program

II. EARLY GRADUATION

A student must communicate with his/her intention to graduate early during his/her current school year enrollment meeting. He/she must immediately begin working closely with his/her counselor to develop a workable plan.

1. In order to graduate in six (6) semesters, a student may earn a General Diploma, Core 40 Diploma, Academic Honors Diploma, and/or Technical Honors Diploma. All graduation pathway requirements must be met for early graduation.
2. In order to graduate in seven (7) semesters, a student may earn a General Diploma, Core 40 Diploma, Academic Honors Diploma, and/or Technical Honors Diploma. All graduation pathway requirements must be met for early graduation.

OPT-OUT PROCESS

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

1. The opt-out process is initiated:
    a. Upon the request of a student's parent/guardian;
    b. If the student does not pass at least three (3) courses required under the Core 40 curriculum; or
    c. If a student receives a score on the graduation examination that is in the twenty-fifth percentile or lower when the student takes the graduation examination for the first time.
2. The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) discuss the student's progress.
3. The student's career and course plan is reviewed.
4. The student's parent/guardian determines if the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum. If the parent/guardian determines that the best educational benefit for the child exists by completing the General Diploma curriculum, then the parent/guardian may opt the child out of the Core 40 Diploma. The student's counselor will document this opt-out request (signatures optional).
5. 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 (College and Career Pathway) that the student will pursue is determined.

DUAL ENROLLMENT / DUAL CREDIT

Two options to earn College Credit are available:

1. **Dual Enrollment:**

A student may elect to take a college level course during the regular school day, online, or in the evening. In turn, a student earns college credit toward a college degree, as well as credit toward high school graduation. The cost for a college course taken at the Greensburg Learning Center, through the IUPUC Early College Program, or through any other approved program is the responsibility of the student. The Counseling Department will be responsible for assisting the student with the registration process.

Students should check with their high school counselor before signing up for any college course. It is extremely important to make sure the college course will transfer to the student's postsecondary school choice before the student invests time, energy, and resources into a course.

2. **Dual Credit:**

A student earns college credit while taking a high school course which has a dual credit agreement with a postsecondary institution. In this process a student must meet the grade and standardized test requirements in order to earn college credit for the designated high school course. Currently, there is no cost to the student for the college credit earned in this manner.

In compliance with the Indiana Department of Education, Greensburg Community High School students in grades 9, 10, 11, & 12 may earn Dual Credit. Students will be notified of <u>possible</u> Dual Credit opportunities for the next school year when enrolling for classes.

Dual Credit Courses used to fulfill the requirement for the Core 40 with Academic Honors Diploma and Core 40 with Technical Honors Diploma must be taken from the **<u>Priority Dual Credit Course List</u>** below: (**subject to change by IDOE)

<u>Counts for both Academic Honors Diploma & Technical Honors Diploma**:</u>

Advanced Life Science: Animals (5070)
Advanced Life Science: Plants & Soils (5074)
Advanced Manufacturing Technology (7103)
Agribusiness Management (5002)
Agriculture Power, Structure, & Technology (5088)
Agriculture Structures, Fabrication, and Design (7112)
Anatomy and Physiology (5276)
Animal Science (5008)
Business Law & Ethics (4560)
Computers in Design and Production (4800)
Certified Nursing Assistant (HLHS 107)
(Healthcare Specialist 7166)
Computer Illustration and Graphics (4516)
Digital Applications & Responsibility II (4528)
Education Professions I (5408)
Finance & Investment (5258)
Industrial Maintenance Fundamentals (7104)
Intro to Advanced Manufacturing & Logistics I & II (4796)
Landscape & Turf Management (7115)
Management Fundamentals (7104)
Medical Terminology (5274)
Natural Resources (5180)
Plant & Soil Science (5170)
PLTW - IED (4802)
PLTW - POE (5644)
Principles of Advanced Manufacturing (7108)
Principles of Agriculture (7117)
Principles of Business Management (4562)
Principles of Childhood Education (7160)
Principles of Welding Technology (7110)
Shielded Metal Arc- Welding I (7111)
Gas Welding Processes- Welding II (7101)

Counts for Academic Honors Diploma **only**:**

English 12/7A - 8A Honors (1008)
COMM 101 - Fundamentals of Public Speaking (1076)
Pre-Calculus: Algebra (2564)
Pre-Calculus: Trigonometry (2566)
Finite Math (2530)
Calculus (2527)
Advanced Science, Special Topics - Advanced Biology (3092)
U.S. History Honors (1542)
PSYC 101 - Introduction to Psychology (1532)
French I (2020)
French II (2022)
French III (2024)
French IV (2026)
Spanish I (2120)
Spanish II (2122)
Spanish III (2124)
Spanish IV (2126)

QUANTITATIVE REASONING COURSES

Counts for all Diplomas:

Advanced Accounting (4522)
Advanced Life Science: Animals (5070)
Advanced Life Science: Plants & Soils (5074)
Agribusiness Management (5002)
Algebra I (2520)
Algebra II (2522)
AP Chemistry (3060)
AP Statistics (2570)
Business Math (4512)
Calculus (2527)
Chemistry I (3064)
Computer Science I (4801)
Construction Trades: Framing and Finishing (7122)
Economics (1514)
Finite Math (2530)
Geometry (2532)
Integrated Chemistry – Physics I (3108)
AP Microeconomics (1566)
Personal Financial Responsibility (4540)
Physics I (3084)
PLTW – CIM (5534)
PLTW – POE (5644)
PLTW – EDD (5698)
Pre-Calculus: Algebra (2564)
Pre-Calculus: Trigonometry (2566)

FINE ARTS COURSES

Count for Academic Honors Fine Arts Requirement:

Beginning Band (4160)
Intermediate Concert Band (4168)
Jazz Ensemble (4164)
Applied Music - Guitar (4200)
Music History (4206)
Piano & Electric Keyboard (4204)
AP Music Theory (4210)
Intermediate Chorus (4186)
Intermediate Chorus / Women's Choir (4186)
Adv. Chorus / Show Choir (4188)
Intro to Two-Dimensional Art (4000)
Intro to Three-Dimensional Art (4002)
Adv. Two-Dimensional Art (4004)
Drawing I (4060)
Painting I (4064)
AP 2D Art & Design (4050)
AP Drawing (4048)
AP Art History (4025)

GPA & CLASS RANK

All courses in which a student receives a grade and credit are calculated into the GPA and class rank. A student's GPA is calculated using the following scale:

A+ = 4.0	B+ = 3.33	C+ = 2.33	D+ = 1.33	F = 0.0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	
A- = 3.67	B- = 2.67	C- = 1.67	D- = 0.67	

GPAs are then ranked highest to lowest for all students in their respective graduating class in order to determine class rank.

Some students may wish to audit a course for academic improvement. In order to audit a course, a student must have the recommendation of the teacher, counselor, and principal.

OPTING TO DROP A CLASS

If a student opts to drop a class once the semester has begun, a student will earn a WDF for the semester course grade. A WDF means that the student is withdrawing from the class by his/her own choice against the recommendation of Counselor and/or Administration and this action results in a failing grade for the semester. This failing grade does count into the student's cumulative grade point average.

PHYSICAL EDUCATION WAIVER ELIGIBILITY

The Indiana State Board of Education has provided flexibility to adapt the high school physical education requirements for students who demonstrate proficiency through other means. A student can earn one (1) credit in Physical Education I by completing an IHSAA sanctioned sports season or one of the approved extracurricular activities. (Please reference the eligibility list for specifics). A Physical Education waiver is not an option for Physical Education II and all students will be required to complete Physical Education II during the school year.

A student planning to pursue a Physical Education I waiver credit is responsible to get the Physical Education I Waiver Completion Form completed and submitted to the counseling office within two weeks after the final activity. Retroactive credit will not be awarded. The credit must be earned by the end of the students' sophomore year.

ATHLETIC ELIGIBILITY

All athletes must pass five solid subjects to maintain eligibility. Any course in which a student receives a grade and credit is considered to be a solid subject and therefore counts for Athletic Eligibility. The exception to the previous statement is when a student audits a class for the purpose of academic improvement then the class counts for athletic eligibility.

ENGLISH / LANGUAGE ARTS

All students must earn eight English credits to meet graduation requirements. Varying levels of English are offered each year. The appropriate level for the student will be determined by the student's ability, along with teacher and counselor recommendations. An Honors English student who does not earn a "C" or above as a semester grade must receive the current teacher's recommendation in order to remain in Honors English Classes.

Also, within the Language Arts curriculum are electives that a student may choose based upon interest and career goals.
[PATHWAY: Radio & Television Broadcasting = page 58]

FRESHMAN ENGLISH

ENGLISH 9/1A-2A

1002-1A
1002-2A
This two-semester college preparatory course focuses on the study of language, literature, composition, and speaking, with special emphasis on prose, poetry, and drama. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical and cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository and persuasive compositions, research reports, and business letters. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Grade 9
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 9/1-2

1002-1
1002-2
This is a two-semester course which focuses on the integration of language, literature, composition, and oral communication. The study of literature will include various genres and their elements. Students will respond to works of historical or cultural significance appropriate for Grade 9 including nonfiction. The composition component of the class will provide opportunities to create multiple types of writing, including responses to literature, expository pieces, persuasion, business letters and technical documents. Students will deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. The main focus of this course is to prepare the student to successfully enter either the workforce or post-secondary educational training.

- Grade 9
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 9/1S-2S

1002-1SP
1002-2SP
This is a two-semester integrated course which focuses on the integration of language, literature, composition, and oral communication. The study of literature will include various genres and their elements. Students will respond to works of historical or cultural significance nonfiction. The composition component of the class will provide opportunities to create multiple types of writing, including responses to literature, expository pieces, persuasion, business letters and technical documents. Students will deliver ability appropriate oral presentations and access, analyze, and evaluate online information. The main focus of this course is to prepare the student to successfully enter either the workforce or post-secondary educational training.

- Grade 9
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

SOPHOMORE ENGLISH

ENGLISH 10/3A-4A-HONORS

1004-3AH
1004-4AH
This is a two-semester college preparatory course which focuses on the integration of reading, writing, speaking, listening, and critical thinking. The pace of study in this English Honors Class is accelerated, and the expectations and challenges for students taking this course will be greater than those of other sophomore level English classes. Since this is the case, students earning an "A" in Freshman College Preparatory English are strongly encouraged to enroll in this course. A student who expresses an interest in pursuing this level of English and has earned less than an "A" in Freshman College Preparatory English will be counseled appropriately on an individual basis. Students in Sophomore Honors English will study vocabulary words and roots and will read, analyze, evaluate, and respond to works of literature. Students will also follow stages of the writing process to write coherent and focused essays demonstrating a well-defined point of view and tightly reasoned argument. Through the writing process, the students will also demonstrate knowledge of Standard English conventions. As a culminating project showcasing understanding of the Honors course content, students will complete a research project.

- Grade 10
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 10/3A-4A

1004-3A
1004-4A
This two-semester college preparatory course is designed to further develop reading, writing, vocabulary, speaking, listening, and critical thinking skills for sophomores who plan to attend college. Students will have the opportunity to respond critically, reflectively, and imaginatively to the literature studied. They will identify and employ various elements of good writing to complete a persuasive research project with a well-defined thesis, convincing and supporting evidence, and a clear conclusion. The project will illustrate coherent writing with clear and meaningful connections between ideas and will demonstrate knowledge of Standard English conventions. The project will also strengthen research, analysis, and technology skills.

- Grade 10
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 10/3-4

1004-3
1004-4
This is a two-semester integrated course which focuses on the study of language, literature, composition, oral communication, and critical thinking. The focus is on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative words of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students will work to improve their vocabulary skills during both semesters of this course. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. In this course, students prepare to successfully enter either the workforce or post-secondary educational training.

- Grade 10
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 10/3S-4S

1004-3SP
1004-4SP
This is a two-semester integrated course which focuses on the integration of language, literature, composition, and oral communication. The study of literature will include various genres and their elements. Students will respond to works of historical or cultural significance nonfiction. The composition component of the class will provide opportunities to create multiple types of writing, including responses to literature, expository pieces, persuasion, business letters and technical documents. Students will deliver ability appropriate oral presentations and access, analyze, and evaluate online information. The main focus of this course is to prepare the student to successfully enter either the workforce or post-secondary educational training.

- Grade 10
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 withTechnical Honors diplomas
- A two credit course

JUNIOR ENGLISH

ENGLISH 11/5A-6A-HONORS

1006-5AH
1006-6AH
This two-semester integrated college preparatory course for juniors is a study of language, literature, composition, and grammar with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, and evaluation to read and respond to representative works of literary significance. Students write persuasive essays, a personal descriptive narrative, and a research-based analysis. The pace of study in this English Honors Class is accelerated so the expectations and challenges for students taking this course will be greater than those of other junior level English classes.

- Grade 11
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 11/5A-6A

1006-5A
1006-6A
This two-semester integrated college preparatory course for juniors is a study of language, literature, composition, and grammar with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, and evaluation to read and respond to representative works of literary significance. Students write persuasive responses to writing prompts and a research-based analysis. This research-based analysis will strengthen a student's ability to conduct research, analyze material, and write a college-type paper in the MLA format.

- Grade 11
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 11/5-6

1006-5
1006-6
This is a two-semester course which focuses on the integration of language and literature. Students develop criteria for judging and analyzing literary works of historical and cultural significance in American literature from the colonial period through the modern period. The main focus of this course is to prepare student to successfully enter either the workforce or postsecondary education training.

- Grade 11
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 11/5S-6S

1006-5SP
1006-6SP
This is a two-semester course which focuses on the integration of language and literature. Students develop criteria for judging and analyzing literary works of historical and cultural significance in American literature from the colonial period through the modern period. The main focus of this course is to prepare student to successfully enter either the workforce or postsecondary education training.

