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## **AGRICULTURAL EDUCATION**

(Argos)

### **BUSINESS & INFORMATION TECHNOLOGY**

4524

#### **ACCOUNTING** (ACC)

*Accounting* introduces the language of business using Generally 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 reports as a basis for decision making.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General diploma only

#### **BUSINESS LAW AND ETHICS** (BUSLAW ETH)

4560

*Business Law and Ethics* provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses.

- Recommended Grade Level: Grade 11-12
- Recommended prerequisites: None
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

#### **INFORMATION COMMUNICATIONS AND TECHNOLOGY** (IT COM TECH)

4528

*Information Communications and Technology* introduces students to the physical components and operation of computers. Technology is used to build students decision-making and problem-solving skills. Students should be given the opportunity to seek an industry-recognize digital literacy certification.

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

### **PERSONAL FINANCIAL RESPONSIBILITY** (PERSFINRSP)

4540

*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.

- Recommended Grade Level: 9
- Recommended Prerequisite: None
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the courses specified in the sequence of courses for all Career Clusters and all of Indiana's College and Career Pathway Plans

### **PRINCIPLES OF BUSINESS MANAGEMENT** (BUSMGMT)

4562

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

- Recommended Grade Level: Grade 11-12
- Recommended prerequisites: None
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Available for Vocational Credit
- Dual Credit (pending)

**PRINCIPLES OF MARKETING**  
(PRN MRKT)

5914

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

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Available for Dual Credit and Vocational Credit

**WEB DESIGN**  
(WEB DESIGN)

4574

*Web Design* is a business course that provides instruction in the principles of web design using HTML/XHTML and current /emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies should include peer teaching, collaborative instruction, project-based learning activities, and school and community projects.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Digital Communication Tools and Computer Applications
- Credits: A one-credit or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Technical Honors Diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Career Clusters: A recommended component for career pathways in the following Indiana career clusters:  
Arts, AV Technology & Communications  
Business, Management, & Administration  
Information Technology  
Marketing, Sales & Service

Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

# INDUSTRIAL TECHNOLOGY

## TECHNOLOGY SYSTEMS (TECH SYST)

4808

Technology Systems is a course that focuses on the technologies used in the career pathways related to Architecture & Construction, Arts, A/V Technology & Communications, Manufacturing, Science, Technology, Engineering & Mathematics and the Transportation, Distribution, & Logistics career clusters. Instructional strategies include creative problem solving activities that address real-world problems and opportunities. Computer experiences are used to incorporate graphics, simulations, networking, and control systems. Students are also introduced to, and engaged in investigating career opportunities within a career cluster of their choice. Systems thinking skills are used by students to study, diagram, and test a solution to a scenario related to their career interests.

- Recommended Grade Level: 9-12
- Recommended prerequisite: None
- Credits: 1 semester course, 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## INTRODUCTION TO DESIGN PROCESSES (INT DES PRO)

4794

*Introduction to Design Processes* is a course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, testing, communicating, and presenting post-evaluation of products. Students use the design process to analyze research, develop ideas, and produce products solutions. This process gives a framework through which they design, manufacture tests present their idea. Students will demonstrate and utilize design principles and elements for visual presentation. Designing aspects will also cover aesthetics, ergonomics, the environment, safety, and production. The design process is a core-learning tool for many courses enabling the student to solve problems in a systematic, logical and creative manner. Students develop a good understanding of the way the process helps them think creatively and developing aesthetic ideas. The design process encourages the students to engage in higher level thinking to create solutions for many types of problems.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 Credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
-

4784

**INTRODUCTION TO MANUFACTURING**  
(INT MAN)

*Introduction to Manufacturing* is a course that specializes in how people use modern manufacturing systems with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a background toward developing, engineering & technological literacy. This understanding is developed through the study of the two major technologies., material processing and management technology , used by all manufacturing enterprises. Students will apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products Students will investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of materials processes: casting and molding; forming; separating; conditioning; finishing; and assembling.

- Recommended Grade Levels: 9 -12
- Recommended Prerequisite: None
- Credits: 1 credit course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

4796

**INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS**  
(INT ADV MFTG)

*Introduction to Advanced Manufacturing and Logistics* is a course that specializes in how people use modern manufacturing systems with an introduction to advanced manufacturing and logistics and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. Students study six major types of materials processes; casting and molding; forming; separating; conditioning; finishing; and assembling. After gaining a working knowledge of these materials, Students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, MSCS's, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors.

Recommended Grade Levels: 9 -12

- Recommended Prerequisites: None
- Credits: A 1 credit course
- 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 Career Academic Sequence, Career-Technical program, or Flex Credit course.

## **CIVIL ENGINEERING AND ARCHITECTURE** (CIVIL ENG)

5640

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

- Recommended Grade Levels: 9-12
- Recommended Prerequisites: None
- Credits: 2 semesters, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course

## **ENGLISH/LANGUAGE ARTS**

### **ENGLISH 9** (ENG 9)

1002

*English 9*, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 9, is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and

technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

## **ENGLISH 10**

*(ENG 10)*

1004

*English 10*, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 10, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: English 9 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

## **ENGLISH 11**

*(ENG 11)*

1006

*English 11*, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 11, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, 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.

- Recommended Grade Level: Grade 11
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course



0514

**HUMANITIES**  
(HUMANITIES)

A course in humanities provides for the study of content drawn from history, philosophy, literature, languages, and the arts. This course also includes an in-depth study of specific disciplines in these and related subject areas that could include: (1) linguistics; (2) archeology; (3) jurisprudence; (4) the history, theory, and criticism of the arts; (5) the history and philosophy of science; (6) ethics; (7) comparative religions; and (8) other aspects of the social sciences which relate to understanding life and the world. The emphasis of the course work is on developing an understanding of the content of the course and how to actually apply it to the human environment. Particular attention is given to the relevance of these applications in regard to the current conditions of life. (Student selection for the course is based on standardized test scores, English grades, and/or teacher recommendation.)

