YORKTOWN HIGH SCHOOL

COURSE DESCRIPTION GUIDE

2011 - 2012

Every one, Every day, All it takes!

Guide subject to change. Last update 2/18/11.

TABLE OF CONTENTS

NOTE TO PARENTS AND STUDENTS

Course descriptions, along with the standards developed for the various curricular areas, have been provided by the Indiana State Department of Education. In order to meet the minimum graduation requirements, the expectations of Core 40 as well as the Core 40 with Academic Honors and Core 40 with Technical Honors, courses must be consistent with these course descriptions and with the standards in each subject area. The course descriptions in this manual are based upon Indiana State approved course titles. When appropriate, respective academic departments have provided additional information.

This course description guide has been prepared to help each student select the best courses for their future. Parents are urged to help their child select courses. Although the choice of a particular class may seem unimportant today, this decision will play a part in the student's future. For those students or parents having questions, our Guidance Office will make every effort to supply answers or recommendations. In addition to personal assistance, the Guidance Office has provided resources at http://yhsguidance.yolasite.com/.

It is important that careful consideration be given to initial course selections. Some classes will be filled after the initial selection. **Because of conflicts with scheduling, students may not be able to get all of their first choice selections. This places an added importance on the selection of alternate courses.** These alternates will be used to replace elective classes. Each student should make certain that **alternates are chosen** when completing the online registration process. Please read the rest of this guide carefully and give consideration to your course selections.

Schedule Conflicts: If schedule conflicts cannot be worked out by using the alternate selection, the Guidance Office will attempt to contact students during the spring or summer. The conflicts will be resolved at that point.

Schedule Changes: ***Schedule changes will not be made except for course conflicts, failure to meet graduation requirements, courses required for college entrance, or for other administratively approved reasons.*** Within five (5) days of the beginning of the semester, students, with reasons deemed legitimate by their counselors, teachers, parents, and administrators, may withdraw from a course with administrative approval. Students withdrawing from a course at this time will be assigned to another class, if possible, depending upon current enrollment and availability of the class. Students withdrawing from a course between the 6th and 10th day of a semester will be assigned to an Extended Learning Center (ELC). Students withdrawing from a course after the 10th day of a semester will receive a W/F (Withdrawal/Fail) grade for the semester for any reason other than medical, certified by a physician's statement and/or administrative approval. A course change fee may be assessed for any schedule change requested after initial registration course selection takes place.

NOTE: Students are told during class meetings (2 times a year) about this policy. It is also posted on-line and students are verbally reminded on the announcements the first two weeks of school.

Retaking Classes: Retaking of classes is granted for those students who request to repeat a course for diploma grade requirements and/or with instructor's approval. No credit will be given for the class. The course will appear on the transcript with the grade received, along with the original grade from the first attempt in the class. The two grades will be averaged into the cumulative grade point average. The student's grade point average will be calculated using the formula: total points earned / total credits attempted.

Auditing Classes: Auditing of classes is granted for those students who request to enroll in a course without having a grade appear on their transcript or calculated into their grade point average. Auditors do not earn credits or grades, although they are expected to complete all assignments and participate fully in the course. Students who have audited courses cannot later test out of those courses. Auditors must pay any textbook and/or consumable fees associated with the course. A student may audit a course only with administrative approval for a valid educational purpose. Class size may restrict or limit the opportunity to audit a class. Students who do not complete assignments or present disciplinary problems in a course they are auditing will be removed immediately and placed in an ELC.

YHS ACADEMIC POLICIES

To be eligible for graduation, a student must have been enrolled for eight (8) full semesters for grades 9-12. Exceptions may be granted for special cases occurring before the eighth semester upon completion of the Early Graduation Form (available in the Guidance Office). Students who desire "early graduation" after seven semesters **must** complete the necessary steps by May 1st of the student's junior year.

It is *recommended* that students be enrolled in seven classes and an Extended Learning Center (ELC) or Remediation for ISTEP/GQE (ELR) each semester. Students enrolled in courses at the Muncie Area Career Center (MACC) or in vocational business courses are considered enrolled in four classes of the eight required each semester. These students must select four (4) additional classes each semester.

College entrance requirements **always** exceed the minimum requirements established for a Standard or General Yorktown High School (YHS) Diploma. Students are responsible to research the courses required by the college they plan to attend and enroll in those classes. Any course labeled as a "Core 40, Core 40 with AHD, and/or Core 40 with Technical Honors Diploma (THD) course" signifies the course may be used to fulfill a portion of the Core 40, Core 40 with AHD, or Core 40 with THD requirements for that particular subject area. A course without this label may be used as an elective credit but will not fulfill the Core 40, Core 40 with AHD, or Core 40 with THD requirements.

To be scholastically eligible for athletics, the IHSAA **requires** that students **must** have received passing grades in at least five (5) full credit courses in the last grading period. Further, athletic eligibility may become more stringent based upon local school board policy.

It is the responsibility of the parent and student to check with the NCAA Clearinghouse as to additional requirements necessary for athletic participation at the college level. See www.ncaaclearinghouse.net or www.ncaa.org for questions.

It is the policy of YHS that all credits will be earned through the regular high school programs. Special situations arise when there is a need for credit to be gained through alternative options approved by YHS administration and school board policy. The student is responsible to request classes taken through alternative options through the administration. Permission to take these courses for credit will be granted by the principal only under the following conditions:

- A required course may not be taken unless the student has failed that course in a regular YHS class or is short credits needed to graduate unless administrative approval is otherwise granted
- A student may earn only four (4) credits each year (two per semester) through alternative means unless administrative approval is otherwise granted
- Approval by administration

ENRICHMENT OPPORTUNITIES

ADVANCED PLACEMENT COURSE INFORMATION

Being selected to participate in an Advanced Placement (AP) class is a privilege. This privilege necessitates that students stay on course and prove academic worth.

A grade in the "C" range places a student on probation, and any grade in the "D" of "F" range automatically removes the student from the course.

The AP teacher will inform the student, parent, and administrator that a grade of "C+" or lower is being received. An administrator will send a letter to the parents informing them of the consequences of the student earning below a 'C-". An administrator will notify the counselor when a student is to be removed from an AP course. Any student removed from a course because of a grade in the "D" or "F" range will be placed in a comparable course at the end of the nine weeks grading period (i.e. AP History = US History). *The only exception to this removal will be for students in AP Calculus, AP Biology, and AP Chemistry where there is not a comparable class. These students will be removed at semester only.*

The AP test is governed by the College Board. As a result, the organization determines both the days and times that the test is being administered nationally. Just like the SAT and ACT entrance exams, standardization and protocol must be followed to insure the integrity of the test.

Starting with the 2011 Advanced Placement (AP) exams, students that earn a score of 3 or higher shall receive college credit towards their degree if they attend any Indiana public institution of higher education; this includes all two and four year schools and any accompanying satellites. Out-of-state colleges may have different policies.

All students enrolled in an AP course will be required to take the AP exam in May. Students will be expected to take the test on the national test day. An alternate test date will be sought with the College Board only if documented ***medical verification*** is immediately supplied by the parents.

Failure to take the national AP test will result in the semester grade being reduced by one and one-thirds letter grade (i.e. a grade of an "A-" would equal a "C+"). This deduction will be based on the fact that not all of the course requirements have been met.

Two-semester (year-long) AP courses may not be dropped unless an academic hardship exists and approval by the administration is granted; two-semester AP courses may not be added at semester.

HONORS / AP PREP COURSE INFORMATION

Being selected for an Honors or AP Prep class is a privilege. This privilege necessitates that students stay on course and prove academic worth. A grade in the "C" range places a student on probation, and any grade in the "D" or "F" range automatically removes the student from the course. The Honors/AP Prep teacher will inform the student, parent, and administrator that a grade of "C+" or lower is being received. An administrator will send a letter to the parents informing them of the consequences of the student earning below a 'C-". An administrator will notify a counselor when the student is to be removed from an Honors course. Any student removed from a course because of a grade in the "D" or "F" range will be placed in a comparable course at the end of the nine weeks grading period (i.e. English 10, Honors = English 10).

YORKTOWN HIGH SCHOOL

PE Flex Credit Guidelines

PROGRAM DESCRIPTION

The overarching goal of our general physical education courses is to ensure that our students meet the standards and objectives that prepare them for a lifetime of personal physical fitness. The PE flex credit option is now allowed by the Indiana Department of Education for students that may meet many of these standards in alternative settings.

These guidelines include a list of basic requirements/standards/responsibilities that have been developed by the PE/Health Departments of Yorktown High School (YHS) so that the flex credit program meets the overarching goal of our general physical education credit requirement. These requirements must be met and maintained to be eligible for participation in the program.

School-based extracurricular, private, or commercially sponsored physical activity programs in which students participate in intensive physical training above and beyond that of regular physical education courses may be designated as a **"Qualifying Flex Credit Activity"** by Yorktown High School Administration and substituted for physical education credit as allowed by the school corporation and the Indiana Department of Education.

QUALIFYING FLEX CREDIT ACTIVITIES

A sport, athletic club, or other extended participation in a physical activity is designated as a Qualifying Flex Credit Activity after having it reviewed against the Physical Education standards for the State of Indiana. This review is completed by the coach or sponsor of the activity with final approval given by the YHS administration. Only those sports, clubs, or activities that have been through this process and given final approval can be used in the flex credit program.

Potential Qualifying Flex Credit Activities may include:

I. <u>School and/or IHSAA sponsored athletic activities and competitions.</u>
Student athletes must complete one full season of the sport to receive one semester of PE credit. Signing up for this program does not prevent a coach from cutting a student from the team as some teams can only carry a specific number of athletes.

II. <u>Club Sports.</u>
These are physical activities that require exceptional or very high quality physical skills by the student that is individual sport specific and includes competition. Club sports are governed by a state or national sport affiliate to ensure the quality of participation in the event. Student athletes must complete one full season of the sport to receive one semester of PE credit.

III. <u>Dance/Marching Band.</u>
These would include performing art courses. Student athletes must complete one full season of the program to receive one semester of PE credit.

IV. <u>Active Membership in the YMCA.</u>

Student athletes must complete a program of exceptional or high quality physical activity approved by YHS administration and documented by the director of the YMCA.

Alternative PE courses (electives such as Conditioning, Aquatics, etc.) may be substituted for a second semester general PE course. Students must complete one semester of general PE with a letter grade of no less than a B- .

ATTENDANCE

Attendance in Qualifying Flex Credit Activities must comply with the coach/director's requirements and be at a minimum expectation of 95% attendance in accordance with the DOE guidelines that are used for GQE waivers. Participation in events/activities should not affect the student's attendance at school unless arranged with the school administration.

GRADES, CREDITS, AND REQUIREMENTS

Successful completion of the Qualifying Flex Credit Activities will be awarded the letter grade of "A" and will be recorded within the flex credit program. The grade will be calculated in the student's GPA and will appear on school transcripts.