- Grade 11
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

SENIOR ENGLISH

ENGLISH 12/7A-8A HONORS

1008-7AH
1008-8AH
English 12/7A-8A Honors is a two semester accelerated integrated English course passed on *College- and Career- Readiness Indiana Academic Standards for English/Language Arts for Grade 12*. This course engages students in becoming skilled readers of non-fiction prose covering a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both the writing and the reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effective writing.

- Grade 12
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 12/7-8

1008-7
1008-8
This two-semester integrated course focuses on language, literature, composition, and oral communication. It also focuses on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students will develop vocabulary skills in this course. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information. In this course students prepare to successfully enter either the workforce or post-secondary educational training.

- Grade 12
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 12/7S-8S

1008-7SP
1008-8SP
This is a two-semester integrated course focusing on language, literature, composition, and oral communication. It focuses on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students will develop vocabulary skills in this course. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information. In this course students prepare to successfully enter either the workforce or post-secondary educational training.

- Grade 12
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ELECTIVES

IVY TECH – COMM 101 FUNDAMENTALS OF PUBLIC SPEAKING

1076-ITC
This college course introduces fundamental concepts and skills for effective public speaking, including audience analysis, outlining, research, delivery, critical listening and evaluation, presentational aids, and use of appropriate technology. This course will be taught during the regular school day by a professor from Ivy Tech Columbus at the Greensburg Learning Center. The cost of this course for each individual student will be $75 with the remainder of the cost paid by the school corporation.
Students need to be aware that not all colleges honor transfer credit.

- Grades 11-12
- Prerequisite: Testing requirements = a score of 25 or above on the Reading section and a score of 27 or above on the Writing section of the SAT OR a score of 18 or above on the Reading section and a score of 17 or above on the Writing

section of the ACT OR a score of 25 or above on the Reading section and a score of 26 or above on the Writing section of the PSAT OR a score of 76 or above on the Reading section and a score of 80 or above on the Writing section of the Accuplacer Test OR a score of 70 or above on the English section of the Knowledge Assessment
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Flex Credit course
- A one credit high school course and a three credit college course

PRINCIPLES OF BROADCASTING

7139-1
7139-2
Principles of Broadcasting provides entry-level fundamental skills for students who wish to seek or pursue opportunities in the field of broadcasting or mass media. Students will explore the technical aspects of audio and sound design for radio production and distribution, as well as, the technical aspects of video production and distribution. Instructional strategies will include a hands-on operation of an in-school radio and television studio.
- Grades 10-12
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

AUDIO AND VIDEO PRODUCTION ESSENTIALS

7306-1
7306-2
Audio and Video Production Essentials is the second year of Radio and TV Broadcasting. This course will provide an in-depth study of audio and video production techniques for radio, television, and digital technologies. Students will learn skills necessary for audio production and on-air work used in radio and other digital formats. Additionally, experience will be gained in the development of video production process: including skills in message development, directing, camera, video switches, and character generator operations.
- Grades 11-12
- Prerequisite: Principles of Broadcasting
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

MASS MEDIA PRODUCTION

7307-1
7307-2
Mass Media Production focuses on the study of theory and practice in the voice and visual aspects of radio and television performance. In addition, this course introduces the skills used to acquire and deliver news stories in a digital media format. Students will learn how to research issues and events, interview news sources, interact with law enforcement and government officials, along with learning to write in a comprehensive news style.
- Grade 12
- Prerequisites: Principles of Broadcasting and Audio and Video Production Essentials
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

STUDENT MEDIA

1086-1
1086-2
Student Media is a course based on the High School Journalism Standards and the Student Media Standards. Students demonstrate their ability to do journalistic writing and design for high school media which includes the yearbook. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work as a high school media staff so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.
- Grades 10-12
- Must have teacher approval to be a participant in this course

- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

WORLD LANGUAGES

French and Spanish are World Language courses offered as elective choices.
These elective courses provide students with the opportunity to study, develop, and learn communication and culture skills in a language other than English. World Language courses are not required for a Core 40 Diploma, but they are one option in meeting the Directed Elective Credit requirement.

There are an increasing number of post-secondary schools / programs which require or strongly recommend at least two years of World Language for admission. It is important for a student who opts to take a World Language to make a commitment to learn the language, stay on task, and to master the material. Without the necessary educational focus to study and learn the language, there exists a very limited benefit to pursuing this elective. Two years of World Language, with minimal mastery, defeats the primary reason for pursuing this elective choice. Students must be willing to make a commitment to studying in order to maximize the true benefits of pursuing a World Language as an elective choice for high school graduation and beyond.

IT IS <u>HIGHLY RECOMMENDED</u> THAT A STUDENT NOT ADVANCE TO THE NEXT YEAR OF WORLD LANGUAGE UNLESS HE/SHE HAS EARNED AN <u>80% OR ABOVE</u> DURING THE PREVIOUS YEAR.

FRENCH I/1-2

2020-1
2020-2
French I, a course based on Indiana's Academic Standards for World Languages, 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. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of French-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom.

- Grades 9-12
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

FRENCH II/3-4

2022-1
2022-2
<u>Please Note: Due to the demand and rigor at this next level of World Language, a student needs to achieve a grade of 80% or higher at the previous level.</u>
French II, a course based on Indiana's Academic Standards for World Languages, 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 with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of French-speaking culture; report on basic family and social practices of the target culture; and describe

contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom.

- Grades 10-12
- Prerequisite: French I/1-2
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

FRENCH III/5-6

2024-1
2024-2

Please Note: Due to the demand and rigor at this next level of World Language, a student needs to achieve a grade of 80% or higher at the previous level.

French III, a course based on Indiana's Academic Standards for World Languages, 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. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of French-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding French language and culture outside of the classroom.

- Grades 11-12
- Prerequisite: French II/3-4
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with
- Technical Honors diplomas
- A Flex Credit course
- A two credit course

FRENCH IV/7-8

2026-1
2026-2

Please Note: Due to the demand and rigor at this next level of World Language, a student needs to achieve a grade of 80% or higher at the previous level. French IV, a course based on Indiana's Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of French-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with co skills from other content areas. 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.

- Grade 12
- Prerequisite: French III/5-6
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

SPANISH I/1-2

2120-1
2120-2

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

- Grades 9-12
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

SPANISH II/3-4

2122-1
2122-2

Please Note: Due to the demand and rigor at this next level of World Language, a student needs to achieve a grade of 80% or higher at the previous level.

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

- Grades 10-12
- Prerequisite: Spanish I/1-2
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

SPANISH III/5-6

2124-1
2124-2

Please Note: Due to the demand and rigor at this next level of World Language, a student needs to achieve a grade of 80% or higher at the previous level.

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

the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

- Grades 10-12
- Prerequisite: Spanish II/3-4
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

SPANISH IV/7-8

2126-1
2126-2

Please Note: Due to the demand and rigor at this next level of World Language, a student needs to achieve a grade of 80% or higher at the previous level.

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

- Grade 12
- Prerequisite: Spanish III/5-6
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

MATHEMATICS

Students must earn four credits in mathematics to meet the General Diploma graduation requirements.
Students must earn credit in Algebra I, Geometry, and Algebra II for the Core 40 Diploma.
Electives in mathematics may be chosen by interest and career goals. Students planning to pursue further education after high school graduation need to take math during their senior year of high school.

Typical Math Sequences:

8th Grade		9th grade		10th grade		11th grade		12th grade
Algebra I	→	**Geometry**	→	**Algebra II**	→	**Pre-Calculus / Trig**	→	**Calculus &/OR AP Statistics**
		Algebra I	→	**Geometry**	→	**Algebra II**	→	**Pre-Calculus / Trig or Finite**
		Algebra I	→	**Geometry & Algebra II**	→	**Pre-Calculus / Trig**	→	**Calculus &/OR AP Statistics**
		Algebra I	→	**Geometry**	→	**Algebra II**	→	**Business Math**

[If an 8th grade student repeats Algebra I in the 9th grade, he/she will need to take Algebra I as an AUDIT– no credit – due to the requirement of being enrolled in a Math or Quantitative Reasoning course each year of high school.]

ALGEBRA I

2520-1
2520-2
Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. Six critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; Polynomial Expressions; and Data Analysis. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

- Grades 9-12
- Fulfills the Algebra I requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A two credit course

ALGEBRA I-S

2520-1SP
2520-2SP
Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. Six critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; Polynomial Expressions; and Data Analysis. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

- Grades 9-12
- Fulfills the Algebra I requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A two credit course

BUSINESS MATH

4512-1
4512-2
(See Business, Marketing, & Information Technology Curriculum)

GEOMETRY HONORS

2532-1H
2532-2H
Geometry formalizes and extends students' geometric experiences. Students explore more complex geometric situations and deepen their explanations of geometric relationships moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-Dimensional Solids. One project per nine weeks is assigned. In order to participate in the Geometry Honors class, a student must have completed Algebra I in the 8th grade, earned an A or B in Algebra I during the freshman year, or have teacher recommendation.

- Grades 9-12
- Prerequisite: Algebra I
- Fulfills the Geometry requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as a Math Course for the General Diploma
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

GEOMETRY

2532-1
2532-2
Geometry formalizes and extends students' geometric experiences. Students explore more complex geometric situations and deepen their explanations of geometric relationships moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-Dimensional Solids.

- Grades 9-12
- Prerequisite: Algebra I
- Fulfills the Geometry requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as a Math Course for the General Diploma
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

STUDENTS PLANNING TO TAKE PRE-CALCULUS / TRIGONOMETRY NEED TO TAKE ALGEBRA II HONORS IN ORDER TO BE PREPARED.

ALGEBRA II HONORS

2522-1H
2522-2H

Algebra II Honors builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II Honors is made up of seven stands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The use of a graphing calculator is an integral part of this math course. The pace of study in this Algebra II Honors class is accelerated and higher-level reasoning is required than in Algebra II. Each student will do a project at the end of each semester. This will be interdisciplinary and must show an understanding of the course content and its application in another area. In order to participate in the Algebra II Honors class, a student must have earned an A or B in Algebra I.

- Grades 9-12
- Prerequisites: Algebra I and Geometry or Geometry Honors
- Fulfills the Algebra II requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma or counts as a Math Course for the General Diploma
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

ALGEBRA II

2522-1
2522-2

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

- Grades 9-12
- Prerequisite: Algebra I
- Fulfills the Algebra II requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma or counts as a Math Course for the General Diploma
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

PRE-CALCULUS / TRIGONOMETRY

2564-A PRE-CALCULUS: ALGEBRA

Pre-Calculus extends the foundations of Algebra and functions developed in previous courses to new functions, including exponential ad logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five critical areas: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such, it is designed to provide student with strong foundations of calculus and other higher-level math courses. Students will use various computer apps, which are appropriate for the material being taught. In order to participate in this level of Pre-Calculus, a student must have earned an A or B in Algebra II Honors or have the recommendation of his/her Algebra II teacher.

- Grades 11-12
- Prerequisites: Algebra I, Algebra II, and Geometry
- Counts as a Math Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A one credit course

2566 PRE-CALCULUS: TRIGONOMETRY

Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven critical areas: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. Student will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. Students will use various computer apps, which are appropriate for the material being taught. In order to participate in this level of Trigonometry, a student must have earned an A or B in Algebra II Honors or have the recommendation of his/her Algebra II teacher.

- Grades 11-12
- Prerequisites: Algebra I, Algebra II, and Geometry
- Counts as a Math Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A one credit course

PRE-CALCULUS / FINITE MATH

2564-B PRE-CALCULUS: ALGEBRA

Pre-Calculus extends the foundations of Algebra and functions developed in previous courses to new functions, including exponential ad logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five critical areas: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide student with strong foundations of calculus and other higher-level math courses. Students will use various computer apps, which are appropriate for the material being taught. If a student chooses to use another model or version, then the student will be responsible for learning how to use it for various class applications.

- Grades 11-12
- Prerequisites: Algebra I, Algebra II, and Geometry
- Counts as a Math Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A one credit course

2530 FINITE MATHEMATICS

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Topics include: Sets, Matrics, Networks, Optimization, and probability. Technology, such as computers and graphing calculators, will be used frequently. Students will use various computer apps, which are appropriate for the material being taught.

- Grades 11-12
- Prerequisites: Algebra I, Algebra II, and Geometry
- Counts as a Math Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A one credit course

AP STATISTICS

2570-1AP
2570-2AP

Statistics, Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) exploring data; (2) planning a study; (3) anticipating patterns; and (4) statistical inference. The use of graphing calculators and computer programs is required. All students enrolled in this course will be required to take the AP exam in the spring. Cost for taking the AP exam is the responsibility of the student. Scoring on the AP Statistics examination in May will determine if college credit and/or advanced placement will be granted. All students in AP Statistics are highly recommended to have their own TI-Nspire calculator. Other calculators are acceptable, but more difficult to use. A school issued calculator will be provided if the student does not have his/her own. Questions about specific calculators should be directed to the teacher.

- Grades 11-12
- Prerequisites: Algebra I, Geometry, Algebra II (an A in Algebra II), and concurrently taking either Pre-Calculus /
- Trigonometry or Pre-Calculus / Finite Math OR Algebra I, Geometry, Algebra II, and either Pre-Calculus / Trigonometry or Pre-Calculus / Finite Math
- Counts as a Math Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

CALCULUS

2527-1
2527-2

Calculus will review algebra and functions, modeling, trigonometry, etc. and expand a student's knowledge on various topics. Generally, topics include: (1) functions, graphs, and limits; (2) continuity; (3) derivatives; (4) definite integrals; and (5) techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. This course also includes applications of the derivative, the integral, and theory of calculus. Students will use various computer apps, which are appropriate for the material being taught. In order to participate in this level of math, a student must have earned and A or B in Pre-Calculus / Trig or have the recommendation of his/her Pre-Calculus / Trig teacher.