- Recommended Grade Level: 11
- Recommended Prerequisites: None
- Credits: One credit per semester up to 2 credits
  
- This course may qualify for AHD credit if it meets the standards for specific language arts, social studies, or fine arts courses and is taught by teachers licensed in the specific subject areas.
- Counts as an Elective for all diplomas
- A Career Academic Sequence or Flex Credit course
- Concurrent credit available

1008

**ENGLISH 12**  
(ENG 12)

*English 12*, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* for Grade 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, 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

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General and Core 40
- A Career Academic Sequence or Flex Credit course

## **ENGLISH LITERATURE AND COMPOSITION (ADVANCED PLACEMENT)**

1058

(LIT/COMP AP)

*English Literature and Composition, Advanced Placement*, is an advanced course based on *Indiana's Academic Standards for English/Language Arts* in Grade 11 or 12. The course is based on content established by the College Board. The College Board course description says: *An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.*

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course
- College Board Description at College Board AP Central: [apcentral.collegeboard.com](http://apcentral.collegeboard.com)
- College Board does NOT designate the grade level (Grade 11 or 12) when this course should be offered.
- English 12 could be incorporated into this course, if this course is offered at Grade 12.
- Because this course depends on the development of interpretive skills as students learn to write and read with increasing complexity and sophistication, English Language and Composition, Advanced Placement is intended to be a full-year course.
- Concurrent credit available

## **GRAMMAR**

1062

(GRAMMAR)

*Grammar*, a language studies course based on *Indiana's Academic Standards for English/Language Arts*, is a study of the English language system. Students examine and apply the conventions of oral and written expression that include syntax, usage, punctuation, and spelling. Students learn grammatical terminology, study grammar in the context of reading and writing, and apply grammatical concepts in writing and speaking.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1 credit
- Counts as an English/Language Arts Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **LANGUAGE ARTS LAB**

1010

(LANG LAB)

*Language Arts Lab* is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with *Indiana's Academic Standards for English/Language Arts* in Grades 9-12 and focusing on the Writing Standards (Standards 4, 5, and 6).

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels.
- Counts as an English/Language Arts Elective only for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is for students who need additional support in all the language arts (reading, writing, speaking and listening), especially in writing.
- NOTE: The course may also be used for students who need extra preparation to take Advanced Placement classes or college placement examinations.

1076

**SPEECH**  
(SPEECH)

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

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course
- NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

1086

**STUDENT PUBLICATIONS (Newspaper & Yearbook)**  
(STDNT PUBS)

*Student Publications*, a course based on *Indiana's Academic Standards for English/Language Arts* and the *High School Journalism Standards*, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school

publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

- Recommended Grade Level: Grades 10, 11, or 12
- Recommended Prerequisites: English 9, Journalism, or teacher recommendation
- Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels.
- Counts as an English/Language Arts Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: This is the designated school newspaper or yearbook course.

## **FAMILY AND CONSUMER SCIENCES - COMPREHENSIVE**

### **ADULT ROLES AND RESPONSIBILITIES** (ADULTROLES)

5330  
CIP Code 19.0401

*Adult Roles and Responsibilities* builds knowledge, skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. A project-based approach that utilizes higher order thinking, communication, leadership, and management is recommended in order to integrate suggested topics into the study of individual and family issues. The focus is on becoming independent, contributing, and responsible participants in family, community, and career settings. Topics include living independently and family formation; financial management; analysis of personal standards, needs, aptitudes and goals; integration of family, community, and career responsibilities; consumer choices and decision making related to nutrition and wellness, clothing, housing, and transportation; relationship of technology and environmental issues to family and consumer resources; and community roles and responsibilities of families and individuals. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This course is designed for students who may not have had other FACS classes and is recommended for all students regardless of their career cluster or pathway, in order to build skills needed for assuming the roles and responsibilities they will encounter as they prepare to complete high school and enter the adult world.

- Recommended Grade Levels: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: One-semester course, one credit

- 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 Career Academic Sequence, Career-Technical program, or Flex Credit course
- One of the six FACS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)
- Academic content standards:  
<http://doe.in.gov/octe/facs/adultroles.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/adultroles.html>
- Funding: One of the seven courses from which schools must select four to teach a minimum of once every other year in order to qualify for state vocational funding - see State Rule 511 IAC 6.1-5.1-10.1 (c). This course generates state vocational funding (APC) for schools with approved FACS programs.

## **ADVANCED NUTRITION AND FOODS**

(ADV NTRN FD)

5340

CIP Code: 19.0504

*Advanced Nutrition and Foods* is a sequential course that builds on concepts from Nutrition and Wellness or Culinary Arts Foundations. This course addresses more complex concepts in nutrition and foods, with emphasis on contemporary issues, or on advanced special topics such as International, Regional, and/or Cultural Foods; Food Science, Nutrition, or Dietetics; or with emphasis on a particular aspect of the food industry, such as Baking, Catering, or Entrepreneurial Endeavors. Higher order thinking, communication, leadership and management processes will be integrated in classroom and laboratory activities. Topics include: In-depth study of daily nutrition and wellness throughout the life span; Acquiring, organizing, and evaluating information about foods and nutrition; Selecting and preparing nutritious meals; Safety and sanitation in food production; Meal planning and preparation for specific economic, psychological, and nutritional needs; Community and world food concerns, including scarcity and hunger; Advanced impacts of science and technology on nutrition, food, and related tools and equipment; Exploring careers in nutrition and food industries. Laboratory experiences with advanced applications are required. School-based entrepreneurial enterprises, field-based observations/experiences or internships, and service learning activities are recommended.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: Nutrition and Wellness or permission of instructor
- Credits: One-semester or two-semester course, one credit per semester - course may be repeated for up to four semesters to accommodate a variety of special topics in advanced nutrition and foods
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Content standards and competencies are defined
- Academic content standards: <http://doe.in.gov/octe/facs/chemfo&nut.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/chemfo&nut.html>
- Teacher Requirements: A vocationally licensed (CTE) family and consumer sciences teacher must teach this course. <http://doe.in.gov/dps/licensing/assignmentcode>
- Funding: This course generates state vocational funding (APC) for schools with approved FACS programs.