High school graduation requirements specify students must earn two credits of physical education.

TRANSPORTATION

Transportation to and from non-school sponsored Qualifying Flex Credit Activities will be the sole responsibility of the student or the student's parent/guardian.

LIABILITY

The school corporation and its officers or representatives shall be excluded from liability and/or medical expenses that may develop or result from the student's participation in non-school sponsored Qualify Flex Credit Activities including travel to and from the activity. The school corporation has no control over the daily activities of non-school sponsored extracurricular activities, the quality of the activity or qualifications of the instructor. YCS does not perform criminal background checks on instructors/coaches not officially employed by YCS.

REVOKING A WAIVER

A student's PE flex credit may be revoked if it is determined that the student's participation in a Qualified Flex Credit Activity no longer meets the criteria specified by the coach/instructor, if the student's attendance becomes irregular, or if the student is suspended or removed from the activity.

STUDENT/PARENT RESPONSIBILITIES

The student/parent is responsible for adhering to the following requirements:

1. Obtaining the PE Waiver packet from the Guidance Department and informing the counselor at the time of scheduling that they will be participating in the waiver program.
2. Completing an Activity Participation Verification Letter at the completion of each Qualifying Flex Credit Activity.
3. Submitting a Flex Credit Request Form with parent signatures and completed Activity Participation Verification Letters for two Qualifying Flex Credit Activities to the Guidance Office.
4. Ensuring that the student participates in his/her activity under professional supervision for at least the minimum amount of time per week as outlined by the coach/instructor for each activity.
5. Ensuring that the student attends his/her activity on a regular basis that includes 95%.
6. Providing transportation to and from the flex credit activity.
7. Notifying the PE Flex Credit Teacher of Record of any changes in the student's schedule or of any injuries/illnesses.

PE FLEX CREDIT TEACHER OF RECORD RESPONSIBILITIES

The PE Flex Credit Teacher of Record responsibilities include the following:

1. Checking each Activity Participation Verification Letter submitted to verify that it is correctly and completely filled out.
2. Signing off and awarding credit for successful completion of each Qualifying Flex Credit Activity.
3. Notifying the student/parent of any concerns regarding the application by phone and/or in writing.

GUIDANCE COUNSELOR RESPONSIBILITIES

The Guidance Counselor will be responsible for the following:

1. Provide PE Flex Credit Guidelines and appropriate forms to students indicating interest in completing Qualifying Flex Credit Activities in place of one PE credit.
2. Answering any questions/concerns of the student or parent.
3. Checking all paperwork to verify that it is correctly and completed filled out.
4. Processing successfully completed Flex Credit Request forms and entering grades and credits in the student's permanent record.

PRINCIPAL RESPONSIBILITIES

The building principal will be responsible for the following:

1. Serving as the final appeal level for questions or concerns over the Qualifying Flex Credit Activity and awarding of credit.
2. Notifying the PE/Health Department of any program changes when necessary.
3. Reviewing and monitoring the flex credit program with the assistance of the Guidance Department.

YORKTOWN HIGH SCHOOL

PE Flex Credit Program Procedures

1. The student obtains the PE Flex Credit Information Packet from the Guidance Department.
   The Packet includes:
   - PE Flex Credit Information Letter to Parents
   - PE Flex Credit Guidelines
   - PE Flex Credit Procedures
   - One (1) Activity Participation Verification Letter
   - PE Flex Credit Request Form

   The student should indicate to their counselor at the time of scheduling that they intend to participate in the flex credit program.
2. The student and parent read all the information provided in the packet.
3. The student/parent provides the instructor/coach from the Qualifying Flex Credit Activity with Activity Participation Verification Letter for signature and to be completed at the conclusion of the activity.
4. Once the instructor/coach signs off on the Activity Participation Verification Letter, it is provided to the PE Flex Credit Teacher of Record for approval and signatures. After checking the application thoroughly, the PE Teacher of Record (T0R) will sign the verification letter.
5. The student/parent submits the PE Flex Credit Request Form and the Activity Participation Verification Letter to the Guidance Office.
6. The high school principal is the final authority on approving or denying flex credit for any activities.

INDIANA

CORE 40

Adapted from IDOE Core 40 Diploma requirements

English/ Lang. Arts	**8 credits** Including a balance literature, composition and speech.
Mathematics	**6 credits** 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II All students are required to take & pass a full-year math† or physics course during their junior or senior year.
Science	**6 credits** 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics* 2 credits: any Core 40 science course
Social Studies	**6 credits** 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization
Directed Electives	**5 credits (from any of the categories below or a combination)** World Languages; Fine Arts; Career/Technical
PE	**2 credits**
Health & Wellness	**1 credit**
Electives	**12 credits including these YHS requirements:** **1 credit – Orientation to Life/Careers** **1 credit – Personal Resource Management & Family Finance** **1 credit – Speech**

46 Total Yorktown Credits Required

***some colleges/universities only recognize Chemistry, not ICP.**

† some colleges/universities require Pre-Calculus for admission, some have only a major-specific Pre-Calculus requirement.

CORE 40 with Academic Honors *(minimum 47 credits)*

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits.
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a C- or better in courses that will count toward the diploma.
- Have a grade point average of a 3.0 or better.
- Complete one of the following:
  - Complete AP courses (4 credits) and corresponding AP exams
  - Complete IB (Higher Level) courses (4 credits) and corresponding IB exams
  - Earn a combined score of 1200 or higher on the SAT critical reading and mathematics
  - Score a 26 or higher composite on the ACT
  - Complete dual high school/college credit courses from the Core Transfer Library (6 transferable college credits)
  - Complete a combination of AP course (2 credits) and corresponding AP exams and dual high school/college credit course(s) from the Core Transfer Library (3 transferable college credits)

CORE 40 with Technical Honors *(minimum 47 credits)*

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

- Complete all requirements for Core 40.
- Complete a career-technical program (8 or more related credits)
- Earn a grade of C- or better in courses that will count toward the diploma.
- Have a grade point average of a 3.0 or better.
- Complete two of the following, one must be A or B:

  A. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5

  B. Complete dual high school/college credit courses in a technical area (6 college credits)

  C. Complete a Professional Career Internship course or Cooperative Education course (2 credits)

  D. Complete an industry-based work experience as part of two-year technical education program (minimum 140 hours)

COURSE TIMELINE

Department	Course Title	9th	10th	11th	12th
BEMIT	Business Foundations	X	X	X	X
	Digital Communications Tools (DCT)	X			
	Computer Applications	X	X	X	X
	Computer Applications, Advanced		X	X	X
	Web Design		X	X	X
	Desktop Publishing		X	X	X
	Accounting I		X	X	X
	Accounting II			X	X
	Business & Personal Law			X	X
	Marketing		X	X	X
	Information Technology: Programming & Software Development		X	X	X
	Professional Career Internship			X	X
	Business, Management, and Finance		X	X	X
	Finance Academy		X	X	X
	Business Technology Lab I		X	X	
	Business Technology Lab II			X	X
FACS	Orientation to Life & Careers	X			
	Adult Roles & Responsibilities		X	X	X
	Personal & Family Finance		X	X	X
	Child Development & Parenting		X	X	X
	Fashion & Textile Foundations I & II		X	X	X
	Housing & Interior Design Foundations I & II		X	X	X
	Interpersonal Relationships		X	X	X
	Nutrition & Wellness	X	X	X	X
	Advanced Nutrition and Foods		X	X	X
	Culinary Arts Foundations		X	X	X
	Culinary Arts Careers I			X	X
	Culinary Arts Careers II				X
	Early Childhood Education			X	X
	Early Childhood Education				X
	Education Professions I			X	X
	Education Professions II				X
FINE ARTS-VISUAL	Introduction to Three-Dimensional Art	X	X	X	X
	Advanced Three-Dimensional Art	X	X	X	X
	Art History	X	X	X	X
	Ceramics I & II	X	X	X	X
	Ceramics III & IV		X	X	X
	Drawing I & II	X	X	X	X
	Drawing III & IV		X	X	X
	Fine Arts Connection		X	X	X
	Painting I & II	X	X	X	X

Department	Course Title	9th	10th	11th	12th
	Printmaking	X	X	X	X
	Sculpture	X	X	X	X
FINE ARTS - MUSIC	Beginning & Intermediate Chorus	X	X	X	X
	Advanced Concert Band	X	X	X	X
	Jazz Ensemble	X	X	X	X
	Music History and Appreciation	X	X	X	X
	Music Theory and Composition	X	X	X	X
	Piano I	X	X	X	X
	Advanced Piano II, III	X	X	X	X
HEALTH & PHYSICAL EDUCATION	Health & Wellness	X	X	X	X
	Advanced Health Education: Sports Medicine I		X	X	X
	Advanced Health Education: Sports Medicine II		X	X	X
	Physical Education I	X			
	Physical Education II		X		
	Aquatics		X	X	X
	Conditioning		X	X	X
	Advanced Physcial Conditioning		X	X	X
	Lifeguard Training/Lifeguard Management		X	X	X
	Sports and Recreation		X	X	X
HEALTH SCIENCE EDUCATION	Anatomy & Physiology	X	X	X	X
	Introduction to Physical Therapy			X	X
LANGUAGE ARTS	English 9, English 9 Honors, English 9 AP Prep	X			
	English 10,English 10 Honors, English 10 AP Prep		X		
	American Literature			X	
	Technical Communication			X	
	English 11 Honors			X	
	English Language & Composition, AP			X	X
	Literary Movements				X
	Speech	X	X	X	X
	English 12 Honors				X
	English Literature & Composition, AP				X
	Creative Writing			X	X
	Advanced Speech and Communication		X	X	X
	Mass Media	X	X	X	X
	Student Publications	X	X	X	X
MMEE	Sports, Recreation, and Entertainment Marketing			X	X
	Entreprenuership Academy			X	X
MATHEMATICS	Algebra I	X	X	X	X
	Geometry & Geometry Honors	X	X	X	X
	Algebra II & Algebra II Honors	X	X	X	X
	Pre-Calculus			X	X

Department	Course Title	9th	10th	11th	12th
	Trigonometry			X	X
	Pre-Calculus/Trig		X	X	X
	Discrete Math			X	X
	Probability & Statistics			X	X
	Calculus, AP			X	X
	Statistics, AP			X	X
SCIENCE	Biology I	X	X	X	X
	Biology II		X	X	X
	Environmental Science, Advanced	X	X	X	X
	Environmental Science, AP			X	X
	Chemistry I	X	X	X	X
	Chemistry Honors	X	X	X	X
	Organic Chemistry			X	X
	Integrated Chemistry and Physics			X	X
	Physics			X	X
	Chemistry, AP			X	X
	Biology, AP			X	X
SOCIAL STUDIES	World History and Civilization	X	X		
	World History and Civilization Honors	X	X		
	Current Problems, Issues, and Events Honors		X		
	World Geography		X	X	X
	Psychology		X	X	X
	Psychology, AP			X	X
	Sociology		X	X	X
	Economics			X	X
	Economics, AP (Micro & Macro)			X	X
	US History & US History AP			X	
	US Government & US Government AP				X
	Humanities				X
TIE	ICE Co-Op				X
	Computer Repair and Maintenance Technology			X	X
	Law Enforcement			X	X
	Fire Science			X	X
WORLD LANGUAGES	German I	X	X	X	X
	German II		X	X	X
	German III			X	X
	German IV				X
	Spanish I	X	X	X	X
	Spanish II		X	X	X
	Spanish III & Spanish III Honors			X	X
	Spanish IV			X	X
	Spanish Language AP				X

BUSINESS MARKETING AND INFORMATION TECHNOLOGY

The mission of Business, Entrepreneurship/Marketing, and Information Technology Education (BEMIT) in Indiana is to provide access to and acquisition of financial literacy, business knowledge and technology skills essential for success in personal, academic, and professional endeavors.