- Grade 12
- Prerequisites: Algebra I, Algebra II, Geometry, and Pre-Calculus / Trigonometry
- Counts as a Math Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

SCIENCE

All students are required to successfully complete two years of science for 4 credits (including two credits of Biology I (L)). This is the minimum science requirement for graduation. Incoming freshmen should successfully complete Physical Science (L) and Life Science (L) or Earth and Space Science I (L) or Biology I (L) before taking a second year of science. Biology I (L) is required to graduate. Core 40 course requirements include Biology I (L) and Chemistry I (L) or Physics I (L), plus an additional two credits from other designated Core 40 science courses. These same science courses designated Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas will give post-secondary education students the best foundation for the future. In particular, students planning a science or science-related course of study should take as many science courses as possible. [**PATHWAYS: Biomedical Science & Technology and Pre-Nursing Program = Page 58]**

Students who are interested in pursuing a degree in the medical field after high school graduation will be best served by engaging in the following sequence of science courses.

Biology → **Chemistry or Honors & PLTW BioMed** → **AP Chemistry & Anatomy / Physiology &/or PLTW HBS** → **Adv Biology & PLTW Med Interventions**

PHYSICAL SCIENCE (L)

3102-1

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.

- Grade 9
- Fulfills a Science requirement for the General Diploma only or counts as an Elective Credit for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A one credit course

LIFE SCIENCE (L)

3030-1

Life Science is an introduction to Biology. Students develop problem resolution skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles which affect their well-being as well as that of their community and other living organisms in their environment. Students enrolled in Life Science will explore the functions and processes of cells within all living organisms, the sources and patterns of genetic inheritance and variation leading to biodiversity, and the relationships of living organisms to each other and to the environment as a whole.

- Grade 9
- Fulfills a Science requirement for the General Diploma only or counts as an Elective Credit for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A one credit course

BIOLOGY I (L)

3024-1

3024-2

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 communication the results of those investigations according to accepted procedures.

- Grades 9-12
- Fulfills the Biology I requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

EARTH AND SPACE SCIENCE I (L)

3044-1

3044-2

Earth and Space Science I is a course focusing on the study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; and the solar system and earth processes. Students enrolled in Earth and Space Science I analyze and describe Earth's interconnected systems that may be changing or may be in equilibrium. Students examine energy at work in forming and modifying earth materials, landforms, and continents through geological time. Through regular laboratory and

field investigations, students understand the history and development of the earth and space sciences, explore the uses of knowledge of the earth and its environment in various careers, and investigate earth and space science problems concerning personal needs and community issues related to science.

- Grades 9-12
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

CHEMISTRY I HONORS (L)

3064-1H
3064-2H

Chemistry I Honors is a course based on the following core topics: Periodic Table; properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gasses; and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry; (2) explore the uses of chemistry in various careers; (3) investigate chemical questions and problems related to personal needs and societal issues; and (4) learn and practice laboratory safety. Additional labs and/or projects will be required as part of this course.

- Grades 10-12
- Prerequisite: Successfully completed Algebra I at the 8th grade level or successfully completed Biology I at the 8th grade level
- Counts as a Science Course for the General Diploma
- Fulfills the Chemistry I requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

CHEMISTRY I (L)

3064-1
3064-2

Chemistry I is a course based on the following core topics: Periodic Table; properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gasses; and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry; (2) explore the uses of chemistry in various careers; (3) investigate chemical questions and problems related to personal needs and societal issues; and (4) learn and practice laboratory safety.

- Grades 10-12
- Prerequisites: Algebra I and Biology I (L) or Earth and Space Science I (L)
- Counts as a Science Course for the General Diploma
- Fulfills the Chemistry I requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

INTEGRATED CHEMISTRY-PHYSICS (L)

3108-1
3108-2

Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity; uniform acceleration; Newton's laws of motion; energy; particle theory or 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 signing and conduction investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Grades 10-12
- Prerequisites: Algebra I and Biology I (L)
- Counts as a Science Course for the General Diploma
- Fulfills the Chemistry I requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma

- A Flex Credit course
- A two credit course

ADVANCED SCIENCE, SPECIAL TOPICS (L) - ZOOLOGY

3092-1ZOO
3092-2ZOO
Zoology is the study of animal life. Throughout this course students will investigate many aspects of the different animal groups present on Earth, including evolutionary relationships, anatomy and physiology, habitat, behavior, and reproduction. Students will develop a greater appreciation for the diversity of animal life, as well as a solid knowledge of animals from all the major taxonomic groups. Possible Units may include: Introduction to Zoology; Protists, Porifera, Cnidarians, Ctenophores, and Flatworms; Mollusks; Annelids and related taxa; Arthropods; Echinoderms and Invertebrate Chordates; Fishes; Amphibians and Reptiles; Birds; and Mammals.

- Grades 11-12
- Prerequisite: Biology I (L)
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

PHYSICS I (L)

3084-1
3084-2
Physics I is a laboratory-based course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light, electricity, magnetism, atomic and subatomic physics. Through regular laboratory study using such quantities as velocity, acceleration, force, energy, momentum, and charge, students: (1) examine the nature and scope of physics, including its relationship to other sciences and its ability to describe phenomena using physical laws; (2) describe the history of physics and its role in the birth of technology; (3) explore the uses of its models, theories, and laws in various careers; and (4) investigate physics questions and problems related to personal needs and societal issues. A scientific calculator will be used in this course.

- Grades 11-12
- Prerequisites: Chemistry I (L), Algebra I, Geometry, and is concurrently taking Algebra II or has successfully completed Algebra II or Teacher Recommendation
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

ANATOMY & PHYSIOLOGY (L)

5276-1
5276-2
Anatomy & Physiology is a course in which students investigate concepts related to the Health Sciences. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Studies include the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems. Students will understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields. Students enrolled in this course should have a basic understanding of the Principles of Biology including: Molecules and Cells, Developmental and Organismal Biology, and Genetics. Students should also know the principles of atomic structure, bonding, molecules, and structural formulas, types of chemical reactions, principles of acids and bases, and molarity. This course will include ample laboratory experiences that illustrate the application of the standards to the appropriate cells, tissues, organs, and organ systems. Dissection will be involved and a research project will be required. Students enrolled in this course will be required to do a science fair project.

- Grades 11-12
- Prerequisites: Biology I (L) and Chemistry I (L)
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

AP CHEMISTRY (L)

3060-1AP
3060-2AP
Chemistry - Advanced Placement is a course that follows the College Board's Advanced Placement course outline. Topics include: (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. All students enrolled in this course will be required to take the AP exam in the spring. Cost for taking the AP exam is the responsibility of the student. Scoring on the AP Chemistry examination in May will determine if college credit and/or advanced placement will be granted. **Students who sign up for AP Chemistry for next school year will have assigned work (in the form of a packet to be used in conjunction with the science textbook) to complete during the summer months and this work will be due on the first day of school.**

- Grades 11-12
- Prerequisites: Biology I (L), Chemistry I Honors (L) or Chemistry I (L) - must have earned an A in Chemistry I or Teacher Recommendation, and Algebra II
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

ADVANCED SCIENCE, SPECIAL TOPICS (L) – ADVANCED BIOLOGY

3092-1AB
3092-2AB
Advanced Science, Special Topics – Advanced Biology is a science course with several major themes. 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. Under the direction of a science advisor, students enrolled in this course will complete a science fair project. **Students who sign up for Advanced Biology for next school year will have assigned work (in the form of a packet to be used in conjunction with the science textbook) to complete during the summer months and this work will be due on the first day of school.**

- Grades 11-12
- Prerequisites: Biology I (L), Chemistry I (L), and is concurrently taking either Anatomy & Physiology or PLTW - Human Body systems OR has successfully completed Anatomy & Physiology or PLTW - Human Body Systems
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

PROJECT LEAD THE WAY COURSES

PLTW - PRINCIPLES OF THE BIOMEDICAL SCIENCES

5218-1
5218-2
Principles of the Biomedical Sciences provides an introduction to this field through "hands-on" projects and problems. 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. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.

- Grades 9-12
- Prerequisite: Biology I (L)
- Counts as a Science Course for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas with the successful completion of Biology I and Chemistry I
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

- A Flex Credit course
- A Pathway course
- A two credit course

PLTW - HUMAN BODY SYSTEMS

5216-1
5216-2
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 systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions.

- Grades 10-12
- Prerequisite: PLTW - Principles of the Biomedical Sciences
- Counts as a Science Course for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

PLTW - MEDICAL INTERVENTIONS

5217-1
5217-2
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.

- Grades 11-12
- Prerequisites: Principles of the Biomedical Sciences and Human Body Systems or Anatomy and Physiology
- Counts as a Science Course for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

HEALTH SCIENCES EDUCATION COURSES

PRINCIPLES OF HEALTHCARE

7168-1
7168-2
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 the health care systems. This includes an overview of health care development, how health delivery systems are organized, and legal and ethical considerations of health care delivery. Lab experiences are organized and planned around the activities associated with the student's career objectives.

- Grades 10-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40
- with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two one credit course

IVY TECH - MEDICAL TERMINOLOGY

5274

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. The 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 medical vocabulary including: appropriate and accurate meaning, spelling, and pronunciation of medical terms, and abbreviations, signs, and symbols. The cost of this course for each individual student will be $75 with the remainder of the cost paid by the school corporation. Students need to be aware that not all colleges honor transfer credit.

- Grades 11-12
- Prerequisite: Biology I (L) & have taken or be concurrently taking Chemistry I (L) or Integrated Chemistry-Physics (L)
- Testing requirements = a score of 25 or above on the Reading section and a score of 27 or above on the Writing section of the SAT OR a score of 18 or above on the Reading section and a score of 17 or above on the Writing section of the ACT OR a score of 25 or above on the Reading section and a score of 26 or above on the Writing section of the PSAT OR a score of 76 or above on the Reading section and a score of 80 or above on the Writing section of the Accuplacer Test OR a score of 70 or above on the English section of the Knowledge Assessment
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40
- with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A one credit high school course and a three credit college course

IVY TECH - HEALTHCARE SPECIALIST: CNA

7166

This course consists of two components: (1) 30 hours of classroom instruction and (2) 75 hours of clinical time in a long-term healthcare facility. Upon successful completion a student would take the Certification Exam, complete the Drug Screen, and Background Check. Most CNAs are employed at long-term healthcare facilities. This course will also be an excellent educational opportunity for any student interested in pursuing a future degree of any type in the medical field. This course will be taught during the regular school day by a professor from Ivy Tech Columbus at the Greensburg Learning Center. The cost of this course for each individual student will be $125 with the remainder of the cost paid by the school corporation (5 credit hours). There will be a limited number of positions available each semester for this training. Criteria for acceptance will be based on the following criteria: pathway of study, commitment, interest level, work ethic, attendance, discipline record, and grade point average. Plus, a student must participate in a CNA job shadow experience before finalizing course selection.

- Grades 11-12
- Prerequisites: Biology I & have taken or be taking Chemistry I or Integrated Chemistry-Physics
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.
- A Flex Credit course
- A College and Career
- A Pathway course
- A one semester course / A double blocked course
- A two credit high school course

SOCIAL STUDIES

Students are required to successfully complete United States History, United States Government, and additional Social Studies classes based on the type of diploma each student is pursuing.

GEOGRAPHY AND HISTORY OF THE WORLD

1570-1

1570-2

Geography and History of the World is designed to enable students to use the geographic “way of looking at the world” to deepen their understanding of major global themes that have manifested themselves over time – for example, the origin and spread of world religions; exploration; conquest and imperialism; urbanization; and innovations and revolutions.

Specific geographic and historical skills and concepts of historical geography are used to explore these global themes primarily but not exclusively for the period beginning in 1000 CE. The skills are grouped into five sets, each representing a fundamental step in a comprehensive investigative/inquiry procedure. They are: forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing.

The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. By using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments, Geography and History of the World is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

- Grades 9-12
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective Credit for any diploma
- A Flex Credit course
- A two credit course

AP WORLD HISTORY: MODERN

1612-1AP
1612-2AP

Please Note: Students who sign up for this course need to exhibit a commitment to learning and possess respectable reading skills, with an emphasis on reading comprehension. Students must earn an A or B in their freshman college prep English class or have teacher recommendations with counselor approval.

World History, Advanced Placement is a course that provides students with the content established by the College Board. The course will have a chronological frame from the periods 1200 C.E. to the present. AP World History: Modern will study the civilizations in Africa, the Americas, Asia, and Europe that are foundational to the modern era. Topics of study include: trade networks; state building in the Americas and in Africa; ways of Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism shaped societies in Africa, Asia and Europe; the emergence of new Hindu and Buddhist states in South and Southeast Asia; intellectual, scientific, and technological innovations and transfers across states and empires; rise and expansion of the Mongol Empire, agricultural societies, feudalism, and the manorial system in Europe, political and economic developments; and global travelers. A comprehensive description of this course can be found on the College Board AP Central Course

Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html. All students enrolled in this course will be required to take the AP exam in the spring. Cost for taking the AP exam is the responsibility of the student. **Students who sign up for AP World History: Modern for next school year will have assigned work to complete during the summer months and this work will be due on the first day of school.**

- Grades 10-12
- Fulfills a Social Studies requirement for the General, Core 40 Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective Credit for any diploma
- A Flex Credit course
- A two credit course

WORLD HISTORY AND CIVILIZATION

1548-1
1548-2

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

- Grades 9-12
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective Credit for any diploma
- A Flex Credit course
- A two credit course

UNITED STATES HISTORY HONORS

1542-1H
1542-2H

It is an expectation of this class that students will have read their assigned textbook reading and will come to class prepared to be assessed on that content based solely on the reading. United States History Honors is a course which will have a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in United States history are to be examined from multiple perspectives. **Students who sign up for U.S. History Honors for next school year will have assigned work to complete during the summer months and this work will be due on the first day of school.**

- Grade 11
- Fulfills the U.S. History requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

UNITED STATES HISTORY

1542-1
1542-2

United States History emphasizes national development in the nineteenth, twentieth, and early twenty-first centuries and builds upon concepts developed in previous studies of American history. Students in this course also identify and review significant events, figures, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of historical events and geographic, social, and economic influences on national development in the nineteenth, twentieth, and early twenty-first centuries. A chronological, topical, or comparative approach can be used in developing themes from America's past as they relate to life in Indiana and the United States today.