## **CHILD DEVELOPMENT AND PARENTING**

(CHLD DEV)

5362

CIP Code: 19.0706

*Child Development and Parenting* addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of child development and parenting. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This course is recommended for all students regardless of their career cluster or pathway to build basic parenting skills and is especially appropriate for students with interest in human services and education-related careers.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester (Schools offering this course for two semesters may title the course(s) "Child Development and Parenting 1" and "Child Development and Parenting 2", or they may use "Child Development" for one semester and "Parenting" for the other semester)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- One of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit - see State Rule 511 IAC 6-7-6 (6)
- Academic content standards: <http://doe.in.gov/octe/facs/childdevelopparent.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/childdevelopparent.html>
- Funding: One of the two courses from which schools must choose one to teach a minimum of once every year in order to qualify for state vocational funding - see State Rule 511 IAC 6.1-5.1-10.1 (c). This course generates state vocational funding (APC) for schools with approved FACS programs.

## **HOUSING AND INTERIOR DESIGN FOUNDATIONS**

(HID FND)

5350

CIP Code: 19.0601

*Housing and Interior Design Foundations* addresses selecting and planning living environments to meet the needs and wants of individuals and families throughout the family life cycle. Economic, social, cultural, technological, environmental, maintenance, and aesthetic factors

are considered. The project-based approach in this course utilizes higher order thinking, communication, leadership, and management processes to integrate housing and interior design content. Topics to be studied include: housing styles, locations, zones, restrictions, and ownership options; managing resources (including financing options and tax considerations) to provide shelter; contemporary housing issues, including homelessness; environmental and energy issues; impacts of technology; housing to meet special needs; elements and principles of design related to interiors, housing, and architecture; creating functional, safe, and aesthetic spaces; historical aspects and contemporary trends in housing, interiors, furniture, and appliances; exploration of housing-related careers. Applications through authentic settings such as work-based observations, internships, and service learning experiences (e.g., Habitat for Humanity) are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. This course is recommended for any student for enrichment and as a foundation for students with interests in any career or profession related to housing, interiors, and furnishings. It is recommended as a core component of the four-year career plans for the career clusters of agriculture, food & natural resources; art, A/V technology & communications; science, engineering & information technology; manufacturing & processing; business, management & finance; building & construction; education & training; health services; personal & commercial services; social & recreational services; law, public safety & security; and marketing, sales & promotion.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: None
- Credits: One credit, one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- *Indiana Academic Standards for English/Language Arts and Mathematics and National Standards for Family and Consumer Sciences* have been integrated into this course.
- Academic content standards:  
<http://doe.in.gov/octe/facs/housing.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/housing.html>
- Teacher Requirements: A vocationally licensed (CTE) family and consumer sciences teacher must teach this course. <http://doe.in.gov/dps/licensing/assignmentcode>
- Funding: This course generates state vocational funding (APC) for schools with approved FACS programs

## **INTERPERSONAL RELATIONSHIPS**

(INTRP RLT)

5364

CIP Code: 19.0704

*Interpersonal Relationships* addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of interpersonal relationships. Topics include components of healthy relationships, roles and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships (e.g., power, conflicting interests, peer pressure, life events); establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communications styles; techniques for effective communication, leadership and teamwork; individual and group goal setting and decision making; preventing and managing

stress and conflict; addressing violence and abuse; and related resources, services and agencies. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester course, one credit
- 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 Career Academic Sequence, Career-Technical program, or Flex Credit course
- One of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit - see State Rule 511 IAC 6-7-6 (6)
- *Indiana Academic Standards* for English/Language Arts and Mathematics and *National Standards for Family and Consumer Sciences* have been integrated into this course.
- Academic content standards: <http://doe.in.gov/octe/facs/interpersonal.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/interpersonal.html>
- Funding: One of the two courses from which schools must choose one to teach a minimum of once every year in order to qualify for state vocational funding - see State Rule 511 IAC 6.1-5.1-10.1 (c). This course generates state vocational funding (APC) for schools with approved FACS programs.

## NUTRITION AND WELLNESS

(NTRN WLNS)

5342

CIP Code: 19.0501

*Nutrition and Wellness* enables students to realize the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices; planning for Wellness and fitness; selection and preparation of nutritious meals and snacks based on USDA Dietary Guidelines including the Food Guide Pyramid; safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Laboratory experiences which emphasize both nutrition and wellness practices are required components of this course. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic nutrition and wellness knowledge and skills, and is especially appropriate for students with interest in human services, wellness/fitness, health, or food and nutrition-related career pathways.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester course, one credit
- 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 Career Academic Sequence, Career-Technical program, or Flex Credit course
- Local programs have the option of offering a second version of the course that is focused more on the **fitness aspects** of wellness and nutrition. This version may be taught within the family and consumer sciences department or it may be interdisciplinary and team taught or co-taught with a teacher licensed in physical education. A student may earn credits for both versions of the course. No waiver is required in this instance.



- Local programs may offer a version of this course for a specific student population, for instance, seniors who have never had a foods course. Such a course may be differentiated from the regular course offering by using a subtitle in addition to *Nutrition and Wellness*. A student may earn credits for multiple versions of the course. No waiver is required in this instance.
  - One of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit - see State Rule 511 IAC 6-7-6 (6)
  - Academic content standards: <http://doe.in.gov/octe/facs/nutritionwell.html#standards>
  - Curriculum Framework: <http://doe.in.gov/octe/facs/nutritionwell.html>
  - Teacher Requirements: A vocationally licensed (CTE) family and consumer sciences teacher must teach this course. <http://doe.in.gov/dps/licensing/assignmentcode>
  - Funding: One of the seven courses from which schools must select four to teach a minimum of once every other year in order to qualify for state vocational funding - see State Rule 511 IAC 6.1-5.1-10.1 (c). This course generates state vocational funding (APC) for schools with approved FACS programs.
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- One of the two courses from which schools must choose one to teach at a minimum of once every year in order to qualify for state vocational funding - see State Rule 511 IAC 6.1-5.1-10.1 (c)
  - Academic content standards: <http://doe.in.gov/octe/facs/orientlifecar.html#standards>
  - Curriculum Framework: <http://doe.in.gov/octe/facs/orientlifecar.html>
  - Funding: One of the two courses from which schools must choose one to teach a minimum of once every year in order to qualify for state vocational funding - see State Rule 511 IAC 6.1-5.1-10.1 (c). State Additional Pupil Count (APC) vocational funding available if school has a state-approved FACS program.