Courses:

- Business Foundations (1 semester/1 credit)
- Digital Communication Tools (1 semester/1 credit)
- Computer Applications (1 semester/1 credit)
- Computer Applications, Adv. (1 semester/1 credit)
- Web Design (1 semester/1 credit)
- Desktop Publishing (1 semester/1 credit)
- Accounting I & II (2 semesters/2 credits each)
- Business & Personal Law (1 semester/1 credit)
- Marketing Foundations (1 semester/1 credit)
- Information Technology: Programming and Software Development (2 Semesters/2 Credits)
- Professional Career Internship (1 Semester/1 Credit)
- Business, Management, and Finance (2 Semesters/2 Credits)
- Finance Academy (2 Semesters/2 Credits)
- Business Technology Lab I (2 Semesters/2 Credits)
- Business Technology Lab II (2 Semesters/2 Credits)

2003 BUSINESS FOUNDATIONS (1 Semester/1 Credit)

Business Foundations, a one semester course, is an introductory business course, which provides the framework for all future business courses. This core course acquaints students with economics, entrepreneurship, management, marketing, law, risk management, banking, personal finance, and careers in business. The importance and application of business etiquette and ethics are included. Opportunities may be provided for the student to participate in job shadowing, job mentoring, and other field experiences. Instructional strategies may include simulations, projects, and cooperative ventures between the school and the community.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: Digital Communication Tools (DCT)
- Suggested Grades: 9 – 12

2113 DIGITAL COMMUNICATION TOOLS I (1 Semester/1 Credit)

Digital Communication Tools is a business course that prepares students to use computerized devices and software programs to effectively handle communication-related school assignments and to develop communication competencies needed for personal and professional activities after graduation. Students will learn the capabilities and operation of high-tech hardware and software and will develop proficiency using a variety of computer input and output technologies, including touch keyboarding, speech recognition and handwriting recognition. Knowledge of hardware, software, and input and output proficiencies will be applied to communication situations that require problem solving and critical thinking. The projects included in this course will enable students to enhance their math, reading, listening, writing, speaking, and information presentation skills.

- A Core 40, Academic Honors & Technical Honors elective
- Prerequisite: None
- Suggested Grade: 8- 9

2063 COMPUTER APPLICATIONS I (1 Semester/1 Credit)

Computer Applications is a two-semester business course that provides instruction in software concepts using Microsoft Office professional suite, which includes word processing, spreadsheet, database, graphics, and presentation applications. Instruction in computer hardware and operating systems that support software applications is provided. Additional concepts and applications dealing with software integration, Internet use, and information about future technology trends are included. When taken in the junior and senior year, the student may receive dual credit.

- A Core 40, Academic Honors & Technical Honors elective
- Prerequisite: Digital Communication Tools or two quarters of middle school keyboarding with a grade of B or better
- Suggested Grade: 9-12

2073 COMPUTER APPLICATIONS, ADVANCED (1 Semester/1 Credit)

Computer Application, Advanced is a business course that integrates computer technology, decision-making, and problem-solving skills. Areas of instruction include advanced applications and integrations of a professional software suite and the use of emerging technology. Instructional strategies may include collaborative instructions, peer teaching, in-baskets, minibaskets, LAP's, school and community projects.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisites: Digital Communication Tools & Computer Apps
- Suggested Grades: 10 – 12

2123 WEB DESIGN (1 Semester/1 Credit)

Web Design is a one semester business course that provides instruction in the principles of web design using Macromedia Dreamweaver, Flash and Fireworks 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.

- A Core 40, Academic Honors & Technical Honors elective
- A Business Technology Lab II course
- Prerequisites: Digital Communication Tools, Computer Applications and Computer Applications, Advanced

- Suggested Grades: 10 – 12

2013 DESKTOP PUBLISHING (1 Semester/1 Credit)

This is a business course designed to allow students to develop proficiency in using desktop publishing software to create a variety of printed publications. Students will incorporate journalistic principles in design and layout of print and Web publications including integration of text and graphics and use of sophisticated hardware and software to develop and create quality materials for business-related tasks. Students will analyze the information and the audience and combine appropriate text, graphics, and design to communicate the desired message effectively. Planning and design principles are used to analyze and organize information, set up a design structure, and select or create appropriate visuals. Instructional strategies may include computer/technology applications, teacher demonstrations, collaborative instruction, interdisciplinary and /or culminating projects, problem-solving and critical thinking activities, simulations and project-based learning activities.

- A Core 40, Academic Honors & Technical Honors elective
- A Business Technology Lab II course
- Required Prerequisites: Digital Communication Tools & Computer Applications
- Suggested Grade Level: 10-12

2001 & 2002 ACCOUNTING I (2 Semesters/2 Credits)

Accounting I is a full year business course that introduces that 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. Instructional strategies will include the use of computers, projects, simulations, case studies, and business experiences.

- A Core 40, Academic Honors &Technical Honors elective
- A Business Technology Lab I course
- Prerequisites: Business Foundations, Computer Applications and Algebra I
- Suggested Grades: 10 – 12

2011 & 2012 ACCOUNTING II (2 Semesters/2 Credits)

Accounting II is an advanced-level business full year course, builds upon the Generally Accepted Accounting Principles (GAAP) and procedures learned in Accounting I. Emphasis are placed on managerial decisions made in corporate accounting, including in-depth analysis of financial statements. Instructional strategies must include the use of spreadsheets, word processing, and accounting software. Projects, simulations, case studies, and business experiences are used to apply accounting theories and produce appropriate financial reports.

- A Core 40, Academic Honors &Technical Honors elective
- A Business Technology Lab II course
- Prerequisite: Accounting I, Computer Applications and Algebra II
- Grades: 11-12

2023 BUSINESS AND PERSONAL LAW (1 Semester/1 Credit)

Business and Personal Law, a one semester elective, provides an overview of the legal system. Topics covered include Basics of the Law, Contract Law, Employment Law, Personal Law, and Property Law. Both criminal and civil trial procedures are presented. Instructional strategies should include mock trials, case studies, professional mentoring, job shadowing, field trips, guest speakers, and Internet projects.

- A Core 40, Academic Honors & Technical Honors elective
- Prerequisite: Business Foundations
- Grades: 11- 12

2043 MARKETING (1 Semester/ 1 Credit)

Marketing is a full-year marketing course that provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematic applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects in the marketing functions such as those available through the DECA. This course is an Academic Honors and Technical Honors elective.

- A Core 40, Academic Honors & Technical Honors elective
- Prerequisite: Business Foundations or Computer Applications or Instructor Permission
- Grades: 10 - 12

2241 & 2242 INFORMATION TECHNOLOGY: PROGRAMMING AND SOFTWARE DEVELOPMENT (2 Semesters/2 Credits)

CIP 11.0201 (Computer Programming/Programming, General)

Information Technology: Programming and Software Development is a career and technical education business and information technology course that will prepare students for careers in business and industry as providers of software solutions. Students will learn to design, develop, test, document, implement and maintain secure computer systems and software. Students will develop an understanding of IT professionalism including the importance of ethics, communication skills, and knowledge of the "virtual workplace". Preparation for AP Programming A and AB as well as skills needed to acquire certifications will be an integral part of this program; e.g., Microsoft MCSD, Visual Basic, C/C++, Java, SQL, RDMS, etc. Essential skill areas include but are not limited to: Computer System Architecture; Information Systems Analysis; Principles of Programming & Software Design; Related Database Design; SQL/SQL Programming; and Client and Server Side Programming.

- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Prerequisites: Algebra I, Algebra II, and Computer Applications
- Grade Level: 10-12

2233 PROFESSIONAL CAREER INTERNSHIP (1 Semester/1 Credit)

CIP 52.9999 (Business, Management, Marketing and Related Support Services, Other)

Professional Career Internship is a Career and Technical Education Business and Information Technology course that is designed to provide opportunities for students to explore careers that require additional degrees or certification following high school. The emphasis of the experience is on applying skills developed through instruction and on learning new career competencies at the internship site. The internship is tailored to the unique needs and interests of the student and is considered a high school capstone experience towards fulfillment of the student's meaningful future plan. Upon completion of the internship, students will review and revise their career plans. A training agreement outlines the expectations of all parties: the intern, parent/guardian, site supervisor/mentor, internship supervisor, and the school. Students participating in these structured experiences will follow class, school, business/industry/ organization, State, and Federal guidelines. Internships may be paid or

unpaid and must include a classroom component (such as a series of seminars, workshops, or class meetings) and regular contact between the interns and internship coordinator.

- Course may be repeated for a second semester in a new internship placement
- A minimum of 70 hours of workplace experience and a minimum of 15 hours of workshops, seminars, and/or classroom activities is required for one credit
- A minimum of 140 hours of workplace experience and a minimum of 30 hours of workshops, seminars, and/or classroom activities is required for two credits
- Internship placement must match career interest
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Prerequisites: Computer Applications and 4 credits in the student's career pathway.
- Grade Level: 11-12

2221 & 2222 BUSINESS, MANAGEMENT, AND FINANCE (2 Semesters/2 Credits)

CIP 52.0703 (Small Business Administration/Management)

Business, Management, and Finance is a career and technical education business course that prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business administration, management, and finance. Individual experiences will be based upon the student's career and educational goals. Instructional strategies should include in-baskets, minibaskets, LAPS, field trips, guest speakers, Internet searches, simulations, internships, and cooperative ventures between school and community. Business Professionals of America (BPA) or DECA, An Association of Marketing Students, are the co-curricular organizations associated with this course, which provide students with the opportunity to participate/compete in business-related activities.

- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Prerequisites: Algebra I, Accounting I, Computer Applications
- Grade Level: 10-12

2231 & 2232 FINANCE ACADEMY (2 Semesters/2 Credits)

CIP 52.0304 (Accounting and Finance)

Finance Academy is a specialized sequence of business courses, which provide instruction in finance and business fundamentals as they relate to financial institutions, financial planning, business and personal financial services, investment and securities, risk management, and corporate finance. Students are provided opportunities to develop attitudes and apply skills and knowledge in the area of finance. Individual experiences will be based on the student's career and educational goals. Instructional strategies should include computer/technology applications, real and/or simulated occupational experiences, and projects. Business Professional of America (BPA) and/or DECA, An Association of Marketing Students, are the co-curricular student organizations associated with this course, which provide students with the opportunity to participate/compete in business-related activities.

- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Prerequisites: Computer Applications and Algebra I
- Grade Level: 10-12

2131 & 2132 BUSINESS TECHNOLOGY LAB I (2 Semesters/2 Credits)

CIP 11.0601 (Data Entry/Microcomputer Applications, General)

Business Technology Lab I is a career and technical education business course. The business technology curriculum provides instruction using current technology with an emphasis on the integration and application of communication, employability, industry certification, math, and language arts skills. Educational experiences will be based upon the student's individual career and educational goals. Business Professionals of America (BPA) is the co-curricular organization associated with this course. Through BPA, students will have the opportunity to participate/compete in business-related activities. Instructional strategies may include in-baskets, minibaskets, LAPS, workflow simulations, and field experiences (job shadowing, mentoring, and/or internships).

- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Prerequisite: Computer Applications
- Grade Level: 10-11

2141 & 2142 BUSINESS TECHNOLOGY LAB II (2 Semesters/2 Credits)

CIP 11.0301 (Data Processing and Data Processing Technology/Technician)

Business Technology Lab II is a career and technical education business course. As a capstone program, this course prepares students for employment in business occupations and/or to continue study in a postsecondary institution. Educational experiences will be based upon the student's individual career and educational goals. Business Professionals of America is the co-curricular organization associated with this course. Through BPA, students will have the opportunity to participate/compete in business-related activities. Instructional strategies will include in-baskets, minibaskets, LAPS, workflow simulations, real world experiences, school-based enterprises, industry certification, and field experiences (job shadowing, mentoring, and/or internships).

- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Required Prerequisite: Business Technology Lab I or a minimum of 4 credits from other business courses
- Recommended Grade Level: 11-12

Business Management and Administration Career Pathway: Marketing

Business Management and Administration Career Pathway: Business, Financial Management & Accounting

FAMILY CONSUMER SCIENCES

Family and Consumer Sciences-Comprehensive programs prepare students to become independent, to transfer personal skills to the workplace, to assume family roles, to balance work and family, and to contribute to the good of the community and society. Family and Consumer Sciences Education has its roots in both academic and vocational education and easily reaches beyond the education system into the community as its focuses on the needs of individuals and families.

Courses:

- Orientation to Life and Careers (1 semester/1credit)
- Adult Roles & Responsibilities (1 semester/1 credit)
- Personal & Family Finance (1 semester/1 credit)
- Child Development & Parenting (1 semester/1 credit)
- Textiles and Fashion Foundations I & II (1 semester/1 credit each)
- Housing and Interior Design Foundations I & II (1 semester/1 credit each)
- Interpersonal Relations (1 semester/1 credit)
- Nutrition & Wellness (1 semester/1 credit)
- Adv. Foods & Nutrition (1 semester/1 credit)
- Culinary Arts Foundations (1 semester/1 credit)
- Culinary Arts Career I (2 semesters/2 credits)
- Culinary Arts Career II (2 semesters/2 credits)
- Early Childhood Education I (2 semesters/2 credits)
- Early Childhood Education II (2 semesters/2 credits)
- Education Professions I (2 semesters/2 credits)
- Education Professions II (2 semesters/2 credits)

4113 ORIENTATION TO LIFE AND CAREERS (1 Semester/1 Credit)

This course addresses the essential knowledge, skills, and behaviors that all students need to live successfully in today's world. The focus of the course is the impact of today's choices on tomorrow's possibilities including: life and career exploration and planning; planning and building employability skills; and decision-making and organizational skills. The opportunity for freshmen students to develop four-year course selection plans, with counselor participation, can be included based on local curriculum needs. This is a foundational course designed to teach knowledge and life skills that are essential for ALL high school students regardless of one's career interest.

- A required class for YHS graduation purposes
- Required Grade Level: Grade 9 (except for new students)

4123 ADULT ROLES AND RESPONSIBILITIES (1 Semester/1 Credit)

This course builds knowledge; skills, attitudes while forming behaviors students will need to assume the roles and responsibilities they will encounter as they enter the adult world of our ever changing society. A project-based

approach that utilizes higher order thinking, communication, leadership, and management processes while integrating 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; human sexuality and adolescent pregnancies as well as responsibilities of parenthood. Students will analyze personal standards, needs, aptitudes and goals that will benefit their career responsibilities, consumer choices and decisions. Applications through hands-on projects such as the Real Care Babies and the empathy belly will simulate real life situations.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: None
- Open to grades 10 – 12

4223 PERSONAL & FAMILY FINANCE (1 Semester/1 Credit)

Students explore career and job options then build competencies necessary for intelligent financial decisions. Students learn about checking and savings accounts, investments, risk protection, and building and maintaining good credit. Students also learn to be wiser consumers as they explore such topics as smart buying of major purchases, housing options, buying everyday products, and students will learn about one of the only two guarantees in life: taxes. Instructional strategies may include the use of projects, cooperative learning, simulations, real-life experiences, guest speakers, websites and other computer applications.

- A Core 40, Academic Honors &Technical Honors elective
- A required class for YHS graduation purposes
- Prerequisite: None
- Grades: 10 - 12

4143 CHILD DEVELOPMENT AND PARENTING (1 Semester/1 Credit)

This course 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 individual and family issues. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Content includes meeting the physical, social, emotional, intellectual, and cultural growth and developmental needs of infants and children. Students will evaluate the impacts of heredity, environment, family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with specials needs; parental resources, services, and agencies; and career awareness. If interested in entering the teaching profession, consider taking Education Professions I, II (grade level 11-12).

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: None
- Grades 10 – 12

4203 FASHION AND TEXTILES FOUNDATIONS I (1 Semester/1 Credit)

Fashion and Textiles addresses knowledge and skills related to design and creation of clothing. Some topics include the study of the history of fashion, current fashion industries, and influences on clothing and textiles selection; and impact of technology. Project-based, entrepreneurial, experimental, and/or service learning are to be included; and portfolio activities are required.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: None

- Open to grades 10 – 12

4213 FASHION AND TEXTILES FOUNDATIONS II (1 Semester/1 Credit)

Continued topics include advanced exploration of textiles and fashion industries. Project-based, entrepreneurial, experimental, laboratory, and/or service learning are to be included; and portfolio activities are required.

- A Core 40, Academic Honors & Technical Honors elective
- Prerequisite: Fashion and Textiles Foundations I
- Grades: 10 – 12

4233 HOUSING AND INTERIOR DESIGN FOUNDATIONS I (1 Semester/1 Credit each)

Housing and Interiors addresses selecting and planning living environments to meet the needs and wants of individuals and families throughout the family life cycle, considering a broad range of factors. Some topics include evaluation of housing styles and options; elements and principals of interior and architectural design; exploration of housing-related careers. Project-based activities are included. This course is recommended for any student for enrichment and as a foundation for students with interests in housing, interiors, and furnishings.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: None
- Grades: 10 – 12

4243 HOUSING AND INTERIOR DESIGN FOUNDATIONS II (1 Semester/1 Credit)

This course continues to addresses selecting and planning living environments to meet the needs and wants of individuals and families throughout the family life cycle. Speakers and project-based activities are included.

- A Core 40, Academic Honors & Technical Honors elective
- Prerequisite: Housing and Interior Design Foundations I
- Grades: 10 – 12

4153 INTERPERSONAL RELATIONSHIPS (1 Semester/1 Credit)

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. Topics include functions, ethics, and factors that impact healthy relationships. Some factors included are peer relationships, self-image, self esteem, stress, and conflict resolution.

- A Core 40, Academic Honors & Technical Honors elective
- Prerequisite: None
- Grades: 10 – 12

4173 NUTRITION AND WELLNESS (1 Semester/1 Credit)

This course 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 includes cooking labs and topics relate to the impact of daily nutrition and wellness.

- A Core 40, Academic Honors & Technical Honors elective
- Prerequisite: None
- Grades: 9 -12

4183 ADVANCED NUTRITION AND FOODS (1 Semester/1 Credit)

Advanced Nutrition and Foods builds on concepts from Nutrition and Wellness. This course addresses topics such as Interpersonal, Regional, and/or Cultural Foods. Emphasis is on Baking, Catering, or Entrepreneurial Endeavors.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: A "C-" or better in Nutrition and Wellness or Instructor Permission
- Grades: 10 -12

4263 CULINARY ARTS FOUNDATIONS (1 Semester/1 Credit)

CIP 12.0504 (Restaurant, Culinary, and Catering Management/Manager)

Culinary Arts Foundations is an exploratory course for students considering career pathways related to culinary arts. 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 safety, sanitation, storage and recycling processes in the industry; impacts of science and technology on the industry; and culinary arts career pathways. Students are able to explore this industry in depth and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic industry skills are required components of this course. Students are expected to prepare for and obtain state-approved food handler certification. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with interest in career clusters related to culinary arts and food and nutrition. This course is recommended as a core component of the four-year career plans for the career clusters of agriculture, food & natural resources; hospitality & tourism; education & training; and human services.

- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Grade Level: 10 -12

4261 & 4262 CULINARY ARTS CAREERS I (2 Semesters/2 Credits)
4271 & 4272 CULINARY ARTS CAREERS II (2 Semesters/2 Credits)

CIP 12.0504 (Restaurant, Culinary, and Catering Management/Manager)

Culinary Arts Careers prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry, including (but not limited to) food production and services; food science, dietetics, and nutrition; and hospitality and tourism. Instruction and intensive laboratory experiences may include commercial applications of principles of nutritious, aesthetic, and sanitary selection, purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; related research, development, and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.

- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Prerequisites: Culinary Arts Foundations and/or Nutrition and Wellness and Advanced Nutrition and Foods
- Grade Level: 11 and 12

4281 & 4282 EARLY CHILDHOOD EDUCATION I (2 Semesters/2 Credits)
4291 & 4292 EARLY CHILDHOOD EDUCATION II (2 Semesters/2 Credits)

CIP 19.0708 (Child Care and Support Services Management)

Early Childhood Education prepares students for employment in early childhood education and related services and provides the foundations for study in higher 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 settings; 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 higher education that leads to child-related and/or education careers. If interested in entering the teaching profession, consider taking Education Professions I, II (grade level 11-12).

- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Prerequisites: Child Development and Parenting
- Grade Level: 11 or 12

4301 & 4302 EDUCATION PROFESSIONS I (2 Semesters/2 Credits)
4311 & 4312 EDUCATION PROFESSIONS II (2 Semesters/2 Credits)

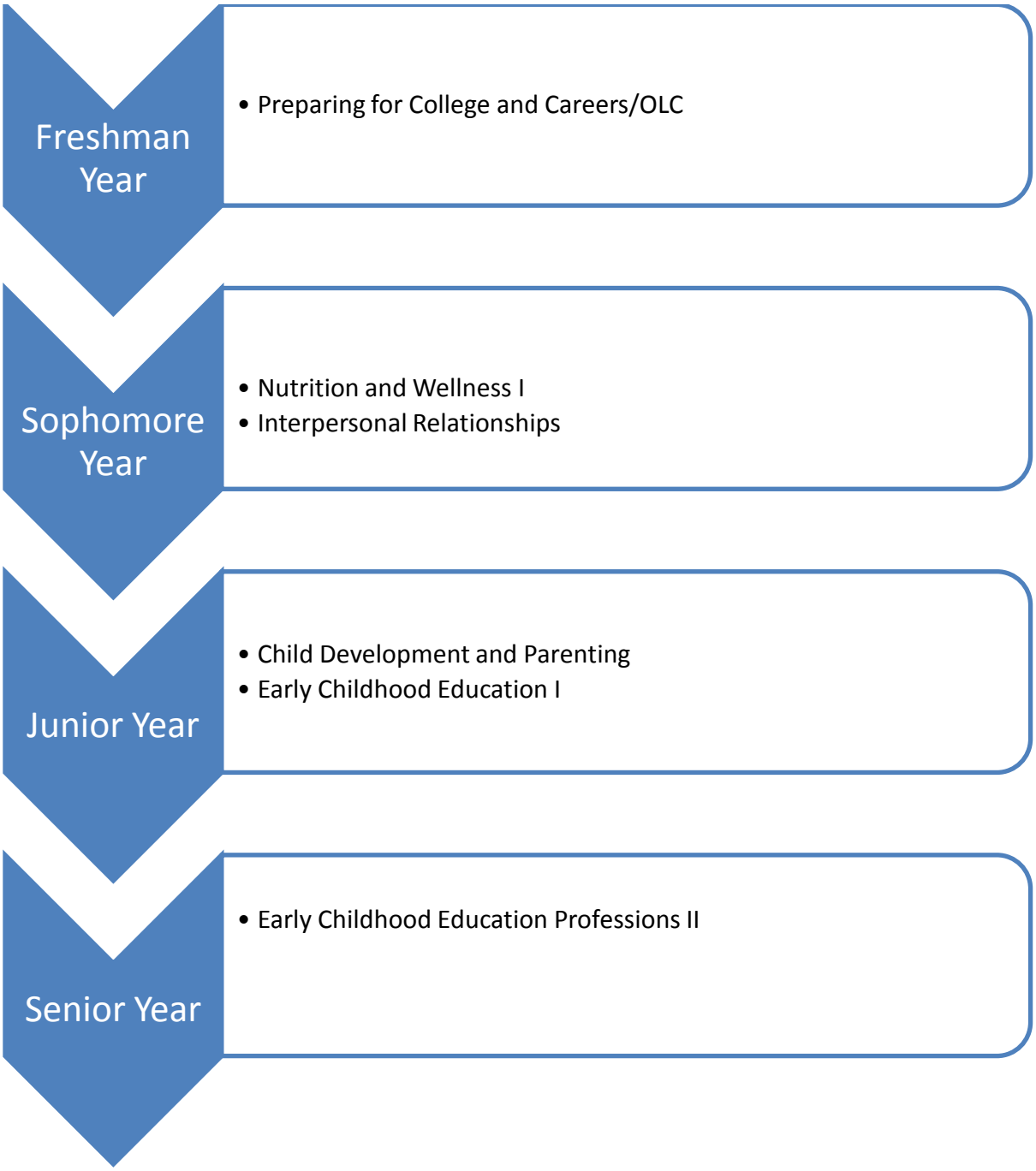
CIP 13.1206 (Teacher Education, Multiple Levels)

Education Professions prepares students for employment in education and related careers and provides the foundation for study in higher education that leads to teaching and other education-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 education professions. The course of study includes, but is not limited to: planning and guiding developmentally appropriate activities for school-age 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 teaching/learning centers in educational settings; Indiana state regulations and licensing requirements related to school-age children; and employability skills. Intensive laboratory or field experiences in one or more classroom settings, 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 Education professions teacher. Articulation with postsecondary programs is encouraged. This course is recommended for students with interests

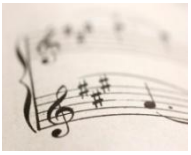
in education and training career paths and provides the foundation for study in higher education that leads to careers in education.

- Counts toward the 8-10 Career-Technical credits required for Core 40 with Technical Honors
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Grade Level: 11 & 12

Family and Consumer Sciences Career Pathway: Early Childhood Education



FINE ARTS



In order to provide a quality education for every child in Indiana, it is important to provide for all aspects of human growth. The artistic, expressive, and cultural aspects of each child's intellectual, emotional, physical, and social development are vital components of this growth. Research involving the impact of arts education upon mental function supports the convictions of many educators, parents, and business leaders that the fine arts are essential due to their ability to provide students with the means to think, feel, and understand the world around them in unique ways. Literacy in the arts strengthens a person's participation in society by enhancing problem solving skills and communication skills as well as fostering self-expression, aesthetic awareness, and multiple points of view. For these reasons, a curriculum in each of the fine arts should be available to all students so that they may become self-directed toward lifelong learning in the arts. The purpose of each fine arts curriculum is to promote lifelong participation in the arts by developing skilled creators, performers, critics, listeners, and observers of the arts. Students can use the arts as a means of: (1) self-expression and communication, (2) development of critical thinking skills, (3) self-knowledge and understanding of the world around them, and (4) increasing awareness of the artistic heritage of other cultures, as well as their own. The goals for students in grades kindergarten through grade twelve (K-12) are to enable each student to do the following:

- Develop one's artistic skills
- Become confident in one's abilities in the arts
- Become a creative problem solver
- Appreciate the value of the arts
- Communicate through the arts
- Communicate about the arts
- Exhibit knowledge of the historical and cultural diversity of the arts
- Exhibit knowledge of criticism and aesthetics in the arts

Visual Arts

Courses:

- Introduction to Three-Dimensional Art/Advanced (1 semester/1 credit each)
- Art History (1 semester/1 credit)
- Ceramics I, II, III, IV (1 semester/1 credit each)
- Drawing I, II, III, IV (1 semester/1 credit each)
- Fine Arts Connection (1 semester/1 credit)
- Painting I, II (1 semester/1 credit each)
- Printmaking (1 semester/1 credit)
- Sculpture (1 semester/1 credit)

1443 INTRODUCTION TO THREE-DIMENSIONAL ART (1 Semester/1 Credit)

Students in this course create advanced sculptures, assemblages, jewelry, and relief projects using various materials such as wood, clay, fiber, plastic, metals and found objects. Students reflect on the outcomes of those experiences, explore historical connections, write about the process, make presentations about their progress at regular intervals, work individually and in groups, find direct correlations to other disciplines, and explore career options in visual art.

- A Core 40, Academic Honors & Technical Honors elective
- Prerequisite: None
- Grades: 9 -12

1453 ADVANCED THREE-DIMENSIONAL ART (1 Semester/1 Credit)

Advanced Three-Dimensional Art II students create sculptural works with an emphasis on jewelry making and advanced work with mosaics, enameling, repousse, and cast paper are also undertaken. Students reflect on the outcomes of these projects, explore historical connections, write about the process, make presentations and participate in critiques, work individually and in groups, find direct correlations to other disciplines, and explore career options in visual art.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: At least a “C-” or better in Introduction to Three-Dimensional Art
- Grades: 9 -12

1003 ART HISTORY (1 Semester/1 Credit)

Art History emphasizes art appreciation and critical analysis of painting, architecture, drawings, and ceramics. The class stresses the effect that art has had on world civilization and culture.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: None
- Grades: 9 - 12

1213 CERAMICS I (1 Semester/1 Credit)

Students create works of art in clay utilizing the processes of hand building, molds, slip and glaze techniques, and the firing processes. Additionally, students: reflect upon the outcome of these experiences, explore cultural and historical connections, write about the process, make presentations about their progress at regular intervals, find direct correlations to other disciplines, and explore career options related to ceramics.

- A Core 40, Academic Honors & Technical Honors elective
- Prerequisite: None
- Grades: 9 -12

1223 CERAMICS II (1 Semester/1 Credit)

In this course, students work on projects inspired by influences such as nature or architecture. Design principles are emphasized as well as proficiency on the potter's wheel. Slab and coil projects increase in scale and require more attention to construction accuracy and craftsmanship. In addition, surface decoration techniques are explored in more detail. Students will also perform the outcomes listed in Ceramics I and utilize the resources available.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: At least a “C-” or better in Ceramics I
- Grades: 9 -12

1233 CERAMICS III (1 Semester/1 Credit)

This course focuses on vessel forms with wheel and hand building methods. Emphasis is placed on making various functional shapes such as cups, bowls, plates, and pitchers. In addition, students are required to add spouts, handles, and lids. Students will explore and share glaze solutions and employ slip painting, wax resist, and stenciling techniques. Students also perform the outcomes listed in Ceramics I and II.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisites: At least a “C-” or better in Ceramics I and II
- Grades: 10 -12

1243 CERAMICS IV (1 Semester 1 Credit)

Ceramics IV students will execute an emulation project in addition to performing outcomes listed for all Ceramics classes. This project requires the student to study an accomplished ceramicist and emulate and synthesize their technique, style and craftsmanship into a new style of their own. In addition, students are required to propose and execute a project that demonstrates a proficiency in one of the three forms of construction. Students will also assemble and display a retrospective of their ceramic work that includes an artist's statement.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisites: At least a “C-” or better in Ceramics I, II, and III and Instructor Permission
- Grades: 10 -12

1313 DRAWING I (1 Semester/1 Credit)

Drawing I students create drawings utilizing processes such as sketching, in-depth, line, shading, rendering, and contour drawing. Additionally, students: reflect upon the outcome of these experiences, explore historical connections, write about the process, make presentations about their progress at regular intervals, work individually and in groups, find a direct correlation to other disciplines, and explore career options related to

drawing.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: None
- Grades: 9 - 12