Students demonstrate the ability to trace and analyze chronological periods and examine the relationships of significant themes and concepts in United States History. Students will be able to sequence historical events, examine cause and effect, identify different perspectives, and relate historical situations to current issues. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents. Investigation of themes and issues include analysis of the importance of cultural pluralism and diversity of opinion in American society. Students learn to exercise their skills as citizens in a democratic society by engaging in problem-solving and civic decision-making in the classroom, school, and community settings.

- Grade 11
- Fulfills the U.S. History requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

UNITED STATES GOVERNMENT

1540

United States Government provides a framework for understanding the nature and importance of responsible civic participation and for learning the rights and responsibilities of individuals in a constitutional democracy. The course enables students to explore the historic origins and evolution of political philosophies into contemporary political and legal systems. Constitutional structure and the processes of the legislative, executive, and judicial branches of the national, state, and local levels of government are examined. Students learn to draw conclusions about the impact and interrelationships of history, geography, and economics upon our system of government. They also learn to demonstrate an understanding of the governmental structures of the United States and other political systems, as well as the relationship of American government to world affairs. Students learn to analyze the roles of individuals and groups in the political process by identifying and analyzing political issues. They also learn to access data from primary and secondary resources and use current technology to access relevant resource materials and as a tool for producing documents in support of learning projects. Students have opportunities to take, defend, and evaluate positions on current issues that impact political decision-making. They should understand their ability to influence policies and decisions as individuals and in groups. Related learning experiences in the school and community enable students to learn how to participate effectively in the political process. The study of United States Government also offers students opportunities to develop knowledge, inquiry skills, and the means to preserve and improve our constitutional democracy.

- Grade 12
- Fulfills the U.S. Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A one credit course

AP UNITED STATES GOVERNMENT AND POLITICS

1560-1AP
1560-2AP

States 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 U.S. 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.

- Grade: 11 - 12
- A two credit course
- Fulfills the government requirement for all diplomas

ECONOMICS

1514

Economics includes a study of the allocation of resources and their uses for satisfying human needs and wants. This course examines basic models of decision-making at various levels and in different areas including: (1) decisions made as a consumer, producer, saver, investor, and voter; (2) business decisions to maximize profits; and (3) public policy decisions in specific markets dealing with output and prices in the national economy. Key elements of the course include a study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices in all aspects of daily life and demonstrate understanding of the role that supply, demand, prices, and profits play in a market economy. Students will examine the functions of government in a market economy and study market structures, including the organization and role of businesses. Students will understand the role of economic performance, money, stabilization policies, and trade of the United States.

- Grades 11-12
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas; fulfills a Social Studies requirement for the General Diploma; or counts as an Elective Credit for the General Diploma
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A one credit course

AP MICROECONOMICS

1566-1AP
1566-2AP

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; Nature and Functions of Product Markets; Factor Markets; and Market Failure and the Role of Government.

- Grade: 11 - 12
- A two credit course
- Fulfills the economics requirement for all diplomas

PSYCHOLOGY

1532

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. 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 including the 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.

- Grades 11-12
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A one credit course

IVY TECH – PSYC 101 INTRODUCTION TO PSYCHOLOGY

1532-ITC

This dual credit college level course surveys behavior and cognitive processes as they affect the individual. The course focuses on biological foundations, learning processes, research methodologies, personality, human development and abnormal and social psychology. This course will be taught during the regular school day by a professor from Ivy Tech Columbus at the Greensburg Learning Center. The cost of this course for each individual student will be $75 with the remainder of the cost paid by the school corporation. Students need to be aware that not all colleges honor transfer credit.

- Grades 11-12
- Prerequisite: Testing requirements = a score of 25 or above on the Reading section and a score of 27 or above on the Writing section of the SAT OR a score of 18 or above on the Reading section and a score of 17 or above on the Writing
- section of the ACT OR a score of 25 or above on the Reading section and a score of 26 or above on the Writing section of the PSAT OR a score of 76 or above on the Reading section and a score of 80 or above on the Writing section of the Accuplacer Test OR a score of 70 or above on the English section of the Knowledge Assessment
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Flex Credit course
- A one credit course

SOCIOLOGY

1534

Sociology provides opportunities for students to study human social behavior from a group perspective. The sociological perspective is a distinct method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students will describe the development of sociology as a social science and identify methods and strategies of research. Students will examine society, group behavior, and social structures. The influence of culture on group behavior will be addressed by examining various social institutions. Students will also explore the impacts of social groups and social institutions on individual and group behavior and examine the changing nature of society. The development of group organizations and interactions, the factors that influence group behavior and social problems, and the impact of cultural change on society are included in this course. Students will analyze a range of social problems in today's world and examine the role of the individual as a member of the community.

- Grades 11-12
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A one credit course

ETHNIC STUDIES

1516

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

- Grades 11-12
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A one credit course

INDIANA STUDIES

1518

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 students 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.

- Grades 11-12
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A one credit course

PHYSICAL EDUCATION AND HEALTH

All students are required to successfully complete two semesters of Physical Education and one semester of Health and Wellness Education in order to meet the requirements for graduation. Beginning with the class of 2018, a student may take one semester of Aquatics Conditioning and Games to fulfill one of his/her two Physical Education credits required for graduation. Students who opt to take Aquatics Conditioning and Games as one of their two Physical Education credits for graduation will still be allowed to earn six (6) credits in the areas of Advanced Physical Education.

PHYSICAL EDUCATION I (L)

3542

Physical Education I focuses and emphasizes health-related activities and developing the skills and habits necessary for a lifetime of activity and fitness. This program includes skill development and the application of rules and strategies which provide students with opportunities to actively participate in at least four of the following areas: (1) team sports; (2) individual physical activities; (3) dual sports activities; (4) gymnastics; (5) outdoor pursuits; (6) self-defense and martial arts; (7) aquatics; and (8) dance. Ongoing assessment includes both written and performance-based skill evaluations.

- Grades 9-12
- Fulfills one semester of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A one credit course

PHYSICAL EDUCATION I (L) – AQUATICS

3542-AQUA

Physical Education/Aquatic Conditioning and Games promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. Activities should be included: team sports; dual sports activities; individual physical activities; and aquatics. A student may take one semester of Aquatics Conditioning and Games to fulfill one of his/her two Physical Education credits required for graduation. Students who opt to take Aquatics Conditioning and Games as one of their two Physical Education credits for graduation will still be allowed to earn six (6) credits in the areas of Advanced Physical Education.

- Grades 9-12
- Fulfills one semester of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A one credit course

PHYSICAL EDUCATION II (L)

3544

Physical Education II emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. Instruction strategies are planned, sequential, and comprehensive when providing students with opportunities to actually participate in four of the following areas which were not in Physical Education I: (1) team sports; (2) individual physical activities; (3) dual sports activities; (4) gymnastics; (5) outdoor pursuits; (6) self-defense and martial arts; (7) aquatics; and (8) dance. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers.

- Grades 9-12

- Fulfills one semester of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A one credit course

HEALTH AND WELLNESS EDUCATION

3506-6

Health & Wellness provides the basis to help students adopt and maintain healthy behaviors. Health education contributes 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 activities, healthy eating, promoting safety and preventing and unintentional injury and violence, promoting mental and emotional health, suicide awareness and prevention, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development 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. Also, this course will include instruction on CPR and AED.

- Grades 9-12
- Fulfills the Health requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A one credit course

ELECTIVE PHYSICAL EDUCATION (L)/ADVANCED PHYSICAL EDUCATION

3560-1

3560-2

Elective Physical Education/Advanced Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and marital arts; aquatics; gymnastics, and dance. It includes the study of physical development concepts and principles of sport and exercises as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. The goal of a physical education student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.

Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Such things as speed development, plyometrics, coordination, nutrition, lifelong fitness and health, and muscular balance are included. Ongoing assessment includes both written and performance-based skill evaluations. Performance-based skills are assessed on a daily basis and students MUST PARTICIPATE accordingly.

- Grades 10-12
- Prerequisites: Physical Education I and II
- A maximum of six credits can be earned in the "Elective Physical Education" area provided that there is no course or skill level duplication.
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A one credit course / semester

ELECTIVE PHYSICAL EDUCATION (L)/AQUATIC CONDITIONING AND GAMES

3560-4

Elective Physical Education/Aquatic Conditioning and Games promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; and aquatics. It includes the study of physical development concepts and principles of sport and exercises as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. The goal of a physical education student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.

Students will have an opportunity to develop their skills and knowledge in planning a swim training season, designing and implementing an aquatic conditioning session, and swimming workouts. Students will be able to swim several strokes more efficiently and improve swimming times as well as learn the rules and skills of aquatic games.

- Grades 10-12
- Prerequisites: Physical Education I and II

- A maximum of six credits can be earned in the "Elective Physical Education" area provided that there is no course or skill level duplication.
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A one credit course / semester

ELECTIVE PHYSICAL EDUCATION (L)/ SPORTS OFFICIATING & COACHING

3560-3

This course allows for students to learn about officiating and to test for certification. Students will learn how to officiate a few sports while developing leadership, time-management, and conflict resolution skills. Students will complete web-based modules, interactives, and activities to understand the mechanics and philosophy of officiating. Learners are provided with engaging classroom activities and will complete comprehension quizzes at the end of each module. Students may be required to officiate real games in a recreational or community league as micro-internships. Many student athletes have benefited from adults who were willing to officiate games, and this is an opportunity for high school students to pay-back into that community system.

- Grades 10 - 12
- Prerequisite: Physical Education I & II
- A one credit course, maximum of two credits

MULTIDISCIPLINARY

POSTSECONDARY / TEST PREPARATION

0532

Postsecondary / Test Preparation course utilizes individual student score reports from the PSAT, SAT, ACT, ACCUPLACER, ASVAB, Knowledge Assessment, or other formative assessments to prepare students for college readiness assessments. Based on individual student score reports, student should receive targeted instruction to strengthen their foundations in critical reading, writing, and mathematics. Being "college ready" means being prepared for any postsecondary education, training experience, or work environment. A college-ready student has the necessary English and mathematics skills to qualify for and succeed in entry-level, credit bearing postsecondary courses without the need for remedial coursework. This course helps to set the stage for many dual credit and dual enrollment opportunities while in high school. (Beginning with the class of 2026)

- Grade 10
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A one credit course

AGRICULTURAL EDUCATION

Agricultural Education enables students to value and understand the vital role of agriculture, food, fiber, and natural resource systems in advancing personal and global well-being. It prepares students for successful careers and a lifetime of informed choices in agriculture. Agricultural Science and Business and the FFA programs have a long history of successfully preparing students for entry level careers and further education and training in the science, business, and technology of agriculture. The programs combine classroom instruction and hands-on career focused learning to develop students' potential for premier leadership, personal growth, and career success.

[PATHWAYS: Ag Mechanical & Engineering; Agri-Science – Animals; and Agri-Science – Plants = Page 58]

PRINCIPLES OF AGRICULTURE

7117-1

7117-2

Principles of Agriculture is a two-semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding and the role of agriculture in the United States and globally. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, and agribusiness.

- Grades 9-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

ANIMAL SCIENCE

5008-1
5008-2

Animal Science provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.

- Grades 10-12
- Prerequisite: Principles of Agriculture (beginning with the class of 2025)
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Counts as a Science Course for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

ADVANCED LIFE SCIENCE: ANIMALS (L)

5070-1
5070-2

Advanced Life Science: Animals is a one semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students will explore concepts related to history and trends in animal agriculture as related to animal welfare, husbandry, diseases and parasites, laws and practices relating to handling, housing, environmental impact, global sustainable practices of animal agriculture, genetics, breeding practices, biotechnology uses, and comparative knowledge of anatomy and physiology of animals used in animal agriculture. This course will be offered alternate school years. (This course will be offered during the 2024-2025 school year.)

- Grades 11-12
- Prerequisite: Animal Science, Biology, and Chemistry or Integrated Chemistry Physics
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Counts as a Science Course for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit Course
- A Pathway course
- A one credit course

PLANT & SOIL SCIENCE

5170-1
5170-2

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

- Grades 10-12
- Prerequisite: Principles of Agriculture (beginning with the class of 2025)
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Counts as a Science Course for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors
- diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

ADVANCED LIFE SCIENCE: PLANTS AND SOILS (L)

5074-1
5074-2

Advanced Life Science: Plants and Soils is a one semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students study concepts, principles, and theories associated with plants and soils. Knowledge gained enables them to better understand the workings of agricultural and horticultural practices. They recognize how plants are classified, grow, function, and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratories and fieldwork, how plants function and how soil influences plant life. This course will be offered alternate school years. (This course will be offered during the 2025-2026 school year.)

- Grades 11 - 12
- Prerequisites: Plant and Soil Science, Biology, and Chemistry
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Counts as a Science Course for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors
- diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit Course
- A Pathway course
- A one credit course

AGRICULTURE POWER, STRUCTURE, AND TECHNOLOGY

5088-1
5088-2

Agriculture Power, Structure, and Technology is a lab intensive course in which students develop an understanding of basic principles of tool selection, operation, maintenance and management of agricultural equipment in concert with the utilization of technology. Topics covered include: safety, problem-solving/troubleshooting, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience, and career opportunities in the area of agriculture power, structure, and technology. The CASE Curriculum will be used in this course. This course will be offered alternate school years. (This course will be offered during the 2025-2026 school year.)

- Grades 10-12
- Prerequisite: Principles of Agriculture (beginning with the class of 2025)
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course
-

AGRICULTURE STRUCTURES, FABRICATION, AND DESIGN

7112-1
7112-2

Agriculture Structures, Fabrication, and Design is a two-semester course that focuses on metal work and agricultural structures. This course will allow students to develop skills in welding and metalworking, construction, fabrication, machine components and design while incorporating the engineering design process. Students will also cover safety topics for each area while demonstrating appropriate health and safety standards. This course will be offered alternate school years. (This course will be offered during the 2024-2025 school year.)