## **FASHION AND TEXTILES FOUNDATIONS I & II** (FSHNTX FND)

5380

CIP Code: 19.0901

*Fashion and Textiles Foundations* addresses knowledge and skills related to design, production, acquisition, and distribution in fashion and textiles arenas. Topics include exploration of textiles and fashion industries; elements of science and design in textiles and apparel; textiles principles and applications; social, psychological, cultural and environmental aspects of clothing and textiles selection; clothing and textile products for people with special needs; critical thinking applied to consumer options for fashion, textiles, and related equipment and tools; care and maintenance of textile products, equipment, and tools; impacts of technology; construction and alteration skills; contemporary issues, including global applications. Work-based, entrepreneurial, experimental, laboratory, and/or service learning experiences are to be included; and portfolio activities are required.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester course, one credit (May be taken for more than one year, with progressive advancement of content standards and technical skills each semester)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course

- Academic content standards:  
<http://doe.in.gov/octe/facs/textiles.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/textiles.html>
- Funding: This course generates state vocational funding (APC) for schools with approved FACS programs.

**PREPARING FOR COLLEGE AND CAREERS**  
(PRE CCS)

5394

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

- Recommended Grade Level: Grade 9
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the F&CS courses from which students may choose three to fulfill the required Health and Wellness credit

**FINE ARTS**

**Music Course Titles**

**INTERMEDIATE CHORUS and ADVANCED CHORUS (L)**  
(INT CHOR)

4186  
4188

*Intermediate Chorus* is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 9 - 12 (**by audition**)
- Recommended Prerequisites: Beginning Chorus
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- 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 Career Academic Sequence or Flex Credit course

### **INTERMEDIATE CONCERT BAND (L)**

*(INT BAND)*

4168

*Intermediate Concert Band* is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 9 - 12
- Recommended Prerequisites: Beginning Concert Band
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- 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 Career Academic Sequence or Flex Credit course

**PIANO AND ELECTRONIC KEYBOARD (L)**  
(PIANO KEY)

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 perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- 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 Career Academic Sequence or Flex Credit course

**THEATRE PRODUCTION (L)**  
(TJTR PROD)

4248

*Theatre Production* is based on the Indiana Academics Standards for Theatre. Students enrolled take responsibilities associated with rehearsing and presenting a fully mounted theatre production. They read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound and costumes; rehearse and perform roles in a production; and direct or serve an assistant director for a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies.

*Additionally, students investigate a theatre arts career then develop a plan for potential employments or further education through audition, interview, or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.*

- Recommended Grade Level: 9,10,11,12
- Laboratory Course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for two successive semester (*Theatre Production I* and *Theatre Production II*) of instruction at this level, provided that defined standards are utilized.
- Fulfills requiremen for 1 and 2 Fine Arts credits for Core 40 with AHD.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with AHD and Core 40 with Tech. Honors Diploma

## Visual Arts Course Titles

4060

### **DRAWING (L)** (DRAWING)

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

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- 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 Career Academic Sequence or Flex Credit course

4002

### **INTRODUCTION TO THREE-DIMENSIONAL ART (L)** (3D ART)

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

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

- 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 Career Academic Sequence or Flex Credit course

**INTRODUCTION TO TWO-DIMENSIONAL ART (L)**  
(2D ART)

4000

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

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- 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 Career Academic Sequence or Flex Credit course

**PAINTING (L)**  
(PAINTING)

4064

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

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

- 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 Career Academic Sequence or Flex Credit course

**PRINTMAKING (L)**  
(PRNTMKG)

4066

*Printmaking* is a course based on the Indiana Academic Standards for Visual Art. Students in printmaking engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students apply media, techniques, and processes with sufficient skill to communicate intended meaning. They create abstract and realistic prints using a variety of materials such as linocut, woodcut, stencil, silkscreen, photo silkscreen, and monoprint. They utilize processes such as etching, relief, and lithography to explore a variety of ideas and problems. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- 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 Career Academic Sequence or Flex Credit course

**SCULPTURE (L)**  
(SCULPT)

4044

*Sculpture* is a course based on the Indiana Academic Standards for Visual Art. Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)

- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- 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 Career Academic Sequence or Flex Credit course

## **HEALTH AND PHYSICAL EDUCATION**

### **Health Education**

#### **HEALTH & WELLNESS EDUCATION**

3506

*(HLTH&WELL)*

*Health & Wellness*, a course based on *Indiana's Academic Standards for Health & Wellness*, provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: Grade 9 student, 8th grade health education
- Credits: 1 credit, 1 semester course
- Fulfills the Health requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

### **Physical Education**



**ELECTIVE PHYSICAL EDUCATION (L)**  
(ELECT PE)

3560

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

- Recommended Grade Level: 10 – 12
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per 1 semester. A maximum of 6 credits may be earned provided that there is no course or skill level duplication.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.

**PHYSICAL EDUCATION I (L)**  
(PHYS ED)

3542

*Physical Education I* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: Grade 8 Physical Education
- Credits: 1 credit, a 1 semester course
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma
- A Career Academic Sequence or Flex Credit course

- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.

**PHYSICAL EDUCATION II (L)**  
(*PHYS ED II*)

3544

*Physical Education II* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in four of the following that were not in PHYS ED I : team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: Physical Education I
- Credits: 1 credit per 1 semester
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma
- A Career Academic Sequence or Flex Credit course
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender. Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.

**MATHEMATICS**

**ALGEBRA I**  
(*ALG I*)

2520

*Algebra I* provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials,

(5) algebraic fractions, and (6) nonlinear equations.

- Credits: A two credit course
- Fulfills the Algebra I/Integrated Mathematics I requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

### **ALGEBRA ENRICHMENT**

(ALG ENRICH)

2510

*Algebra Enrichment* is a mathematics support course for *Algebra I*. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of *Algebra Enrichment* align with the critical areas of *Algebra I*: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas *Algebra I* contains exclusively grade-level content, *Algebra Enrichment* combines standards from high school courses with foundational standards from the middle grades.

- Credits: A two credit course
- Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Algebra Enrichment is designed as a support course for Algebra I. As such, a student taking Algebra Enrichment must also be enrolled in Algebra I during the same academic year.