1323 DRAWING II (1 Semester/1 Credit)

Drawing II students create drawings utilizing techniques learned in Drawing I and add the techniques of perspective and gesture drawing to this knowledge base. In addition to the seven outcomes in Drawing I, the student will focus on problem solving, drawing from life, the introduction of new materials, and the attention to efficiency, purpose, and focus of their work. Students will also explore the role of technology and its application to the artist and the art world.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: At least a "C-" or better in Drawing I
- Grades: 9 - 12

1333 DRAWING III (1 Semester/1 Credit)

Drawing III students create drawings utilizing techniques acquired in Drawing I, and in addition, will focus on contour and gesture drawing as it relates to the study of the human figure and portraiture. In addition to the seven outcomes listed in Drawing I, students study human perspective, live model rendering, and the numerous tools and materials available to the portrait artist. Writing is incorporated into class work. Students may work with such items as digital cameras, clay, Adobe Photo Shop, and paints.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: At least a "C-" or better in Drawing I
- Grades: 10 - 12

1343 DRAWING IV (1 Semester/1 Credit)

Drawing IV students create drawing utilizing sketching, rendering, gesture, and perspective drawing. Students explore technical aspects of linear drawing. Other areas studied include creative writing, symbolism, satire, lettering, marketing, and animation. Students continue to explore how technology has made contributions to this area of art, and how they can incorporate it into their projects.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: Drawing I
- Grades: 10 - 12

1023 FINE ARTS CONNECTIONS (1 Semester/1 Credit)

In Fine Arts Connections, students blend their previous knowledge in art classes to work toward a culminating, integrated arts experience to: create related art works; reflect upon the outcome of these experiences; research cultural, social, political, and historical connections across the arts disciplines in a specific time; write about the process; make presentations about their research at regular intervals, work individually and in groups; find direct correlations to other disciplines; and explore career options related to the arts in general.

- A Core 40, Academic Honors & Technical Honors elective
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Prerequisite: Instructor Permission
- Grades: 10 - 12

1413 PAINTING I (1 Semester/1 Credit)

Painting I students create: abstract and realistic paintings with a variety of brush stroke techniques focusing on watercolors, oils, acrylics and tempera; reflect upon the outcome of these experiences; explore historical connections; write about the process; make presentations about their progress at regular intervals; work individually and in groups; find direct correlations to other disciplines; and explore career options related to painting.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: None
- Grades: 9 -12

1423 PAINTING II (1 Semester/1 Credit)

Painting II students create: realistic, abstract, expressionistic, and realistic paintings; reflect upon the outcomes of this production process; research and explore historical connections; write about relevant processes; make presentations and participate in critiques; work individually and in groups; find and appreciate direct correlations to other disciplines; and explore career options related to painting. In this class the student is presented with greater challenges concerning subject matter selection, and the collaborative use of new and familiar materials.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: At least a "C-" or better in Painting I
- Grades: 9 -12

1143 PRINTMAKING (1 Semester/1 Credit)

Printmaking is a survey class where students create abstract and realistic prints utilizing processes such as etching, relief, wood cuts, stencils, embossments, and lithography. Additionally, students: reflect upon the outcome of these experiences, explore historical connections, write about the process, make presentations about their progress at regular intervals, work individually and in groups, find direct correlations to other disciplines, and explore career options related to printmaking.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: None
- Grades: 9 - 12

1253 SCULPTURE (1 Semester/1 Credit)

Students create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. In addition, students : (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to sculpture. Art museums, galleries, studios, and community resources will be utilized.

- A Core 40, Academic Honors &Technical Honors elective
- The nature of this course allows for successive semesters of instruction at an advanced level provided defined proficiencies and content standards are utilized.
- Grades: 9- 12

Music

Courses:

- Chorus (Beginning, Intermediate) (2 semesters/2 credits each)
- Advanced Band (Wind Ensemble) (2 semesters/2 credits)
- Jazz Ensemble (2 semesters/2 credits)
- Music History & Appreciation (1 semester/1 credit)
- Music Theory & Composition (1 semester/1 credit)
- Piano I, (1 semester/1 credit)
- Advanced Piano II, III (1 semester/1 credit each)

6511 & 6512 BEGINNING CHORUS (2 Semesters/2 Credits)

Beginning Chorus develops musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing different types of music. Students may have the opportunity to experience live performances by professionals during and outside of the school day. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Students will be required to purchase specified attire.

- A Core 40, Academic Honors & Technical Honors elective
- Prerequisite: Each student will be required to participate in a screening to be placed in a particular choir.
- Grades: 9 - 12

6501 & 6502 INTERMEDIATE CHORUS (2 Semesters/2 Credits)

Intermediate Chorus provides opportunities to improve musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus, or (4) any combination thereof. Students may also have the opportunity to experience live performances by professionals during and outside of the school day. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. A limited amount of time will be scheduled for dress rehearsals and performances. Additional emphasis is placed on sight-reading, critical listening skills, and vocal technique. Students will be required to purchase specified attire.

- A Core 40, Academic Honors & Technical Honors elective
- This course may be taken for successive semesters
- Prerequisite: Each student will be required to participate in a screening to be placed in a particular choir.
- Grades: 9 – 12

6121 & 6122 ADVANCED CONCERT BAND (Wind Ensemble) (2 Semesters/2 Credits)

The Wind Ensemble provides students with a balanced and comprehensive study of music through participation in a performing ensemble. Students will develop skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of

musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students may also have the opportunity to experience live performances by professional musicians during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A number of public performances will serve as a culmination of daily rehearsals and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. **Members of the Advanced Concert Band will be required to perform at the Homecoming Parade, as a football pep band during the fall, and as a basketball pep band during the winter as part of their grade in class.** The band's repertoire is of the highest caliber (ISSMA Group I, II, or equivalent). Areas of refinement consist of advanced techniques including, but not limited to: (1) intonation, (2) balance and blend, (3) breathing, (4) tone production, (5) tone quality, (6) technique, (7) rhythm, (8) sight-reading, and (9) critical listening. Evaluation of music and music performances is included. Additional musical experiences for band members include ISSMA Solo and Ensemble Contest, private lessons, guest clinicians, and summer marching band.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: Previous band experience or Instructor Permission
- Grades: 9-12

6111 & 6112 JAZZ ENSEMBLE (L) (2 Semesters/2 Credits)

Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop creative skills through: (1) improvisation, (2) composition, (3) arranging, (4) performing, (5) listening, and (6) analyzing. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. The Jazz Ensemble performs music of the highest caliber in a wide variety of style. These styles include, but are not limited to: Blues, Swing, Latin, and Rock. Jazz students continually refine a wide variety of instrumental music techniques including, but not limited to: (1) intonation, (2) balance and blend, (3) breathing and tone production, (4) technique, (5) rhythm, (6) sight-reading, (7) improvisation (with cord symbol intonation), and (8) critical listening. Evaluation of music and music performances is included. Students may also have the opportunity to experience live performances by professional musicians during and outside the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A number of public performances will serve as a culmination of daily rehearsals and music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: Audition conducted by band director, and student is a member of one of two concert bands or receive written permission from the Instructor
- Course must be taken both semesters and may be taken each year
- Grades: 9 -12

6303 MUSIC HISTORY AND APPRECIATION (1 Semester/1 Credit)

This course is an introduction to the basics of music and music appreciation. This course is an investigation of the relationship between music and society. During the course, students will be asked to continually re-evaluate the question: "What does music mean to me?" In addition to a fundamental knowledge of musical concepts, this class will focus on several music topics and styles. Students are highly encouraged to bring in examples of their own musical listening to share and discuss with the class. Students taking this course receive instruction designed to explore music and major musical style periods through understanding music in relation to both the Western and Non-Western history and culture. Activities include, but are not limited to: (1) listening to, analyzing, and describing music; (2) evaluating music and music performances; and (3) understanding relationships between music and the other arts, as well as the disciplines outside of the arts.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: None
- Grades: 9 -12

6313 MUSIC THEORY AND COMPOSITION (1 Semester/1 Credit)

Students taking this course develop skills in analysis of music and theoretical concepts. Students will: (1) develop ear training and dictation skills; (2) compose works that illustrate mastered concepts; (3) understand chordal and harmonic structures and analysis; (4) understand modes and scales; (5) study a wide variety of musical styles; (6) study traditional and nontraditional music notation and sound sources as tools for musical composition; and (7) receive detailed instruction in other basics of music. Students will also have the opportunity to experience live music performances during and outside of the school day.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: Students must have at least one year of band or choir to enroll in this class
- Grades: 9 -12

6203 PIANO I (1 Semester/1 Credit)

High school students taking this course learn performance skills on the piano or electronic keyboard, in order to develop music proficiency and musicianship. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) perform with proper posture, hand position, fingering, rhythm, and articulation, (2) compose and improvise melodic and harmonic material at the keyboard, (3) create and perform simple accompaniments to melodies, (4) listen to, analyze, sight-read, and study appropriate piano literature, (5) study the elements of music as they relate to the piano, and (6) make informed interpretive decisions when performing on the keyboard.
If a student is already proficient enough they may test out and move up to piano II, III. Please see instructor for test out playing test.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: None
- Grades: 9 - 12

6213, 6223 ADVANCED PIANO II, III (1 Semester/1 Credit)

Advanced Piano II, III, IV is a continuation of Piano I. Greater emphasis is placed on working individually. Students should be able to work more independently. More difficult repertoire as well as upper level piano literature will be studied. Students will learn about various musical styles, composers, and music theory. Several pieces will be prepared. Students will: compose, create and performing more advanced accompaniments; listen to, analyze, sight-read and study advanced, upper level repertoire; demonstrate mastery of elements of music; and make higher order interpretive decisions.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: Piano I or Audition Required
- Grades: 9 - 12

HEALTH & PHYSICAL EDUCATION

Comprehensive Health Education provides the opportunity to develop skills for daily living and prepares students for their future. Health courses emphasize health as a value in life and enhance critical thinking, decision-making, problem solving, and behavioral skills. Health Education motivates students to voluntarily take responsibility in protecting, maintaining, and improving their health and to help provide for the well-being of their community. Health literacy enables a student to obtain, interpret, and understand basic health information and services, and the competence to use such information and services in ways that are beneficial to themselves, their families, and their communities.

Courses:

- Health & Wellness (1 semester/1 credit)
- Adv. Health Education: Sports Medicine I/II (1 semester/1 credit each)

7103 HEALTH & WELLNESS (1 Semester/1 Credit)

Health and Wellness provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well being. Students are provided opportunities to explore the effects of health behaviors on their quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers.