- Grades 10-12
- Prerequisite: Principles of Agriculture (beginning with the class of 2025)
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

SUPERVISED AGRICULTURAL EXPERIENCE (SAE)

5228

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students will experience and apply what is learned in the classroom, laboratory and training site to real-life situations with a standards-based plan for learning. Students work closely with their agriculture teacher, parents, and/or employers to get the most out of their SAE program. This courses will be offered during the summer months of June and July.

- Grades: 9-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A one credit course (maximum of 8 credits)

ART

These elective courses enable students to learn, develop, and pursue individual interests and career goals. Required individual projects allow students to enhance their artistic skills. A student may only take one art course per semester.*

INTRODUCTION TO TWO-DIMENSIONAL ART (L)

4000

Introduction to Two-Dimensional Art is designed to acquaint students with art elements and principles in the areas of two-dimensional design. This course engages in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and integrated studies and lead to the creation of portfolio quality works. Students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. At this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Additionally, students: (1) create two-dimensional works of art; (2) reflect upon the outcomes; (3) revise their work; (4) explore historical connections; (5) write about the process; (6) make presentations about their progress at regular intervals; (7) work individually and in groups; (8) find direct correlations to other disciplines and discover opportunities for integration; and (9) explore career options in visual art.

- Grades 9-12
- Fulfills the requirement for one of the two Fine Arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Locally Created Pathway course
- A one credit course

ADVANCED TWO-DIMENSIONAL ART (L) I

4004-I

Students in Advanced Two-Dimensional Art build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Additionally, students: (1) create two-dimensional works of art; (2) reflect upon the outcomes of those experiences; (3) revise their work; (4) explore historical connections; (5) write about the process; (6) make presentations about their progress at regular intervals; (7) work individually and in groups; (8) find a direct correlation to other disciplines and discover opportunities for integration; and (9) explore career options in visual art.

- Grades 9-12
- Prerequisites: Intro to Two-Dimensional Art (L)
- Fulfills the requirement for one of the two Fine Arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Locally Created Pathway course
- A one credit course

DRAWING (L) I

4060-I

Students in Drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their art work. In addition, students: (1) use organizational principles and functions to solve specific visual problems; (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning; and (3) use a variety of media such as pencil, chalk pastels, charcoal, and pen and ink. Students at this level produce works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing. Additionally, students: (1) reflect upon the outcome of these experiences and refine their work; (2) explore cultural and historical connections; (3) write about the process; (4) make presentations about their progress at regular intervals; (5) work individually and in groups; (6) find a direct correlation to other disciplines and discover opportunities for integration; and (7) explore career options related to drawing.

- Grades 10-12
- Prerequisites: Intro to Two-Dimensional Art (L) and Advanced Two-Dimensional Art (L) I
- Fulfills the requirement for one of the two Fine Arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Locally Created Pathway course
- A one credit course

PAINTING (L)

4064-I

Students taking Painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their art work. In addition students: (1) use organizational principles and functions to solve specific visual problems; (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning; and (3) use a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. Students at this level produce works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems. Within this context, students: (1) create abstract and realistic paintings; (2) reflect upon the outcome of these experiences and refine their work; (3) explore cultural and historical connections; (4) write about the process; (5) make presentations about their progress at regular intervals; (6) work individually and in groups; (7) find direct correlations to other disciplines and discover opportunities for integration; and (8) explore career options related to painting.

- Grades 10-12
- Prerequisite: Intro to Two-Dimensional Art (L) and Advanced Two-Dimensional Art I
- Fulfills the requirement for one of two Fine Arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Locally Created Pathway course
- A one credit course

INTRODUCTION TO THREE-DIMENSIONAL ART (L)

4002

Please Note: This course is only open to students who are pursuing an Art Pathway for graduation.

Introduction to Three-Dimensional Art is designed to acquaint students with art elements and principles in the areas of three-dimensional design. This course engages in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students search for meaning, significance, and direction in their own work by producing works of art in a variety of three-dimensional media. At this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Additionally, students: (1) create three-dimensional works of art; (2) reflect upon the outcomes of those experiences; (3) revise their work; (4) explore historical connections; (5) write about the process; (6) make presentations about their progress at regular intervals; (7) work individually and in groups; (8) find a direct correlation to other disciplines and discover opportunities for integration; and (9) explore career options in visual art.

- Grades 10-12
- Prerequisite: Intro to Two-Dimensional Art (L) and Advanced Two-Dimensional Art I

- Fulfills the requirement for one of two Fine Arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Locally Created Pathway course
- A one credit course

AP STUDIO ART

Studio Art, Advanced Placement is a course based on the content established by the College Board. Portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. The AP program is a cooperative endeavor that helps high school students complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and placement. **Students who sign up for AP Studio Art for next school year will have assigned work (in the form of reading the syllabus, pre-planning, and developing an outline of projects for the course) to complete during the summer months and this work will be due on the first day of school.**

AP DRAWING

4048-1AP
4048-2AP

AP Drawing is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. The portfolio will have two sections: Sustained Investigation and Selected works *The requirement of this AP class is to produce and submit a portfolio. The AP Portfolio fee will be the responsibility of the student.* **Students who sign up for AP Drawing for next school year will have assigned work (in the form of reading the syllabus, pre-planning, and developing an outline of projects for the course) to complete during the summer months and this work will be due on the first day of class.** This course will be offered alternate school years. (It will be offered during the 2024-2025 school year.)

- Grades 11 -12
- Prerequisites: Intro to Two-Dimensional Art (L), Advanced Two-Dimensional Art (L), Drawing I, and Painting I
- Fulfills the requirement for two Fine Arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed /Elective Credit for the General, Core 40, Core 40 with Academic honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Locally Created Pathway course
- A two credit course

AP 2-D ART AND DESIGN

4050-1AP
4050-2AP

AP 2-D Design is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Art portfolios are designed for students who are seriously interested in the practical experience of art. The portfolios correspond to most college foundation courses. Students submit portfolios for evaluation at the end of the school year. Students may choose to submit any or all of the Drawing, 2-Dimensional Design, or 3-Dimensional design portfolios. AP Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. The portfolio will have two sections: Sustained Investigation and Selected works.

The requirement of this AP class is to produce and submit a portfolio. The AP Portfolio fee will be the responsibility of the student. **Students who sign up for AP Drawing for next school year will have assigned work (in the form of reading the syllabus, pre-planning, and developing an outline of projects for the course) to complete during the summer months and this work will be due on the first day of class.** This course will be offered alternate school years. (It will be offered during the 2025-2026 school year.)

- Grades 11 -12
- Prerequisites: Intro to Two-Dimensional Art (L), Advanced Two-Dimensional Art (L), Drawing I, and Painting I
- Fulfills the requirement for two Fine Arts credits for Core 40 with Academic Honors Diploma

- An Elective Credit or Directed /Elective Credit for the General, Core 40, Core 40 with Academic honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Locally Created Pathway course
- A two credit course

AP ART HISTORY

4025-1AP
4025-2AP
AP Art 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. The AP Art History course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.

- Grades 10 - 12
- Elective Credit or Directed Elective Credit 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
- A two credit course

BUSINESS, MARKETING & INFORMATION TECHNOLOGY

Business and industry indicate that economic survival in the 21st century demands that students know and understand both fundamental and technical concepts of business, as well as possess the ability to execute these concepts in nearly any setting. Today's global society challenges the talents and imaginations of Indiana's students. Like never before, they face a competitive environment that demands creative, innovative, market-driven solutions to new problems and new opportunities. High school graduates must be prepared to understand the needs and demands of others, to analyze rapidly changing events, and to formulate responsive, rational, and proactive approaches to decision-making. Business, Marketing, & Information Technology is designed to develop financial literacy, business knowledge, and technology skills essential for success in personal, academic, and professional endeavors. **[PATHWAYS: Business Administration; Accounting; Finance & Investment; and Software Development = Page 58]**

BUSINESS MATH

4512-1
4512-2
Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trades area. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

- Grades 11-12
- Recommended Prerequisite: Algebra I
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills two credits of the minimum Mathematics requirement for a General Diploma
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

PERSONAL FINANCIAL RESPONSIBILITY

4540
Course Description: Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural,

technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

- Grades 10-12
- Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors Diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- 1 credit course

PRINCIPLES OF BUSINESS MANAGEMENT

4562-1
4562-2

Principles of Business Management examines ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. This business course also focuses on the opportunities and challenges of ethically managing a business in the free enterprise system. Students will attain an understanding of management theories and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized.

- Grades 9-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

ACCOUNTING FUNDAMENTALS

4524-1
4524-2

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

- Grades 10-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

ADVANCED ACCOUNTING

4522-1
4522-2

Advanced Accounting introduces the language of business using General Accepted Accounting Principles (GAAP) and procedures for proprietorships, partnerships, and corporations using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reposts as a basis for decision-making. Topics covered include calculating gross pay, withholdings, net pay, direct deposits, journalizing payroll transactions and preparing individual earning records and payroll registers.

- Grades 11-12
- Prerequisite: Accounting Fundamentals
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A Pathway course
- A two credit course

FINANCE & INVESTMENT

5258-1
5258-2

Finance and Investments 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 careers in 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. This course will be offered alternate school years. (This course will be offered during the 2025-2026 school year.)

- Grades 11-12
- Prerequisite: Principles of Business Management and Accounting Fundamentals
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

MANAGEMENT FUNDAMENTALS

7143-1
7143-2

Management Fundamentals describes the functions of managers, including the management of activities and personnel. Describes the judicial system and the nature and sources of law affecting business. Studies contracts, sales contracts with emphasis on Uniform Commercial Code Applications, remedies for breach of contract and tort liabilities. Examines legal aspects of property ownership, structures of business ownership and agency relationships.

- Grades 10-12
- Prerequisite: Principles of Business Management and Accounting Fundamentals (beginning with the class of 2025)
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

PRINCIPLES OF COMPUTING

7183-1
7183-2

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

- Grades 9-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

WEBSITE & DATABASE DEVELOPMENT

7185-1
7185-2

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

- Grades 10-12
- Prerequisite: Principles of Computing
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

SOFTWARE DEVELOPMENT

7184-1
7184-2
Software Development introduces students to concepts and practices of programming languages and software development. Students are introduced to algorithms and development tools used to document/implement computer logic. Discusses the history of software development, the different types of programming such as real time processing, web/database applications, and different program development environments. Concepts will be applied using different programming languages, and students will develop and test working programs in an integrated system. (This class will be offered beginning in the 2024-2025 school year.)

- Grades 11-12
- Prerequisite: Principles of Computing and Website & Database Development
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

ENGINEERING & TECHNOLOGY EDUCATION

Engineering & Technology Education courses offer students an opportunity to gain knowledge in a wide variety of technological areas of industry. While enrolled in Engineering & Technology Education courses, students will gain knowledge which will enable them to develop thinking skills, personal management skills, and hands-on skills. All Engineering & Technology Education courses will offer the students an opportunity to investigate career opportunities and develop a foundation for future vocational training. **A major emphasis is placed on attitude, work ethic, problem solving, safety, and general job skills in each course. [PATHWAYS: Industrial Maintenance Mechanical; Construction; PLTW – Engineering; and Welding Technology = Page 58]**

MANUFACTURING COURSES

Participating in the Manufacturing Courses enables a student to earn multiple dual credits and pursue an Advanced Manufacturing internship as a senior through the Work Based Learning Program.

PRINCIPLES OF ADVANCED MANUFACTURING

7108-1
7108-2
Principles of Advanced Manufacturing is a course that includes classroom and laboratory experiences in Industrial Technology and Manufacturing Trends. Domains include safety and impact, manufacturing essentials, lean manufacturing, designing principles, manufacturing programming, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies.

- Grades 9-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

ADVANCED MANUFACTURING TECHNOLOGY

7103-1
7103-2

Advanced Manufacturing Technology introduces manufacturing processes and practices used in manufacturing environments. The course also covers key electrical principles, including current, voltage, resistance, power, inductance, capacitance, and transformers, along with basic mechanical and fluid power principles. Topics include, types of production, production materials, machining and tooling. Manufacturing planning, production control, and product distribution will be covered. Students will be expected to understand the product life cycle from conception through distribution. This course also focuses on technologies used in production processes. Basic power systems, energy transfer systems, machine operation and control will be explored. This course will use lecture, lab, online simulation and programming to prepare students for Certified Production Technician Testing through Manufacturing Skill Standards Council (MSSC)

- Grades 10-12
- Prerequisite: Principles of Advanced Manufacturing
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

INDUSTRIAL MAINTENANCE FUNDAMENTALS

7104-1
7104-2

Industrial Maintenance Fundamentals introduces students to fundamental Welding and Machining skills. Students will be introduced to basic skills in welding, cutting and brazing, and machine tooling that are applicable in a wide variety of trade professions. Specifically, students will learn safe practices in oxy-fuel and Arc welding processes along with experience in using turning, milling, and grinding applications.

- Grades 11-12
- Prerequisite: Principles of Advanced Manufacturing and Advanced Manufacturing Technology
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

CONSTRUCTION COURSES

Greensburg Community School Corporation and the United Brotherhood of Carpenters (UBC) have an agreement to provide GCHS students an opportunity for Direct Entry with up to 6 months credit into the Carpenters Apprenticeship Program. This is an excellent opportunity for GCHS students interested in entering any of the carpentry / construction professions. Students, whether or not they are interested in carpentry as a career, will develop and become proficient in basic use of carpentry skills.