### **MATHEMATICS LAB**

(MATH LAB)

2560

*Mathematics Lab* provides students with individualized instruction designed to support success in completing mathematics coursework aligned with *Indiana's Academic Standards for Mathematics*.

- Credits: One to eight elective mathematics credits
- A Core 40 and AHD course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

### **GEOMETRY**

(GEOM)

2532

*Geometry* students examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids. Use of graphing calculators and computer drawing programs is encouraged.

- Recommended Prerequisite: Algebra I
- Credits: A two credit course

- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma
- A Career Academic Sequence or Flex Credit course

2522

**ALGEBRA II**  
(*ALG II*)

*Algebra II* is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.

- Recommended Prerequisite: Algebra I
- Credits: A two credit course
- Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma
- A Career Academic Sequence or Flex Credit course

2564

**PRE-CALCULUS/TRIGONOMETRY**  
(*PRECAL/TRIG*)

*Pre-Calculus/Trigonometry* blends the concepts and skills that must be mastered before enrollment in a college-level calculus course. The course includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) trigonometry in triangles, (4) trigonometric functions, (5) trigonometric identities and equations, (6) polar coordinates and complex numbers, (7) sequences and series and (8) data analysis.

**PRE-CALCULUS** (2568) includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) sequences and series, and (4) data analysis.

**TRIGONOMETRY** (2566) includes the study of (1) trigonometry in triangles, (2) trigonometric functions, (3) trigonometric identities and equations, and (4) polar coordinates and complex numbers.

- Recommended Prerequisite: Algebra II and Geometry or Integrated Mathematics III
- Credits: A two credit course (Pre-Calculus may be divided into a one-credit Pre-Calculus course and a one-credit Trigonometry course)
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course
- Dual credit available

2530

**FINITE MATHEMATICS**  
(*FINITE*)

*Discrete Mathematics* is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory. Technology, such as computers and graphing calculators, should be used frequently.

- Recommended Prerequisite: Algebra II or Integrated Mathematics II
- Credits: A one or two course based on Indiana's Academic Standards for Discrete Mathematics (A one-credit Discrete Mathematics course includes counting techniques, matrices, and recursion with other topics included as time allows.)
- Counts as a Mathematics Course for the General, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **PROBABILITY AND STATISTICS**

2546

(PROB/STAT)

*Probability and Statistics* includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze resulting data. The use of graphing calculators and computer programs is encouraged.

- Recommended Prerequisite: Algebra II or Integrated Mathematics III
- Credits: A one credit course
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academics Honors and Core 40 with Technical Honors diplomas

## **BUSINESS MATH**

4512

(BUS MATH)

*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 trade areas. 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.

- Recommended Grade Level: 10-11
- Recommended Prerequisite: Algebra I
- Credits: A two-credit course over two semesters
- Fulfills a Mathematics requirement for the General Diploma only or counts as an Elective or Directed Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course

- May fulfill up to two graduation credits of the minimum Mathematics requirement for a general diploma

Career Clusters: A recommended component for career pathways in all Indiana career clusters

**CALCULUS AB, ADVANCED PLACEMENT**  
(CALC AB AP)

2562

*Calculus AB, Advanced Placement* is a course that provides students with the content established by the College Board. Topics include: (1) functions, graphs, and limits, (2) derivatives, and (3) integrals. The use of graphing technology is required.

- Recommended Prerequisite: Pre-Calculus
- Credits: A two credit course
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course
- Dual credit available

**SCIENCE**

**BIOLOGY I (L)**  
(BIO I)

3024

*Biology I* is a course based on laboratory investigations that include a study of the structures and functions of living organisms and their interactions with the environment. At a minimum, students enrolled in Biology I explore the structure and function of cells, cellular processes, and the interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students work with concepts, principles, and theories of the living environment. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history and development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate biological questions and problems related to personal needs and societal issues.

- Recommended Grade Level: 9
- Credits: A two credit course

- Fulfills the Biology requirement for the General (Class of 2010 and subsequent classes), Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course.

**EARTH AND SPACE SCIENCE (I)**  
(EAS SCI I)

3044

*Earth and Space Science* is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 11-12
- Credits: A two credit course
- Fulfills the earth and space science requirement for the General Diploma. Fulfills Core 40 science credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**BIOLOGY, ADVANCED PLACEMENT (L)**  
(BIO AP)

3020

*Biology, Advanced Placement* is a course based on the content established by the College Board. The Major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems, interact, and these systems and their interactions possess complex properties.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Biology I and Chemistry I
- Credits: A two credit course. 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

A comprehensive description of this course can be found on the College Board AP Central Course Description web page. <http://apcentral.collegeboard.com/apc/public/program/index.html>

**CHEMISTRY I (L)**  
(CHEM I)

3064

*Chemistry I* is a course based on laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. 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.

- Recommended Grade Level: 10-12
- Recommended Prerequisite: Algebra II (can be taken concurrently)
- Credits: A two credit course
- Fulfills a Chemistry I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors or a Science Course requirement of the General Diploma
- A Career Academic Sequence or Flex Credit course

### **CHEMISTRY, ADVANCED PLACEMENT (L) Not 2013-2014**

3060

(CHEM AP)

*Chemistry, Advanced Placement* is a course that is the equivalent of an introductory college chemistry course for majors. The content for this course has been established by the College Board. 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; (3) reactions – reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

- Recommended Grade Level: 11 - 12
- Recommended Prerequisite: Chemistry I, Precalculus/Trigonometry
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course
- College Board AP information: <http://apcentral.collegeboard.com/apc/public/program/index.html>
- REQUIRED PARENT MEETING prior to the start of the course

### **INTEGRATED CHEMISTRY-PHYSICS (L)**

3108

(ICP)

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

- Recommended Grade Level: 10
- Recommended Prerequisite: Algebra I (may be taken concurrently with this course)
- Credits: A two credit course



- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

## **SOCIAL STUDIES**

### **APPLIED ECONOMICS** (APP ECON)

1504

*Applied Economics* investigates the specific economic effect of market forces and government policies on individuals and major institutional groups, such as business and labor, in the economy. Special attention is given to economic concepts and principles used by consumers, producers, and voters. Learning experiences, such as projects, field trips, and computer applications, are strongly encouraged as ways to demonstrate practical applications of economic concepts.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, one credit
- Fulfills the Economic requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma

### **ECONOMICS** (ECON)

1514

*Economics* examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. The functions of government in a market economy and market structures will be examined. Students will understand economic performance, money, stabilization policies, and trade of the United States. The behavior of people, societies and institutions and economic thinking is integral to this course.