- Required for graduation
- A General, Core 40, Academic Honors &Technical Honors course
- Prerequisite: None
- Grades: 9 -10

7063 ADVANCED HEALTH EDUCATION: SPORTS MEDICINE I (1 Semester/1 Credit)

This course is directed toward students that are interested in any health care profession. The course will be a combination of lecture and laboratory experience, with emphasis in the areas of: sports medicine, emergency preparedness, assessment and evaluation of sports injuries physical modalities, taping and wrapping, kinesiology, bleeding and shock, the bones and soft tissue. This course requires a minimum of twenty (20) hours of internship experience approved by the instructor and completed outside the regular school day. A student may work with an athletic team as an athletic training student aide to earn an athletic letter.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: Instructor permission and genuine interest in medical professions
- Grades: 10 -12

7123 ADVANCED HEALTH EDUCATION: SPORTS MEDICINE II (1 Semester/1 Credit)

This course is directed toward students who are interested in the health care professions. This course will be a combination of lecture and lab experience, with emphasis in the areas of: review from sports medicine I, specific areas of the body and their injuries, special considerations in athletics nutrition and supplementation, and rehabilitation. This course requires a minimum of twenty (20) hours of internship experience approved by the instructor and completed outside the regular school day. A student may work with an athletic team as an athletic training student aide to earn an athletic letter.

- A Core 40, Academic Honors &Technical Honors elective
- Prerequisite: Student must have successfully completed Sports Medicine I
- Grades: 10 -12

Americans can substantially improve their health and quality of life by including moderate amounts of physical activity in their daily lives. If students are to meet their full potential, it is essential that they participate in physical education programs that provide opportunities to develop skills, knowledge, and attitudes through fundamental movements, rhythmic, sport, and fitness activities. The overall aim is to help students develop lifelong skills that include regular exercise and recreational activities. Students will learn to assume responsibility for their own health and well-being through an active lifestyle.

Courses:

- Physical Education I/II (2 semesters/2 credits)
- Aquatics (1 semester/1 credit)
- Conditioning (1 semester/1credit)
- Adv Physical Conditioning (1 semester/1 credit)
- Lifeguard Training (1 semester/1 credit)
- Lifeguard Management (1 semester/1 credit)
- Sports & Recreation (1 semester/1 credit)

7023 PHYSICAL EDUCATION I (1 Semester/1 Credit)

Physical Education I emphasizes health-related fitness for a lifetime of activity. This program includes skill development, application of rules and strategies of movement including three of the following: health-related fitness activities, aerobic exercise, team sports, individual/dual sports, outdoor pursuits, aquatics, dance, and recreational games. Assessment includes both written and performance-based skill evaluations.

- Required for graduation
- A General, Core 40, Academic Honors &Technical Honors course
- Classes are coeducational unless the activity involves bodily contact
- Grade: 9

7033 PHYSICAL EDUCATION II (1 Semester/1 Credit)

Physical Education II emphasizes health-related fitness for a lifetime of activity. This program includes skill development, application of rules and strategies of movement including three of the following: health-related fitness activities, aerobic exercise, team sports, individual/dual sports, outdoor pursuits, aquatics, dance, and recreational games. Assessment includes both written and performance-based skill evaluations.

- Required for graduation, if student elects to not or is ineligible to flex out
- A General, Core 40, Academic Honors &Technical Honors course
- Classes are coeducational unless the activity involves bodily contact
- Grade: 10

Elective Physical Education Courses

Elective Physical Education promotes lifetime sport and recreational activities. A minimum of two of the following activities will be included: health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility and body composition), team sports, individual or dual sports, aquatics, and outdoor pursuits. 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 a personal fitness program that enables them to achieve their desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Elective Physical Education classes include: Conditioning, Advanced Conditioning, Aquatics, Sports and Recreation, Lifeguard Management, and Lifeguard Training, Advanced Weight Training, Conditioning for Women (not coeducational).

- Prerequisites: Physical Education I.
- Classes are coeducational unless the activity involves bodily contact
- These classes are participatory in nature. Therefore, a progressive scale of discipline, up to and including removal from class has been established by the instructors in regards to dress cuts.
- A maximum of six credits may be earned provided that there is no course or skill level duplication

7043 AQUATICS (1 Semester/1 Credit)

Aquatics training and individual or team sports are included. This course will include both pool and outside activities.

- This course may be taken only one time
- Prerequisite: Earned B- or better in PE I or instructor permission. Student MUST be able to swim, unassisted, in the deep end of the pool.
- These classes are participatory in nature. Therefore, a progressive scale of discipline, up to and including removal from class has been established by the instructors in regards to dress cuts.
- Grades: 10 - 12

7013 CONDITIONING (1 Semester/1 Credit)

Health-related fitness activities through different types of weight lifting and related exercises are included.

- This course may be taken for successive semesters
- These classes are participatory in nature. Therefore, a progressive scale of discipline, up to and including removal from class has been established by the instructors in regards to dress cuts.
- Prerequisite: Earned B- or better in PE I or instructor permission
- Grades: 10 -12

7113 ADVANCED PHYSICAL CONDITIONING (1 Semester/1 Credit)

This is a co-educational course for those students who are currently involved in our high school athletic program. This class will involve a more intense instruction in strength training, cardiovascular fitness, flexibility, and outdoor pursuits than the advanced physical education offering.

- This course may be taken for successive semesters
- Prerequisite: Earned B- or better in PE I or instructor permission. You must have a recommendation from varsity coach to take this class, or instructor permission.
- These classes are participatory in nature. Therefore, a progressive scale of discipline, up to and including removal from class has been established by the instructors in regards to dress cuts.
- Grades: 10 -12

7163 ADVANCED WEIGHT TRAINING (1 Semester/1 Credit)

This is a co-educational course for those students who are currently involved in our high school athletic programs or are interested in advanced weight training. This class will involve intense instruction in strength training and flexibility, with the main focus on getting stronger by completing more complex weight training movements necessary for Yorktown High School athletics.

- This course may be taken for successive semesters
- Prerequisite: Earned B- or better in PE I or instructor permission. You must have a recommendation from varsity coach to take this class, or instructor permission.
- These classes are participatory in nature. Therefore, a progressive scale of discipline, up to and including removal from class has been established by the instructors in regards to dress cuts.
- Grades: 10 -12

7013W CONDITIONING for WOMEN (1 Semester/1 Credit)

This class is for females only who want to increase in health-related fitness activities. This class will include cardiovascular activities as well as weight lifting and other fitness exercises. This is highly recommended for the female athletes and encouraged to those who just want to improve body composition and healthy fitness zones.

- This course may be taken for successive semesters
- Prerequisite: Earned B- or better in PE I or instructor permission

- These classes are participatory in nature. Therefore, a progressive scale of discipline, up to and including removal from class has been established by the instructors in regards to dress cuts.
- Grades 10-12

7003 LIFEGUARD TRAINING (1 Semester/1 Credit)

The American Red Cross Certificate for Lifeguard Training requires the following: students must swim 300 yards continuously using each of the following the strokes: 100 yards freestyle, 100 yards breaststroke and 100 combined. A dive of 7-10 feet to retrieve a brick and swim 20 yards within a time of 1:40 is required. When taking this class, the students should have lifeguard certification as a goal.

- This course may be taken only one time
- Prerequisite: Earned B- or better in PE I or instructor permission
- These classes are participatory in nature. Therefore, a progressive scale of discipline, up to and including removal from class has been established by the instructors in regards to dress cuts.
- Grades: 10 - 12

7323 LIFEGUARD MANAGEMENT (1 Semester/1 Credit)

The Lifeguard Management course will provide lifeguards with career development training that includes injury prevention, selection and training of lifeguards, team building, interaction with patrons, pool maintenance and management, and emergency-response planning. This class will be taught concurrently with the Lifeguard Training course. The students will teach, demonstrate and help instruct the Lifeguard Training course. This is an independent study course. Head Lifeguard Certification from the American Red Cross will be issued upon completion of this course.

- This course may be taken only one time
- Prerequisites: Successful completion and certification in Lifeguard Training and Instructor Permission
- Grades: 10 -12

7053 SPORTS AND RECREATION (1 Semester/1 Credit)

Individual or dual sports and outdoor pursuits are included.

- This course may be taken only one time
- Prerequisite: Earned B- or better in PE I or instructor permission
- Students who receive more than four (4) dress cuts in a semester will be removed with a W/F and are ineligible for any other elective PE classes
- Grades: 10 – 12

HEALTH SCIENCE EDUCATION

Health Science Education is a secondary career education program for students interested in pursuing a career in health care. The Health Science Career Cluster is a cluster of study integrating academics, specific health science technology courses, along with a variety of problem–based and work-based learning opportunities. Work-based learning may include job shadowing, internships, and other clinical experiences that allow students to observe and learn from healthcare professionals.
Every Health Science program provides students with opportunities to explore a variety of health careers and make realistic and satisfying career choices. Students also develop their leadership potential through involvement in HOSA, a student leadership organization for health science students. Students in the Health Science Career Cluster leave high school better prepared for further education and/or immediate employment in the healthcare field.
Health Science pathways include: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, Biotechnology and Research Development.

- Anatomy/Physiology (2 Semesters/2 Credits)
- Introduction to Physical Therapy (1 Semester/1 Credits)

8001 & 8002 ANATOMY & PHYSIOLOGY (2 Semesters/2 Credits)

Anatomy/Physiology is a college preparatory course designed for students to understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields. Studies will include the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, organs, and organ systems. Laboratory work and the completion of a dissection of a fetal pig are ***required*** for this class.

- A Core 40, Academic Honors &Technical Honors Life Science course
- Prerequisite: "C-" or better in Biology I
- Grades: 9 – 12

7343 INTRODUCTION TO PHYSICAL THERAPY (1 Semester/1 Credit)

CIP 51.0806 (Physical Therapist/Assistant)

Introduction to Physical Therapy introduces students to careers in physical therapy, athletic training and sports medicine. Due to the multi-disciplinary/cross training trend in health care delivery, this course will offer an overview of other allied health careers interrelated to physical therapy; such as athletic training and sports medicine. Various instructional strategies and technologies are used to teach students about career opportunities and their associated roles and responsibilities, legal and ethical issues, patient diversity, anatomy and physiology, injury mechanisms, disorders requiring physical therapy, aspects of rehabilitation, safety concerns and patient documentation. This course builds on the competencies learned in introductory courses and provides students the opportunity to develop more in-depth knowledge, skills and attitudes related to physical therapy. Students have the opportunity to compete in a variety of HOSA competitive events, including sports medicine and physical therapy, at both the state and national level.

- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Prerequisite: Biology, Anatomy and Physiology can be taken prior to or concurrently
- Grade Level: 11-12

LANGUAGE ARTS

Language Art courses consist of a balance of reading, writing, listening, speaking, grammar, literature, and media studies. Students will develop the ability to think critically and then act on this knowledge. Students will master and apply essential skills in reading and writing and be exposed to various types of texts, genres, and cultures. Students will develop essential skills in writing, using a process that includes: prewriting, drafting, revising, editing, and producing a final**,** corrected product. Instruction in grammar, usage, and mechanics is integrated with writing instruction so that students develop a common language for discussion. All writing in its final publication form will follow accepted conventions of language, style, mechanics, and format.