PRINCIPLES OF CONSTRUCTION TRADES

7130-1
7130-2

Principles of Construction Trades will introduce the student to the Construction Curriculum developed by the United Brotherhood of Carpenters. Students, whether or not they are interested in carpentry as a career, will develop and become proficient in basic use of carpentry skills. The students will learn and apply knowledge in the care and safe use of hand and power tools utilized in the Construction Trades. Students will also learn the types and basic terminology associated with construction drawings and basic safety. Students will study the roles of individuals and companies within the construction industry and reinforce mathematical and communication skills necessary to be successful in the construction field.

- Grades 9-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

CONSTRUCTION TRADES: GENERAL CARPENTRY

7123-1
7123-2

The Construction Trades: General Carpentry course is a full year course. This course is also a continuation of the United Brotherhood of Carpenters Curriculum. The first semester students will complete required skills challenges and projects. The second semester the students are introduced to common building trades. The students will learn the basic fundamentals and complete hands-on activities from the fields of electrical, plumbing, concrete, framing, vinyl siding, and ceramic tile. The development of quality craftsmanship skills are emphasized throughout the year.

- Grades 10-12
- Prerequisites: Principles of Construction Trades
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

CONSTRUCTION TRADES: FRAMING AND FINISHING

7122-1
7122-2

The Construction Trades: Framing and Finishing course is a full year course. This course is also a continuation of the United Brotherhood of Carpenters Curriculum. The students will utilize the skills acquired from the prerequisite Construction Curriculum to plan and build a shed. This activity will provide instruction in reading building plans and transforming those drawings into a structure. The students will learn the basic framing practices utilized in residential home construction. Topics include roofing applications, thermal and moisture protection, exterior finishing, cold-formed steel framing, drywall installation and finishing, doors and door hardware, window, door, floor, and ceiling trim, and cabinet installation. The development of quality craftsmanship skills is emphasized throughout the year.

- Grades 11-12
- Prerequisite: Principles of Construction Trades and Construction Trades: General Carpentry
- 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 Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A Pathway course
- A two credit course

PROJECT LEAD THE WAY COURSES

PLTW – INTRODUCTION TO ENGINEERING DESIGN

4802-1
4802-2

This is an introductory course that develops student problem-solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem-solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned and equipment used are state of the art and are currently being used by engineers throughout the United States.

- Grades 9-12
- Prerequisite: Is concurrently taking Algebra I or has successfully completed Algebra I
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

PLTW - PRINCIPLES OF ENGINEERING

5644-1
5644-2

Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in postsecondary education programs and engineering career. They will also learn how engineers address concerns about the social and political consequences of technological change. This course will be offered alternate school years. (It will be offered during the 2023-2024 school year.)

- Grades 10-12
- Prerequisite: PLTW – Introduction to Engineering Design (beginning with the class of 2025)
- Prerequisites: Has successfully completed Geometry or concurrently be taking Geometry
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A Pathway course
- A two credit course

PLTW – COMPUTER INTEGRATED MANUFACTURING

5534-1
5534-2

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 analysis and make appropriate modifications before producing their prototypes. This course will be offered alternate school years. (It will be offered during the 2024-2025 school year.)

- Grades 10-12
- Prerequisite: PLTW - Introduction to Engineering Design
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A Pathway course
- A two credit course

PLTW - ENGINEERING DESIGN AND DEVELOPMENT

5698-1
5698-2

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

- Grade 12
- Prerequisites: PLTW - Introduction to Engineering Design, PLTW - Principles of Engineering Design, and PLTW -Computer Integrated Manufacturing OR PLTW – Introduction to Engineering Design and concurrently be taking PLTW Principles of Engineering Design and PLTW – Computer Integrated Manufacturing
- 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 Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A Pathway course
- A two credit course

PRINCIPLES OF WELDING TECHNOLOGY

7110-1
7110-2

This college course provides general study of oxy-fuel, shielded metal arc, gas tungsten arc, gas metal arc, submerged arc, plasma arc, resistance, flash and upset, friction, electron bean, and laser welding processes. Instruction on equipment, techniques, electrodes, fuel gasses and/or shielding gasses, weld joint design, advantages and limitations, process applications, process variables and operational costs is included in this course. Students will have the opportunity to earn an OSHA 10 Certification in this class.

- Grades 10-12
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

IVY TECH COLUMBUS COURSES

SHIELDED METAL ARC WELDING - WELDING I

7111-1
7111-2

Provides students with knowledge of shielded metal arc welding operations and equipment. Provides extensive practice time to produce the skills to make satisfactory welds with this process. Emphasizes safety hazards and safety practices in arc welding. The cost of this course for each individual student will be $75 with the remainder of the cost paid by the school corporation. Students need to be aware that not all welding programs honor transfer credit.

- Grades 11-12
- Prerequisite: Principles of Welding Technology - WELD 100
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course and 6 college credits (WELD 108 & 206)
- Course will meet every day (double blocked course)
- ****Upon completion of these two welding classes (WELD 108, WELD 206), a student will be an AWS Certified Welder in (Stick) Arc Welding.

GAS WELDING PROCESSES - WELDING II

7101-1
7101-2

This course examines various gas metal welding (GMAW) processes including microwire, flux-core, inner shield, and submerged arc with emphasis on metal inert gas welding. Techniques of welding in all positions on various thicknesses metal. Safety hazards and safe practices in arc welding are emphasized. The cost of this course for each individual student will be $75 with the remainder of the cost paid by the school corporation. Students need to be aware that not all welding programs honor transfer credit.

- Grades 12
- Prerequisite: Principles of Welding Technology - WELD 100 and Shielded Metal Arc - Welding I - WELD 108 & 206
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course and 6 college credits (WELD 207 & 272)
- Course will meet every day (double blocked course)
- ****Upon completion of these two welding classes (WELD 207 & WELD 272), a student will be an AWS Certified Welder in (MIG) Arc Welding.

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FAMILY AND CONSUMER SCIENCES

The discipline of Family and Consumer Sciences (FACS) has as its central focus preparing individuals to become independent, to transfer personal skills to the workplace, to assume family roles, to balance work and family, and to contribute to the good of the community and society. Family and Consumer Sciences Education has roots in both academic and career and technical education and easily reaches beyond the education system into the community as it focuses on the needs of individuals and families. Essential FACS preparation includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied work and family contexts. It is the aim of FACS courses that all students increase their ability to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives.

[PATHWAYS: Interior Design; Early Childhood Education; and Culinary Arts = Page 58]

PRINCIPLES OF INTERIOR DESIGN

7132-1
7132-2

Principles of Interior Design introduces students to fundamental design theory and color dynamics as applied to compositional design. Investigations into design theory and college dynamics will provide experiences in applying design theory to three-dimensional concepts, human factors and the psychology and social influences of space. These experiences will develop student's skills in creative problem solving, peer evaluation, and presentation skills.

- Grades 9-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

INTERIOR DESIGN FUNDAMENTALS

7127-1
7127-2

Interior Design Fundamentals provides students with an overview of the field of interior (environmental) design, including an understanding of fundamental construction knowledge and skills needed in the field. Exercises include small scale space analysis and functional planning based on user needs, furniture arrangement and selection, materials and finishes considerations and presentation techniques. Students will also learn basics regarding building practices, building structures, residential construction techniques, building materials and plan reading. Includes building codes, sustainable design practices, and the preparation of site and construction plans, elevations, sections, three-dimensional drawings details and hand renderings as they relate to construction and presentation drawings.

- Grades 10-12
- Prerequisite: Principles of Interior Design
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

MATERIALS, FINISHES, AND DESIGN

7128-1
7128-2

Materials, Finishes, and Design examines the physical properties and characteristics of furniture, materials, finishes, and architectural detailing. The course includes an intensive study of textiles, including fiber sources, identification and classification to finish and sustainable qualities. Students will apply textile knowledge to interior textile fabrications including window treatments, upholstery, carpet and wall coverings. Content environmental issues and problems in specifying, estimating, and installing these materials.

- Grades 11-12
- Prerequisites: Principles of Interior Design and Interior Design Fundamentals
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

PRINCIPLES OF EARLY CHILDHOOD EDUCATION

7160-1
7160-2

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

- Grades 9-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

EARLY CHILDHOOD EDUCATION CURRICULUM

7158-1
7158-2

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

- Grades 10-12
- Prerequisite: Principles of Early Childhood Education
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

EARLY CHILDHOOD EDUCATION GUIDANCE

7159-1
7159-2

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

- Grades 11-12
- Prerequisite: Principles of Early Childhood Education
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

PRINCIPLES OF CULINARY AND HOSPITALITY

7173-1
7173-2

Principles of Culinary and Hospitality is designed to develop on understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision making which affects operation management, products, labor, and revenue. Additionally, students will learn the fundamentals of food preparation, basic principles of sanitation, service procedures, and safety practice in the food service industry including proper operation techniques for equipment.

- Grades 9-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

NUTRITION

7171-1
7171-2
Nutrition students will learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and to apply those principles to menu planning and food preparation. This course will engage students in hands-on learning of nutritional concepts such as preparing nutrient dense meals or examining nutritional needs of student athletes.

- Grades 10-12
- Prerequisite: Principles of Culinary and Hospitality
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

CULINARY ARTS

7169-1
7169-2
Culinary Arts teaches students how to prepare the four major stocks, the five mother sauces (in addition to smaller sauces) and various soups. Additional emphasis is placed on the further development of the classical cooking methods. This course will also present the fundamentals of baking science including terminology, ingredients, weights and measures, and proper use and care of equipment. Students will produce yeast goods, pies, cakes, cookies, and quick breads.

- Grades 11-12
- Prerequisite: Principles of Culinary and Hospitality
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Pathway course
- A two credit course

HUMAN AND SOCIAL SERVICES I

5336-1
5336-2
Human and Social Services I is an introductory / exploratory course for students interested in careers in human and community services and other helping professions, as well as in variety of other career areas of interest. This course will help students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in a variety of career options. Students will also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students will complete weekly log sheets and varying assignments throughout each semester. Students will participate in two difference experiences, one each semester. Priority for placement will be given to seniors. **Students who participate in this class must provide their own transportation to and from their career exploration site.**

- Grades 11-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

EDUCATION PROFESSIONS I

5408-1
5408-2
Education Professions I 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. The focus of study includes Kindergarten (K) through Grade 12 and classroom placement will be made in Kindergarten (K) through Grade 8. 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 teacher.

- Grade: 11-12
- Prerequisites: Principles of Early Childhood Education

- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

EDUCATION PROFESSIONS II

5404-1
5404-2
Education Professions II prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professions II teacher. Articulation with post-secondary programs is encouraged.

- Grades 12
- Prerequisites: Education Professions I
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

MUSIC

These elective courses enable students to develop their individual talents and abilities.

STUDENTS WHO ELECT THESE CLASSES MUST BE WILLING TO PARTICIPATE IN OUTSIDE SCHOOL PRACTICES, PERFORMANCES, CONTESTS, ETC.

BEGINNING CONCERT BAND (L)

4160-1
4160-2
The Beginning Concert Band will rehearse and perform band literature suited to the performance abilities of most beginning instrumentalists. Several performances may be required outside the school day as a part of the unique experience for this performance group. The Beginning Band will rehearse and perform beginning level band literature throughout the year, maintaining the highest degree of rehearsal and performance standards for the literature being studied. A music fee is charged and performance attire is required. Students enrolled in the Beginning Band must demonstrate an understanding of music reading, develop technical skills on their instrument, and develop a high degree of musicianship on a brass, woodwind, or percussion instrument. Students are expected to practice outside the school day. Additionally, students who wish to learn a second instrument should enroll in the beginning band class. Students enrolled in the Beginning Band must demonstrate an understanding of music reading, develop technical skills on their instrument, and develop a high degree of musicianship on a brass, woodwind, or percussion instrument. Students are expected to practice outside the school day. Students who wish to learn how to play an instrument for the first time must meet with the instructor to see which brass, woodwind or percussion instrument would be best for them. Additionally, students who wish to learn a second instrument should enroll in the beginning band class. Credits in this course can be used toward the Core 40 with Academic Honors Diploma fine arts requirement or as an elective for any diploma. Participation in the band program is encouraged throughout high school, as the literature studied will change each semester during a four-year cycle. Students are REQUIRED to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Summer rehearsals and performances are REQUIRED as part of the class expectations. **This is a full year course.**

- Grades 9 - 12
- Elective Credit or Directed Elective Credit 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
- 2 credit course, 2 semester course

INTERMEDIATE CONCERT BAND (L)

4168-1
4168-2

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production; (2) technical skills; (3) intonation; (4) music reading skills; (5) listening skills; (6) analyzing music; and (7) studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students study a varied repertoire of developmentally appropriate concert band literature. Also, students are given opportunities to develop the ability to understand and convey the composer's intent in order to connect the performer with the audience.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are REQUIRED to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Summer rehearsals and performances are REQUIRED as part of the class expectations. **This is a full year course.**

- Grades 9-12
- Fulfills the requirement for one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Locally Created Pathway course
- This course may be taken for successive semesters
- A one credit course / semester

INSTRUMENTAL PERCUSSION ENSEMBLE

4162-1
4162-2

Instrumental Percussion Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber ensemble and solo literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are REQUIRED to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Summer rehearsals and performances are REQUIRED as part of the class expectations. **This is a full year course.**

- Grades 9-12
- Fulfills the requirement of one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical honors diplomas
- A Flex Credit course
- A Locally Created Pathway course
- This course may be taken for successive semesters
- A one credit course / semester

JAZZ ENSEMBLE

4164-1
4164-2

Jazz Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course develop musicianship and specific performance skills through group and individual setting for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A

limited amount of time outside of the school day me be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. **Student participates must be concurrently taking Intermediate Concert Band. Students are REQUIRED to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.**

- Grades 10 -12
- Prerequisite: Concurrently taking Intermediate Concert Band
- Fulfills the requirement for one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Locally Created Pathway course
- This course may be taken for successive semesters
- A one credit course / semester

INTERMEDIATE CHORUS (L)

4186-1
4186-2

Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus; (2) female chorus; (3) mixed chorus, or any combination thereof. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students MUST participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Choral repertoire should be developmentally appropriate. Additional emphasis is placed on sight-reading, critical listening skills, and vocal technique.