- Recommended Grade Level: Grades 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma
- A Career Academic Sequence or Flex Credit course
- Dual credit (pending)

**GEOGRAPHY AND HISTORY OF THE WORLD**  
(GEO-HST WLD)

1570

*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 employment in the 21<sup>st</sup> Century.

- Recommended Grade Level: 9 - 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester
- 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 for any diploma
- A Career Academic Sequence or Flex Credit course

**PSYCHOLOGY**  
(PSYCH)

1532

*Psychology* is the scientific study of mental processes and behavior. The standards have divided the course into six content areas. Scientific Methods explores research methods and ethical consideration. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of the

course focus on learning, memory, information processing, and language. Personality, Assessment, and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual.. The Biological Basis focuses on the way the brain and nervous system function, including sensation, perception, motivation, and emotion.

- Recommended Grade Level: 11 - 12
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course
- Dual credit (pending)

### **UNITED STATES GOVERNMENT** (US GOVT)

1540

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

- Recommended Grade Level: 12
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma
- A Career Academic Sequence or Flex Credit course
- Dual credit (pending)

NOTE: This course also has a dual credit option. Students may earn 3 credit hours through Ivy Tech. Students must meet the prerequisites established by Ivy Tech and earn a passing grade to receive the college credits.

### **UNITED STATES HISTORY** (US HIST)

1542

*United States History* builds upon concepts developed in previous studies of U.S. History. Students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction

of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

- Recommended Grade Level: 11
  - Recommended Prerequisites: None
  - Credits: 2 semester course, 1 credit each semester
  - Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
  - A Career Academic Sequence or Flex Credit course
- 
- 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 for any diploma
  - A Career Academic Sequence or Flex Credit course

## WORLD LANGUAGES

### World Languages - Level III only

210

*\*Rosetta Stone*

*\*German*

*\*Italian*

*\*\*Teacher*

*\*\*Spanish*

### Spanish Language Courses

2120

**SPANISH I**  
(SPAN I)

**Spanish I**, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for *beginning* Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and

questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- A Career Academic Sequence or Flex Credit course

## **SPANISH II** (SPAN II)

2122

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- A Career Academic Sequence or Flex Credit course

## **SPANISH III** (SPAN III)

2124

*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.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- A Career Academic Sequence or Flex Credit course

#### **SPANISH IV** (SPAN IV)

2126

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- A Career Academic Sequence or Flex Credit course

# VOCATIONAL PROGRAMS

## AUTOMOTIVE SERVICE TECHNOLOGY PROGRAM

(AUTO TECH)

5510

**4 semesters, 6 credits**

**Suggested Grade Level: 11-12**

Program Description: Instruction is divided into eight (8) areas of training to coincide with NATEF and the National Institute for Automotive Service Excellence (ASE) training areas:

Automotive transmission/transaxles

Brakes

Electrical systems

Engine performance

Engine repair

Heating and air conditioning

Manual drive train and axles

Suspension and steering

The goal is to cover four (4) of the (8) eight areas per school year. At the end of each year, the students will be required to take a written ASE test so they can get the on-the-job experience to be ASE certified.

Student expenses may include transportation, workbooks, appropriate clothing, and ASE testing fees.

Location: SCILL Center, 1300 Klockner Dr., Knox, Indiana 46534, phone 574-772-8001.

Program will follow Knox High School rules and calendar.

Selection will be determined by the following:

Student's Career Objective

Student's Attendance Record

Student's ability to provide transportation to program site.

Recommendation from Guidance Counselor

Further information:

National Automotive Technician Educational Foundation (NATEF) [www.natef.org](http://www.natef.org)

National Institution for Automotive Service Excellence (ASE) [www.asecert.org](http://www.asecert.org)

## CONSTRUCTION TECHNOLOGY

(CONST TECH I)

5580

**2 Semesters, 4-6 Credits**

**Suggested Grade Level: 11-12**

*Construction Technology (formerly Building Trades)* includes classroom and laboratory experiences concerned with the erection, installation, maintenance, and repair of building, homes, and other structures using assorted materials such as metal, wood, stone, brick, glass, concrete, or composite materials.

Instruction covers a variety of activities such as cost estimating; cutting, fitting, fastening, and finishing various materials; the uses of a variety of hand and power tools; and, blueprint reading and following technical specifications. Knowledge concerning the physical properties of materials should also be emphasized. Instruction in plastering, masonry, tile setting, dry wall installation, plumbing, residential wiring and roofing should be covered in the course of study. Additional areas of instruction can include operation and maintenance of heavy equipment used in the construction industry and processes used for digging, grading, clearing, and excavating. Students will develop accurate and precise measuring skills and an advanced understanding of volume and area calculations as well as the advanced mathematical skills required for construction of rafters, stair stringers, and complex angles. Estimation skills will be strengthened through activities such as ordering of materials and planning construction jobs. Scientific principles will be reinforced through weight load exercises, span length determinations, and the study of relative strength. Reading skills as well as oral and written communication skills will also be emphasized to ensure students' abilities to accurately interpret instructions and provide information to customers and colleagues.

- The nature of this course allows for a second year of instruction provided that content and standards address high levels of knowledge
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma

## **CERTIFIED NURSE ASSISTANT**

362 (not State)

**1 semester, 2 credits**

**Suggested Grade Level: 11-12 (Millers Merry Manor)**

The Certified nurse Assistant Course prepares the individual for entry level nursing position in the Nursing Home setting. The 115-hour course consists of 40 hours of classroom instruction and 75 hours of on-the-job instruction. The classroom experience will introduce the student to the skills, knowledge and attitudes needed to provide quality care to the older adult. During class the student will be given tests over each area covered. The student must pass the test with a score of 80% or better. Each test may be taken twice, if the student fails to pass the test after the second test, the student will be dismissed from the course. The on-the-job clinical experience consists of performing the skills and utilizing the knowledge learned during the classroom experience. The student is under direct supervision by a Certified Nurse Assistant and a Licensed Nurse. During this time the student must demonstrate to the supervisors the ability to perform designated skills. The student will be monitored with a checklist system and will be given two opportunities to complete the skill successfully. Successful completion of the 115 hours course qualifies the student to take the Certification Exam administered by the Indiana State Department of Health. \*In Indiana, a person seeking employment as a nurse assistant in a Nursing Home MUST be certified by the State. The name of the Certified Nurse Assistant is placed on the Indiana Registry for Certified Nurse Assistants. Each CNA is



assigned a Certification Number that MUST be on file at the place of employment.

### **COMPUTER PROGRAMMING (MCITP)** (CNT)

5236

**2 Semesters, 6 Credits**

**Grade Levels: 11-12**

**Time: 8:05-10:30 a.m.**

The Microsoft Certified Systems engineer is a professional credentialing program for individuals who can analyze business requirements and then design and implement the infrastructure for business solutions based on the Window 2000 platform and Microsoft server software. Responsibilities will include installing, configuring and troubleshooting network systems.

MCSE Certification is valuable for anyone seeking a career in one of the following areas. Systems Engineer, Technical Support Engineer, Systems Analyst, Network Analyst and Technical Consultant.

The MCSE credential is in high demand in the business world. This widely recognized technical certification indicates that the individual has the skills necessary to lead organizations in the successful design, implementation and administration of the most advanced Windows platform and Microsoft Server Products.

- Taught at Plymouth High School – AM only
- Can also be taken On-Line

Transportation: Students are responsible for their own transportation.

***Prerequisites: Good communication and basic keyboarding skills, completion of the vocational Cooperative program application form.***

### **COSMETOLOGY** (CSMTLGY)

5802

**2 Semester, 8 Credits**

**Grade Level: 11-12**

**Knox Beauty College – PM only CST**

Cosmetology includes classroom and practical experiences concerned with a variety of beauty treatments, including the care and beautification of hair, complexion, and hands. Instruction includes training in giving shampoos, rinses and scalp treatments; hair styling, setting, cutting, dyeing, tinting, bleaching and fitting wigs; permanent waving; facials; manicuring; and hand and arm massaging. Bacteriology, anatomy, hygiene, sanitation, salon management (including keeping records), and customer relations are also emphasized in the course. Instruction is designed to qualify pupils for the licensing examination with the State Board of Cosmetology.

The course is a two-year course, 750 class hours per year, at four hours per day for 187.5 instructional days per year. This means a total of 1500 class hours, at four hours per day. Students must make up missed days. **Four credit hours per semester are given for this course, for a total of eight per year, sixteen for the total course.**

In scheduling, please note, the student will need to attend classes for a longer school day and for more days in the school year.

**The student is also responsible for transportation.**

**EARLY CHILDHOOD EDUCATION I & II**  
(ECE I/ECE II)

5412

**2 Semesters, 6 Credits**

**GRADE LEVEL: 11-12**

Early Childhood Education prepares students for employment in early childhood education and related services and provides the foundations for study in high education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of early childhood education and services. The course of study includes, but is not limited to: planning and guiding developmentally appropriate activities for young children; developmentally appropriate practices of guidance and discipline; application of basic health and safety principles when working with children; overview of management and operation of licensed child care facilities or educational setting; Indiana state child care regulations and licensing requirements and employability skills. Intensive experiences in one or more child care / preschool or school laboratories, resumes, and career portfolios are required components. A standards-based plan for each student guides the student's laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education & Services teacher. Student laboratory/field experiences may be either school-based or "on-the-job" in community-based early childhood education centers or in a combination of the two. Foundation work is included for students to meet content knowledge requirements for the CDA (Child Development Associate) credential. Standards and course specifications are compatible with on-the-job training and related instruction components of the CCDS (Child Care Development Specialist) registered apprenticeship, which is available through the [USDOL/BAT](#). Articulation with postsecondary programs is encouraged. This course is recommended for students with interests in early childhood education and services career paths and provides the foundation for study in high education that leads to child-related and/or education careers.

Program will follow the Knox Community Schools' calendar and rules.

Transportation: Students are responsible for transportation to and from the program.

Expenses: \$20 material fee and TB test

Locations: Starke County: Class at Knox Middle School

Field Practice at St. Thomas & St. Peter Head Start, Knox Elementary

Marshall County: Class at Kaleidoscope Children's Center, Plymouth

Field Practice at Kaleidoscope Children's Center and Plymouth Elementary Schools.

- *Recommended Prerequisites: Child Development & Parenting, Preparing for College & Careers, Nutrition & Wellness, and Adv. Child Development*
- *A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course*

**GRAPHIC IMAGING TECHNOLOGY**  
(GRAPH TECH)

5572

**2 Semesters, 4-6 Credits**

**Grade Levels: 11-12**

*Graphic Imaging Technology* will include organized learning experiences that focus on theory and laboratory activities in pre-press, press and finishing operations. Emphasis will be placed on elements of design and layout leading to computerized image generation, plate preparation, pressroom operations, and finishing techniques. Instructional activities will enhance student's language arts skills through the use of proofreading, spelling, and punctuation exercises. The course will include actual production processes in conjunction with classroom assignments embracing the technologies of printing, publishing, packaging, electronic imaging, and their allied industries.

- Taught at Knox High School
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**HEALTH CAREERS I**  
(HLTH CARRI)

5282

**2 Semesters, 6 Credits**

**Grade Level: 11-12**

**Plymouth Only**

This is a two-period, one-trimester course. Health Careers I content includes a core of entry level skills common to one specific health career such as patient nursing care, dental care, animal care, medical laboratory and public health. Course content includes an introduction to health care systems, anatomy, physiology, and medical terminology. Also included are leadership skills developed through membership in HOSA. This course builds upon the basic skills learned in Introduction to Health Care Systems. An in-school laboratory provides hands-on, simulated experiences. An extended laboratory experience may also be used as a method of providing clinical exposure to the actual health care work settings. Successful completion of this course provides students with the C.N.A. certificate; however, students may elect to do an extended laboratory in a clinical setting other than long-term care. Actual instruction and supervision is given by qualified health practitioners in the clinical setting based on pre-determined specific learning competencies. The course is taught at St. Joseph's Regional Medical Center, Plymouth Campus and various health care settings in the community. Students must provide their own transportation to and from the classroom and extended laboratory settings.