- Grades 9-12
- Fulfills the requirement for one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Locally Created Pathway course
- This course may be taken for successive semesters
- A one credit course / semester

INTERMEDIATE CHORUS (L) / WOMEN'S CHOIR

4186-1W
4186-2W

Intermediate Chorus provides female students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. Activities create the development of quality repertoire in the diverse styles of choral literature that is appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students MUST participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

Choral repertoire should be developmentally appropriate. Additional emphasis is placed on sight-reading, critical listening skills, and vocal technique. A student must AUDITION with the high school vocal teacher prior to enrollment. A list of students will be given to the guidance counselors following the auditions held before the end of the first semester.

- Grades 9-12
- Fulfills the requirement for one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

- A Flex Credit course
- A Locally Created Pathway course
- This course may be taken for successive semesters
- A one credit course / semester

ADVANCED CHORUS (L) / SHOW CHOIR

4188-1
4188-2
Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of (1) male chorus; (2) female chorus; (3) mixed chorus or any combination thereof. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students MUST participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

The choral repertoire must be of the highest caliber. Mastery of basic choral technique must be evident. Areas of refinement include a cappella singing, sight-reading, and critical listening skills. Each member must AUDITION before March 1st on vocal techniques as well as dancing abilities.

- Grades 9-12
- Prerequisite: Beginning Chorus, Intermediate Chorus/Concert Choir, Intermediate Chorus/Women's Choir, or by the Director's Approval
- Fulfills the requirement for one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Locally Created Pathway course
- This course may be taken for successive semesters
- A one credit course / semester

APPLIED MUSIC (L) - GUITAR

4200
Applied Music is based on the Indiana Academic Standards for High School Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music. This beginning guitar class may include students who read music and want to learn to play the guitar and may also include students who can play the guitar and want to learn to read music.

- Grades 11-12
- Fulfills the requirement of one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical honors diplomas
- A Flex Credit course
- A Locally Created Pathway course
- A one credit course

MUSIC HISTORY AND APPRECIATION

4206
Students taking this course receive instruction designed to explore music and major musical style periods through understanding music in relation to both Western and Non-Western history and culture. Activities include but are not limited to:
(1) listening to, analyzing, and describing music; (2) evaluating music and music performances; and (3) understanding relationships between music and the other arts, as well as disciplines outside of the arts. Interactive discussions are a critical part of this course.

- Grades 9-12
- Fulfills the requirement for one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

- A Flex Credit course
- A Locally Created Pathway course
- A one credit course

PIANO AND ELECTRIC KEYBOARD (L)

4204

Piano and Electronic Keyboard is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students will learn to perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions. Students will be required to study out of a book and will read music in this course. No previous experience is required.

- Grades 9-12
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors Diplomas
- A one credit course

AP MUSIC THEORY

4210-1AP

4210-2AP

AP Music Theory 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 Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized. This course will be offered alternate school years. (This course will be offered during the 2025-2026 school year.)

- Grades 10-12
- Prerequisites: Piano and Electric Keyboard
- Fulfills the requirement for one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A Locally Created Pathway course
- A two credit course

CAREER EDUCATION PROGRAMS

Students may participate in one of the different types of career education opportunities during their junior and/or senior years. Students need to plan ahead and concentrate on meeting requirements in order to make their junior and/or senior year schedule available for such vocational choices. ***Note**: If a student participates in the ICE program, he/she must belong to BPA at a cost to the student. (This fee may be subject to change based on an increase in membership dues).*

WORK BASED LEARNING CAPSTONE

5974-1

5974-2

Work Based Learning (WBL) Capstone is an instructional strategy that can be implemented as a stand-alone course that prepares students for college and/or career. This strategy builds students' skills and knowledge in their chosen career path and furthers their study within the area of interest. 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 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 achievement and performance. Students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Students are monitored in their experiences by the content-related CTE teacher.

- Grade 12
- Prerequisites: Preparing for College and Careers and 3 credits of courses related to a student's pathway OR have completed a CTE Pathway OR be concurrently completing a CTE Pathway OR have 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.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course per semester / four credits for school year
- Participation in this program requires recommendation of appropriate CTE Teacher(s) and an Interview

COOPERATIVE EDUCATION
(Including Related Instruction and On-The-Job Training)

6162-1
6162-2

Cooperative Education is an approach to employment training that spans all career and technical education program areas through school-based instruction and on-the-job training. Time allocations are a minimum of fifteen hours per work 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 school employment and cooperative education will be followed. On credit per semester will be earned for successfully completing Related Instruction in the classroom. Two credits per semester will be earned for successful on-the-job training. **Time sheets are mandatory component. Not turning in time sheets will result in a semester failure. Each semester grade is a combination of three components: Work Evaluations, Work Hours, and Work Reports.**

- Grade 12
- Recommended Prerequisites: Courses from program areas related to the student's career objective
- Parent or guardian approval required for consideration into this program
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A three credit course per semester / six credits for the school year

C4 VOCATIONAL SCHOOL - COSMETOLOGY

The Columbus Area Vocational School offers a Cosmetology Program. This educational opportunity is available to juniors and seniors, and requires an application and interview for acceptance. A student must enroll in three courses plus Seminar at the high school and then enroll in the Cosmetology Program at C4. This C4 Program is an Elective Credit or Directed Elective Credit course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma.

Also, it is a Flex Credit course and. College and Career pathway course. A student will earn four credits per semester upon successful completion. A student will be responsible for his/her own transportation due to the fact that this C4 class runs on an extended day schedule. A student will also be responsible to purchase his/her Cosmetology Kit. Tuition is paid by the school.

NEXT LEVEL PROGRAMS OF STUDY PATHWAYS

(Fulfills Bucket 3: Postsecondary – Ready Competencies)

Radio & Television Broadcasting Pathway^	Biomedical Science & Technology Pathway
Principles of Broadcasting	Principles of Biomedical Science
Audio & Video Production Essentials	Human Body Systems OR Anatomy & Physiology*
Mass Media Production	Medical Interventions
Pre-Nursing Program	**Ag Mechanical and Engineering Pathway**
Principles of Healthcare	Principles of Agriculture*
Medical Terminology*	Agriculture Power, Structures and Technology*
Healthcare Specialist: CNA*	Agriculture Structures, Fabrication, and Design
Agri-Science – Animals Pathway	**Agri-Science – Plants Pathway**
Principles of Agriculture*	Principles of Agriculture*
Animal Science*	Plant and Soil Science*
ALS: Animals*	ALS: Plants and Soils*
Business Administration Pathway	**Accounting Pathway^**
Principles of Business Management*	Principles of Business Management*
Management Fundamentals*	Accounting Fundamentals
Accounting Fundamentals	Advanced Accounting
Finance & Investment Pathway	**Culinary Arts Pathway^**
Principles of Business Management*	Principles of Hospitality and Culinary
Accounting Fundamentals	Nutrition
Finance & Investment*	Culinary
Software Development Pathway	**Industrial Maintenance Mechanical Pathway**
Principles of Computing	Principles of Advanced Manufacturing*
Website & Data Development	Advanced Manufacturing Technology*
Software Development	Industrial Maintenance Fundamentals*
Interior Design Pathway	**Early Childhood Education Pathway**
Principles of Interior Design	Principles of Early Childhood Education*
Interior Design Fundamentals	Early Childhood Education Curriculum*
Materials, Finishes, and Design	Early Childhood Education Guidance*
Construction Trades – Carpentry Pathway^	**Welding Technology Pathway**
Principles of Construction Trades	Principles of Welding Technology*
Construction Trades: Carpentry	Shielded Metal Arc Welding*
Construction Trades: Framing & Finishing	Gas Welding Processes*
PLTW - Engineering Pathway	**Pathway offered at C4- Cosmetology**
PLTW Introduction to Engineering Design*	
PLTW Principles of Engineering*	
PLTW Computer Integrated Manufacturing	

* = Dual Credit
^ = Possible Certification

LOCALLY CREATED PATHWAYS

(Fulfills Bucket 3: Postsecondary - Ready Competencies)

	GCHS Credits	ART	BAND	CHORUS
Education Professions I OR Principles of Business Management	2	**Required**	**Required**	**Required**
Introduction to 2D Art	1	**Required**		
Introduction to 3D Art	1	**Required**		
Advanced 2D Art	1	*		
Drawing I	3	*		
Painting I	1	*		
AP Studio: 2-D Design	2	**		
AP Studio: Drawing	2	**		
AP Art History	2	**		
Beginning Band	8		**	
Intermediate Concert Band	8		**	
Instrumental Percussion Ensemble	8		**	
Jazz Ensemble	6		*	
Applied Music - Guitar	1		*	
Music History & Appreciation	1		*	
AP Music Theory	2		**Required**	**Required**
Intermediate Chorus	8			**
Intermediate Chorus / Women's Choir	8			**
Advanced Chorus / Show Choir	8			**

*** An Elective Course**

**** Required to take one of courses in Art**

**** Required to take one of two courses in Band**

**** Required to take one of three courses in Choral**

ALTERNATE DIPLOMA

The Course of Study for the Alternate Diploma 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).

English/Language Arts	**8 credits/applied units**
	Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	**4 credits/applied units**
	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.
Science	**4 credits/applied units**
	Including a balance of physical, earth/nature, life, engineering and technology
Social Studies	**4 credits/applied units**
	Including a balance of history, civics and government, geography, economics
Physical Education	**2 credits/applied units**
Health & Wellness	**1 credit/applied unit**
Employability	**10 credits/applied units**
	Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, intro to post-secondary options
	Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self-advocacy
Electives	**7 credits/applied units**

Alternate Diploma Transition Portfolio

Students earning a certificate of completion fulfill <u>at least one</u> 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

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.

ALTERNATE DIPLOMA SEQUENCE

2024-2025 School Year	**2025-2026 School Year**
1. (A) ENGLISH 2. (A) ALGEBRA I 3. (A) PHYSICAL / LIFE SCIENCE 4. (A) U.S. HISTORY 5. (A) PRINCIPLES OF CULINARY* (grades 9 & 10) (A) CAREER EXPLORATION II* (grades 11 & 12) 6. ELECTIVE (PE/PE) 7. ELECTIVE 8. ELECTIVE	1. (A) ENGLISH 2. (A) BUSINESS MATH 3. (A) EARTH SPACE SCIENCE 4. (A) WORLD HISTORY 5. (A) BASIC SKILLS (COOKING)* / HEALTH* (grades 9 & 10) (A) CAREER EXPLORATION III* (grades 11 & 12) 6. ELECTIVE 7. ELECTIVE 8. ELECTIVE
2026-2027 School Year	**2027-2028 School Year**
1. (A) ENGLISH 2. (A) ALGEBRA I 3. (A) COOPERATIVE ED CLASS* 4. (A) US GOVT / ECONOMICS 5. (A) PRINCIPLES OF CULINARY* (grades 9 & 10) (A) CAREER EXPLORATION IV* (grades 11 & 12) 6. ELECTIVE 7. ELECTIVE 8. ELECTIVE	1. (A) ENGLISH 2. (A) BUSINESS MATH 3. (A) BIOLOGY I 4. (A) GEOGRAPHY 5. (A) BASIC SKILLS (COOKING)* / PCC* (grades 9 & 10) (A) CAREER EXPLORATION I* (grades 11 & 12) 6. ELECTIVE 7. ELECTIVE 8. ELECTIVE
(A) = Applied / Taught by a Special Education Teacher	

Employability Courses = Career Exploration I, II, III, & IV, Preparing for Careers, Principles of Culinary, Basic Skills (Culinary), Cooperative Ed Class

Other Work Related Activities = Coffee Cart, Recycling, Job Shadow, Community Service

POSSIBLE ELECTIVES

INTRO TO 2D / ADVANCED 2D ART
INTERMEDIATE CHOIR
PHYSICAL EDUCATION
AQUATICS (approval needed)
ADVANCED PHYSICAL EDUCATION (after one year of PE)
PRINCIPLES OF ADVANCED MANUFACTURING
PRINCIPLES OF INTERIOR DESIGN
PRINCIPLES OF CULINARY AND HOSPITALITY (after one year of (A) Principles of Culinary)
PRINCIPLES OF CONSTRUCTION
PRINCIPLES OF AGRICULTURE

EARLY COLLEGE PROGRAM

VISION STATEMENT:

Greensburg Community High School's Early College Program will advocate for all students through collaborating with parents, community, and educators to support student achievements.

MISSION STATEMENT:

Greensburg Community High School's Early College Program strives to empower students to develop their maximum academic abilities throughout high school and create a highly effective foundation for success at the post-secondary education level.

POST-SECONDARY EDUCATIONAL PARTNER:

Ivy Tech Community College – Columbus

GRADUATION REQUIREMENTS

A High School Diploma is a certificate of graduation used by the governing body of the school corporation certifying that the student has satisfied the minimum requirements for graduation from a high school corporation. Early College students may graduate with a Core 40 Diploma, Core 40 with Academic Honors, or Core 40 with Technical Honors. **Core 40** is a high school curriculum that helps prepare students for college. It includes a series of academically challenging courses in English, Math, Science, and Social Studies. A student also must complete Directed Electives selected from World Language, Fine Arts, or a Career-Technical area of: Agriculture, Business, FACS, or Technology Education. The **Core 40 with Academic Honors** has the traditional Core 40 requirements as the base, with rigorous requirements above and beyond those required for the traditional Core 40 Diploma. The **Core 40 with Technical Honors** has the traditional Core 40 requirements as the base, with rigorous requirements in technical achievement above and beyond those required for the traditional Core 40 Diploma.