***Prerequisites: Introduction to Health Care Systems***

***Recommended: Biology, Chemistry***

**HEALTH CAREERS II**  
(HLTHCARR11)

5284

**2 Semesters, 6 Credits**

**Grade Level: 12**

**Knox High School – AM only CST; Plymouth High School – PM only EST**

Health Careers II is a two-period, one-trimester course. Health Careers II course content includes the competencies that prepare the student for a specific occupation within a health career cluster such as nursing assistant, dental aide, veterinary aide, medical-clerical aide, or laboratory aide. This course builds on those competencies acquired in Health Careers I and allows for more in-depth knowledge, skills, and attitudes to be developed in a specific occupation. Leadership skills developed through HOSA participation are also included. Simulated in-school laboratory experiences are also a part of this course. An extended laboratory experience may also be scheduled. The related experience is organized and planned around the activities associated with both the students' individual placement and the student's career objectives in health occupations. It is taught at St. Joseph's Regional Medical Center and students must provide their own transportation to and from class and clinical sites.

***Required Prerequisites: Introduction to Health Care systems and Health Careers I***

## **LAW ENFORCEMENT/CRIMINAL JUSTICE COURSE**

5822

(LAW ENFORC)

**2 Semesters, 4-6 Credits**

**Suggested Grade Level: 11-12**

**Offered at Crossroads Academy, Plymouth**

Law Enforcement includes specialized classroom and practical experience related to public safety occupations such as law enforcement, loss protection services, and homeland security. Training is based on standards and content similar to that provided by officially designated law enforcement agencies. Instruction includes procedures for patrolling on foot or in an automobile during the day or at night; dealing with misdemeanors, felonies, traffic violations and accidents; investigative and evidence collection procedures; making arrests; and testifying court. Students will have opportunities to use mathematical skills in crash reconstruction and analysis activities requiring measurements and performance of speed/acceleration calculations. Additional activities simulating criminal investigations will be used to teach scientific knowledge related to anatomy, biology, and chemistry. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports.

- Taught at Ancilla College
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma

## **PRECISION MACHINING I**

5892

(PCSN MACH I)

**2 Semesters. 6 Credits**

**Grade Level: 11-12**

**Offered at Plymouth High School**

Precision Machining I is designed to provide students with a basic understanding of the precision machining processes used in industry, manufacturing, maintenance, and repair. The course instructs the student in industrial safety, terminology, tools and machine tools, measurement and layout. Students will become familiar with the setup and operation of power saws, drill presses, lathes, milling machines, grinders and an introduction to CNC (computer controlled) machines.

- Taught at Plymouth High School
- Counts as a Directed Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit
- Qualifies as a Quantitative Reasoning course for the General diploma only

## **RADIO/TV BROADCASTING/TELECOMMUNICATIONS**

5986

(RTVB TELCOM)

**2 Semesters, 6 Credits**

**Grade Level: 11-12**

**Offered at Plymouth High School**

Radio/TV Broadcasting/Telecommunications provides instruction to develop and enhance competencies in various communication, marketing, media, production, and technical functions and tasks performed by employees, including management personnel, in radio/TV broadcasting and telecommunications occupations. Emphasis is placed on career opportunities, production, programming, promotion, sales, announcing, broadcast equipment operation, news and sports casting broadcast regulations and laws, station organization, technical oral/written communication, and listening skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, such as the operation of an in-school radio, television, telecommunications, or distance learning studio, job shadowing, field trips, and internships.

- Taught at Plymouth High School

**Recommended prerequisite: Strong Communication Skills, Mass Media, Computer Applications.**

## **WELDING TECHNOLOGY**

5776

(WELD TECH)

**2 Semesters, 6 Credits**  
**Grade Level: 11-12**  
**Offered at Knox Middle School**

*Welding Technology* includes classroom and laboratory experiences that develop a variety of skills detailed in American Welding Society (AWS) Entry Level Guidelines and Certifications. Areas of study include electric welding and flame and plasma cutting. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld industrial metals in four basic welding positions. Reinforcement of mathematical skills in geometry, precision measurement, and estimation will be part of the daily instruction. Understanding the principles of metallurgy, gasses, and materials science is integral to this course.

- The nature of this course allows for a second year of instruction provided that content and standards address high levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Students may demonstrate proficiency and earn certification(s) through AWS.

## ***DUAL CREDIT AND CERTIFICATIONS***

### **Dual Credit**

These classes are able to be taken as Dual College credit with Purdue North Central or IVY TECH.

They also receive 1.5 credits per semester and are weighted 1 extra point.

**Biology AP**

**Calculus AB AP**

**Chemistry AP**

**English Literature/Composition**

**Humanities**

**Pre-Calculus**

**Pending:**

**U.S. Government**

**Principles of Marketing**

These classes are able to be taken as Dual College credit and/or certification:

**Automotive - + ASE Certification**

**Building Trades**

Computer Network Technology- MCIPT - +2 year multiple certification  
Cosmetology - ONLY license/certification  
Early Childhood Education - + 2<sup>nd</sup> year Certification if going for CDA  
Graphics – Dual Credit + Certification (student has to pay)  
Health Careers – 2 years – American Heart CPR Certification & C.N.A. Certificate  
Law Enforcement/Criminal Justice  
Radio/TV Broadcasting – Dual Credit  
Precision Machining – Dual Credit + NIMS Certification  
Welding - Dual Credit + Certification

Certified Nurse Assistant – Millers Merry Manor – C.N.A. Certificate

## **PROJECT LEAD THE WAY**

### **INTRODUCTION TO ENGINEERING DESIGN (PLTW)**

4812 PLTW

(INT ENG DES)

**2 Semesters, 2 Credits**

**Grade Level: 9-12**

*Introduction to Engineering Design is an introductory course which develops student problems solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques. Computer Aided Design (CAD). **NOTE: USE OF THE PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.***

- Recommended Prerequisites: none
- Credits: 1 credit per semester, 2 semesters maximum, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with the following Post-Secondary courses for Dual

Updated 2-20-14