To graduate with an Ivy Tech Community College Technical Certificate, the student must:

1. Earn a High School Diploma
2. Attain a minimum grade point average of 2.00 in the required technical and general education courses.
3. Successfully complete the required number of credits, with credits earned through Ivy Tech Columbus and Dual Credit opportunities at GCHS, and not through test-out or others means of Advanced Placement. This will result in earning the Indiana College Core.
4. Satisfy all financial obligations due to Ivy Tech Columbus (Greensburg Community High School's Early College Program students may be charged a fee for courses taught within the Program), and
5. Satisfy Program accreditation standards that may have additional requirements.

Each student entering the final semester prior to graduation must complete an Application for Graduation. This will be completed at the high school with the help of the high school counselors

IVY TECH COMMUNITY COLLEGE'S INDIANA COLLEGE CORE EDUCATION CERTIFICATE

Ivy Tech Community College's Indiana College Core (ICC) Certificate is incorporated into all transfer curriculums unless program accreditation requirements dictate a different selection of courses. This certificate is designed to prepare students for successful transfer to the baccalaureate-degree granting institution of their choice. Students who complete the ICC requirements will have met the requirements for the ICC and will have this noted on their high school transcript.

Students who earn an ICC will receive Ivy Tech transcript request information from GCHS upon high school graduation. This information will enable proper transfer of college credits.

Ivy Tech Community College Courses
Indiana College Core (ICC)

[Possibility of earning a High School Diploma and earning a Technical Certificate from IVY Tech]

Written Communication		**3 credits**
ENGL 111 English Composition	(3 credits)	
Speaking and Listening		3 credits
COMM 101 Fundamentals of Public Speaking	(3 credits)	
Quantitative Reasoning		3 - 15 credits
MATH 135 Finite Math	(3 credits)	
MATH 136 College Algebra	(3 credits)	
MATH 137 Trig with Analytic Geometry	(3 credits)	
MATH 211 Calculus I	(4 credits)	
Scientific Ways of Knowing		3 - 15 credits
BIOL 101 Biology I	(3 credits)	
SCIN 100 Earth Science *(2024-2025 last school year available)*	(4 credits)	
AP Chemistry (AP Exam- 3 score)	(3 credits)	
AP Chemistry (AP Exam- 4 or 5 score)	(10 credits)	
Social and Behavioral Ways of Knowing		3 - 15 credits
HIST 101 Survey of American History I	(3 credits)	
HIST 102 Survey of American History II	(3 credits)	
PSYC 101 Introduction to Psychology	(3 credits)	
AP World History: Modern (AP Exam- 3, 4, or 5 score)	(3 credits)	
AP US Government & Politics (AP Exam- 3, 4, or 5 score)	(3 credits)	
AP Microeconomics (AP Exam- 3, 4, or 5 score)	(3 credits)	
Humanistic and Artistic Ways of Knowing		3 - 15 credits
SPAN 101 Spanish Level I	(4 credits)	
SPAN 102 Spanish Level II	(4 credits)	
SPAN 201 Spanish Level III	(3 credits)	
SPAN 202 Spanish Level IV	(3 credits)	
FREN 101 French Level I	(4 credits)	
FREN 102 French Level II	(4 credits)	
FREN 201 French Level III	(3 credits)	
FREN 202 French Level IV	(3 credits)	
AP Art History (AP Exam- 3 score)	(3 credits)	
AP Art History (AP Exam- 4 or 5 score)	(6 credits)	
	Total:	
	Total Indiana College Core:	**30 minimum credits**

Students have the opportunity to pursue specific dual credits in four designated pathways which may lead to possible college degrees. These four pathways are:

- Associate Degree in Agriculture (2-year degree)
- Associate Degree in Business Administration (2-year degree)
- Associate Degree in Early Childhood Education (2-year degree)
- Welding: Technology Certificate (1-year degree) / Structural Certificate (less than 1-year)

As outlined in the following information for each pathway, a student has the opportunity to earn specific dual credits at GCHS and then finish the intended degree at Ivy Tech after high school graduation. This opportunity is a tremendous savings of energy, time, and money for students who have a desire to pursue any of these degrees.

Ivy Tech Community College - AGRICULTURE

[Possibility of earning a High School Diploma and also earning 36 credits toward an Associate of Science in Agriculture; completing the remaining 24 credits at Ivy Tech]

COURSES OFFERED AT GREENSBURG COMMUNITY HIGH SCHOOL

ENGL 111 English Composition	3 credits
COMM 101 Fundamentals of Public Speaking	3 credits
MATH 136, MATH 137, and/or MATH 211	6 credits
HIST 101, HIST 102, and/or PSYC 101	6 credits
SPAN 101 & 102 or FREN 101 & 102	6 credits
AGRI 100 Introduction to Agriculture	3 credits
AGRI 102 Agricultural Business & Farm Management	3 credits
AGRI 103 Animal Science	3 credits
AGRI 105 Plant and Soil Science	3 credits
AGRI 106 Agricultural Mechanization	3 credits
AGRI 107 Advanced Animal Science	3 credits
AGRI 109 Advanced Plant & Soil Science	3 credits

Ivy Tech Community College - BUSINESS ADMINISTRATION

[Possibility of earning a High School Diploma and also earning 28 credits toward an Associate of Science in Business Administration; completing the remaining 32 credits at Ivy Tech Campus]

COURSES OFFERED AT GREENSBURG COMMUNITY HIGH SCHOOL

ENGL 111 English Composition	3 credits
COMM 101 Fundamentals of Public Speaking	3 credits
MATH 135, MATH 136, and/or MATH 137	6 credits
BIOL 101 Introductory Biology	3 credits
SCIN 100 Earth Space Science	4 credits
PSYC 101 Intro to Psychology	3 credits
BUSN 101 Intro to Business	3 credits
BUSN 105 Principles of Management	3 credits

Ivy Tech Community College - EARLY CHILDHOOD EDUCATION

[Possibility of earning a High School Diploma and also earning 28 credits toward an Associate of Science Degree In Early Childhood Education; completing the remaining 32 credits at Ivy Tech Campus]

COURSES OFFERED AT GREENSBURG COMMUNITY HIGH SCHOOL

ENGL 111 English Composition	3 credits
COMM 101 Fundamentals of Public Speaking	3 credits
MATH 136 Trigonometry	3 credits
BIOL 101 Introductory Biology	3 credits
SCIN 100 Earth Space Science	4 credits
HIST 101, HIST 102, and/or PSYC 101	6 credits
ECED 100 Intro to Early Childhood Education	3 credits
ECED 103 Curriculum in the Early Childhood Classroom	3 credits

Ivy Tech Community College - WELDING TECHNOLOGY

[Possibility of earning a High School Diploma and also earning 18 credits toward a Technical Certificate in Welding Technology; completing the remaining 16 credits at Ivy Tech Campus]

COURSES OFFERED AT GREENSBURG COMMUNITY HIGH SCHOOL

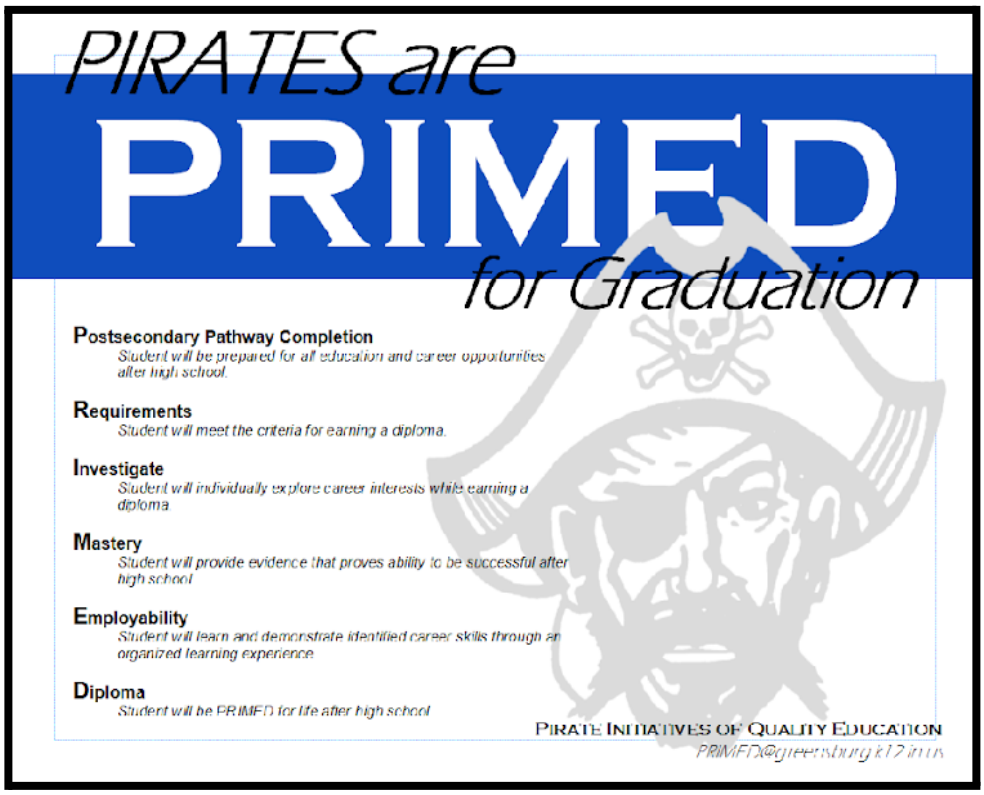
MATH 136, MATH 137, or MATH 135	3 credits
WELD 100 Welding Fundamentals	3 credits
WELD 108 Shielded Metal Arc Welding I	3 credits
WELD 206 Shielding Metal Arc Welding I	3 credits
WELD 207 Gas Metal Arc (MIG) Welding	3 credits
WELD 272 Gas Metal Arc (MIG) Welding	3 credits

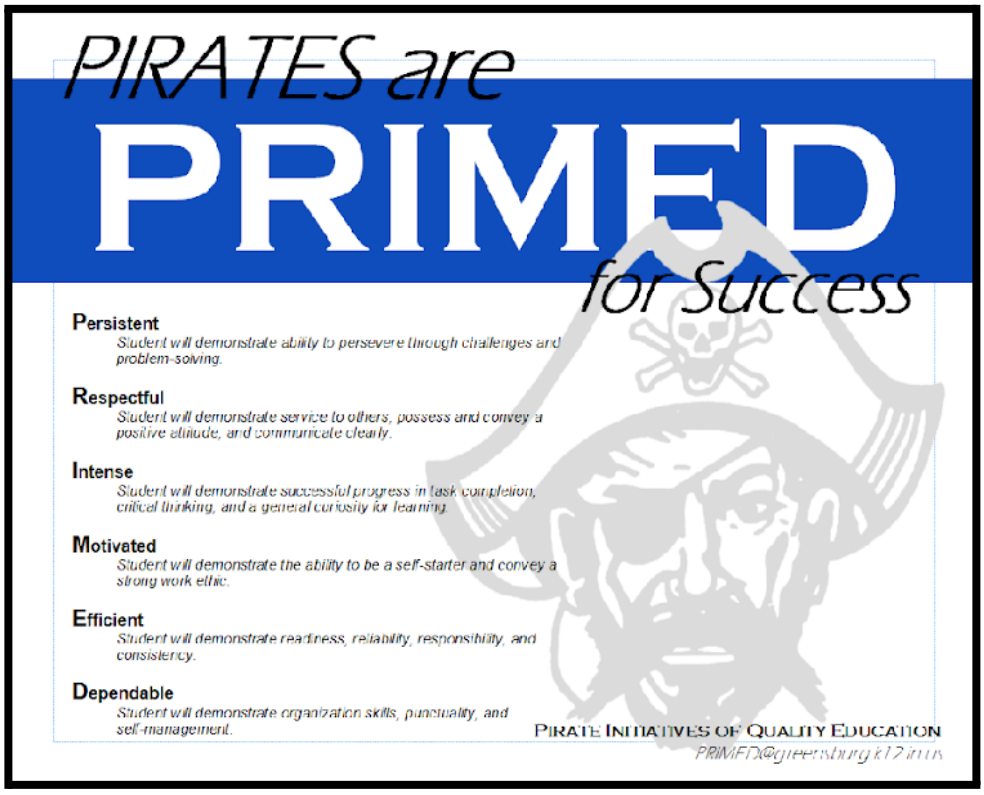
Ivy Tech Community College - STRUCTURAL WELDING

[Possibility of earning a High School Diploma and also earning 15 credits toward a Certificate in Structural Welding; completing the remaining 6 credits at Ivy Tech Campus]

COURSES OFFERED AT GREENSBURG COMMUNITY HIGH SCHOOL

WELD 100 Welding Fundamentals	3 credits
WELD 108 Shielded Metal Arc Welding I	3 credits
WELD 206 Shielding Metal Arc Welding II	3 credits
WELD 207 Gas Metal Arc (MIG) Welding	3 credits
WELD 272 Gas Metal Arc (MIG) Welding	3 credits


PIRATES are
PRIMED
for Graduation
Postsecondary Pathway Completion
Student will be prepared for all education and career opportunities after high school.
Requirements
Student will meet the criteria for earning a diploma.
Investigate
Student will individually explore career interests while earning a diploma.
Mastery
Student will provide evidence that proves ability to be successful after high school.
Employability
Student will learn and demonstrate identified career skills through an organized learning experience.
Diploma
Student will be PRIMED for life after high school.
PIRATE INITIATIVES OF QUALITY EDUCATION
PRIMED@greensburgk12.in.us


PIRATES are
PRIMED
for Success
Persistent
Student will demonstrate ability to persevere through challenges and problem-solving.
Respectful
Student will demonstrate service to others, possess and convey a positive attitude, and communicate clearly.
Intense
Student will demonstrate successful progress in task completion, critical thinking, and a general curiosity for learning.
Motivated
Student will demonstrate the ability to be a self-starter and convey a strong work ethic.
Efficient
Student will demonstrate readiness, reliability, responsibility, and consistency.
Dependable
Student will demonstrate organization skills, punctuality, and self-management.
PIRATE INITIATIVES OF QUALITY EDUCATION
PRIMED@greensburgk12.in.us