Courses:

- English 9, 10, 11, 12 (2 semesters/2 credits each)
- English 9 Honors, 10 Honors (2 semesters/2 credits each)
- English 9 AP Prep, English 10 AP Prep (2 semesters/2 credits)
- English Language & Comp, AP (2 semesters/2 credits)
- English Literature & Comp, AP (2 semesters/2 credits)
- Technical Communications (1 semester/1 credit)
- American Literature (1 semester/1 credit)
- Literary Movements (1 semester/1credit)
- Creative Writing (1 semester/1 credit)
- Speech/Adv Speech (1 semester each/1 credit each)
- Mass Media (1-2 semesters/1-2 credits)

3011 & 3012 ENGLISH 9 (2 Semesters/2 Credits)

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.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: None

3211 & 3212 ENGLISH 9, HONORS (2 Semesters/2 Credits)

English 9 Honors, an enriched 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. Additional readings, writings, and projects, including summer reading involving the classics and emerging classics will be required. 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.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisites: English 8 Honors (Advanced Language Arts) or Instructor Permission
- Grade: 9

3011P & 3012P ENGLISH 9 AP Prep (2 Semesters / 2 Credits)

English 9 AP Prep, an enriched 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 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 10 in classic and contemporary literature balanced with nonfiction. Additional readings, writings, and projects, including summer reading involving the classics and emerging classics will be required. 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. This course is for extra preparation to take the Advanced Placement classes or college placement examinations.

- Prerequisite: English 8 Honors/Advanced Language Arts (grade 9 standards)
- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: B or better in English 8 Honors (Advanced Language Arts) and earn a passing score on the AP-Prep admissions test).
- Grade: 9

3021 & 3022 ENGLISH 10 (2 Semesters/2 Credits)

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 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 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.

- A Core 40, Academic Honors &Technical Honors course
- All sophomores MUST be enrolled in English 10 (or English 10 Honors or English 10 AP Prep) and pass the English 10 End of Course (ECA) Assessment to meet Indiana graduation requirements.
- Prerequisite: co-requisite of Language Arts Lab
- Grade: 10

3221 & 3222 ENGLISH 10, HONORS (2 Semesters/2 Credits)

English 10 Honors, an enriched 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 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 10 in classic and contemporary literature balanced with nonfiction. Additional readings, writings, and projects, including summer reading involving the classics and emerging classics will be required. 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.

- A Core 40, Academic Honors &Technical Honors course
- All sophomores MUST be enrolled in English 10 Honors (or English 10 or English 10 AP Prep) and pass the English 10 End of Course (ECA) Assessment to meet Indiana graduation requirements.
- Prerequisites: English 9 Honors or Instructor Permission
- Grade: 10

3021P & 3022P ENGLISH 10 AP Prep (2 Semesters / 2 Credits)

English 10 AP Prep, an enriched integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 11 (American Literature focus), 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 11 in classic and contemporary literature balanced with nonfiction. Additional readings, writings, and projects, including summer reading involving the classics and emerging classics will be required. 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. This course is for extra preparation to take the Advanced Placement classes or college placement examinations.

- A Core 40, Academic Honors &Technical Honors course
- All sophomores MUST be enrolled in English 10 AP Prep (or English 10 or English 10 Honors) and pass the English 10 End of Course (ECA) Assessment to meet Indiana graduation requirements.
- Prerequisite: English 9 Honors with instructor permission or English 9 AP Prep
- Grade: 10

3263 AMERICAN LITERATURE (1 Semester /1 Credit)

American Literature, a course based on Indiana's Academic Standards for English/Language Arts and emphasizing the High School Literature Standards, is a study of representative works and authors of the United States from pre-Revolutionary times to present. Students read, analyze, evaluate, critique, and actively respond to a variety of literary genres that reflect American culture, including quality works of various ethnic and cultural minorities. Students compare readings and media from literature, history, and other subjects by demonstrating how the ideas and concepts presented in the works are interconnected, distinctly American, and important to an understanding of the development of the current culture.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: English 9, English 10, English 10 Honors if a grade of a C- or lower was received, or teacher recommendation
- Grade: 11

3433 TECHNICAL COMMUNICATION (1 Semester/1 Credit)

The technical communication course uses a process approach to writing including audience analysis, prewriting, drafting, peer sharing, revising, editing, and formatting. Students produce technical reports, the final draft of which must follow accepted conventions of language and style. Students develop technical reading skills through the use of professional journals and trade publications. Skill in a variety of writings will be taught including memos, brochures, manuals, presentation materials, email, and notices.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: English 9, English 10, English 10 Honors if a grade of a C- or lower was received, or teacher recommendation
- Grade: 11

3261 & 3262 ENGLISH 11 HONORS (2 Semesters / 2 Credits)

English 11, an enriched 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 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 11 in classic and contemporary literature balanced with nonfiction. Additional readings, writings, and projects, including summer reading involving the classics and emerging classics will be required. Students write fictional

narratives, short stories, responses to literature, reflective compositions, historical investigative reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students deliver grade-appropriate multi-media presentations and access, analyze, and evaluate online information.

- A Core 40, Academic Honors &Technical Honors course
- Recommended Prerequisite: English 10 Honors or English 10 with teacher recommendation
- Grade: 11

3231WT & 3232WT ENGLISH LANGUAGE AND COMPOSITION, AP (2 Semesters/2 Credits)

The College Board, the organization that manages Advanced Placement Programs, has defined this course as the study of rhetoric. In other words, students will focus on what text ***does*** rather than what it ***says***. Students will read to identify and discuss the textual situation, purpose, audience, persona and design. They will generate argumentative text. During the writing process students will develop points within the organizational structure of a body of text, will make stylistic choices to achieve intended effects, and will select, connect, and organize information and ideas. AP English Language and Composition augments Indiana Standards for English 11. Independent reading for college-bound students is mandatory. Students will be **required** to take the AP Language and Composition Exam in May. Many colleges award credit based on exam scores. NOTE: Students are responsible for purchasing supplemental textbooks.

- A Core 40, Academic Honors &Technical Honors course
- This class may have a Dual Credit opportunity.
- Prerequisite: English 10 or English 10 Honors and Instructor Permission
- Completion of summer reading requirement(s) as assigned
- Grades: 11 and 12

3373 LITERARY MOVEMENTS (1 Semester /1 Credit)

Themes in Literature, a course based on Indiana's Academic Standards for English/Language Arts and emphasizing the High School Literature Standards, is a study of universal themes appropriate to the level and interests of students. Students examine representative works in various contemporary genres and analyze how themes illuminate humanity's struggle to understand the human condition.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: English 9, English 10, and English 11, English 11 Honors if a grade of a C- or lower was received, or American Literature and Technical Communications or teacher recommendation
- Grade: 12

3383 SPEECH (1 Semester/1 Credit)

Speech provides practice in basic techniques of effective oral communication. Students have opportunities to make different types of oral presentations including: (1) viewpoint, (2) instructional, (3) demonstration, (4) informative, (5) persuasive, and (6) impromptu. Students will practice and develop critical listening skills. Basic skills of organization and delivery will be emphasized.

- A Core 40, Academic Honors &Technical Honors course
- Required for graduation beginning with the class of 2012
- Grade: 9-12

3251 & 3252 ENGLISH 12 HONORS (2 Semesters/2 Credits)

English 12, an integrated English course based on Indiana's Academic Standards for English/Language Arts in 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, short stories, responses to literature, reflective compositions, historical investigative 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.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: English 9 Honors, English 10 Honors, and English 11 Honors or teacher recommendation
- Grade: 12

3241WT & 3242WT ENGLISH LITERATURE AND COMPOSITION, AP (2 Semesters/2 Credits)

The College Board, the organization that manages Advanced Placement Programs, has defined this course as studying and writing about fiction, poetry, and drama. The course of study will be geared to the AP Literature and Composition Exam in May, which students are **required** to take or the semester grade will be reduced by one and one-thirds letter grade. Because many colleges award credit based on exam scores, students are responsible for the test fee. AP guidelines require a college format and utilize college-level texts and paperbacks, which may contain adult themes and language. As with any college-level class, these books will need to be purchased by the student. Various literary techniques will be studied in connection with the literature as well as multiple-choice question and composition techniques for analyzing various types of literature in both un-timed and timed situations. Vocabulary study is incorporated into the class as well to facilitate taking the AP exam. Both summer reading and outside reading of novels most frequently seen on the AP test will also be required. **NOTE:** A grade lower than a "C-" may result in removal from the class.

- A Core 40, Academic Honors &Technical Honors course
- This class may have a Dual Credit opportunity.
- Prerequisite: English 11 or AP Language and Composition and instructor permission
- Completion of summer reading requirement(s) as assigned
- Grade: 12

3323 CREATIVE WRITING (1 Semester/1 Credit)

Creative Writing provides opportunities to further develop writing skills in divergent styles. The basis of this course is accomplished through the manipulation of language to convey ideas, feelings, moods, and visual images. Supplemental reading assignments illustrating particular elements of writing will be assigned to complement a variety of writing assignments.

- A Core 40, Academic Honors & Technical Honors course
- Prerequisite: None
- Grades: 11-12

3453 ADVANCED SPEECH AND COMMUNICATIONS (1 Semester/1 Credit)

Advanced Speech and Communication builds on the skills learned in Speech with an emphasis on debate. Major emphasis is given to the production of formal speeches. This course focuses on leadership development, listening skills, oral interpretation, parliamentary procedure, research methods, and oral debate. Students are given opportunities to express subject matter knowledge and content through various writing experiences as well as reading a variety of literary genre related to course content and speaking experiences. Special attention is given to the creation of a complete outline and support, using two or more sources, as well as individual presentation skills. Students concentrate on producing speeches that: (1) inform, (2) motivate, (3) entertain, and (4) persuade through the use of impromptu, (4) extemporaneous, memorized, and manuscript delivery.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: Speech
- Grades: 10 -12

3201 & 3202 MASS MEDIA (2 Semesters/2 Credits)

Mass Media, a course based on the High School Journalism Standards and the Mass Media and Media Literacy Standards, is the study of the importance of mass media as pervasive in modern life at the local, national, and

global levels. It includes a study of the impact of constant and immediate news, entertainment, and persuasive messages on everyday life. Students use course content to become knowledgeable consumers of mass media in preparation for their roles as informed citizens in a democratic society. MASS MEDIA PROJECT for the second credit: Students complete a project, such as a media convergence special report using multiple formats that compare different aspects of a topic of interest or concern. The project demonstrates knowledge, application, and progress in Mass Media course content.

- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma
- Prerequisite: Teacher recommendation
- Grade: 9-12

English/Language Arts Course Sequence Options

Option 1

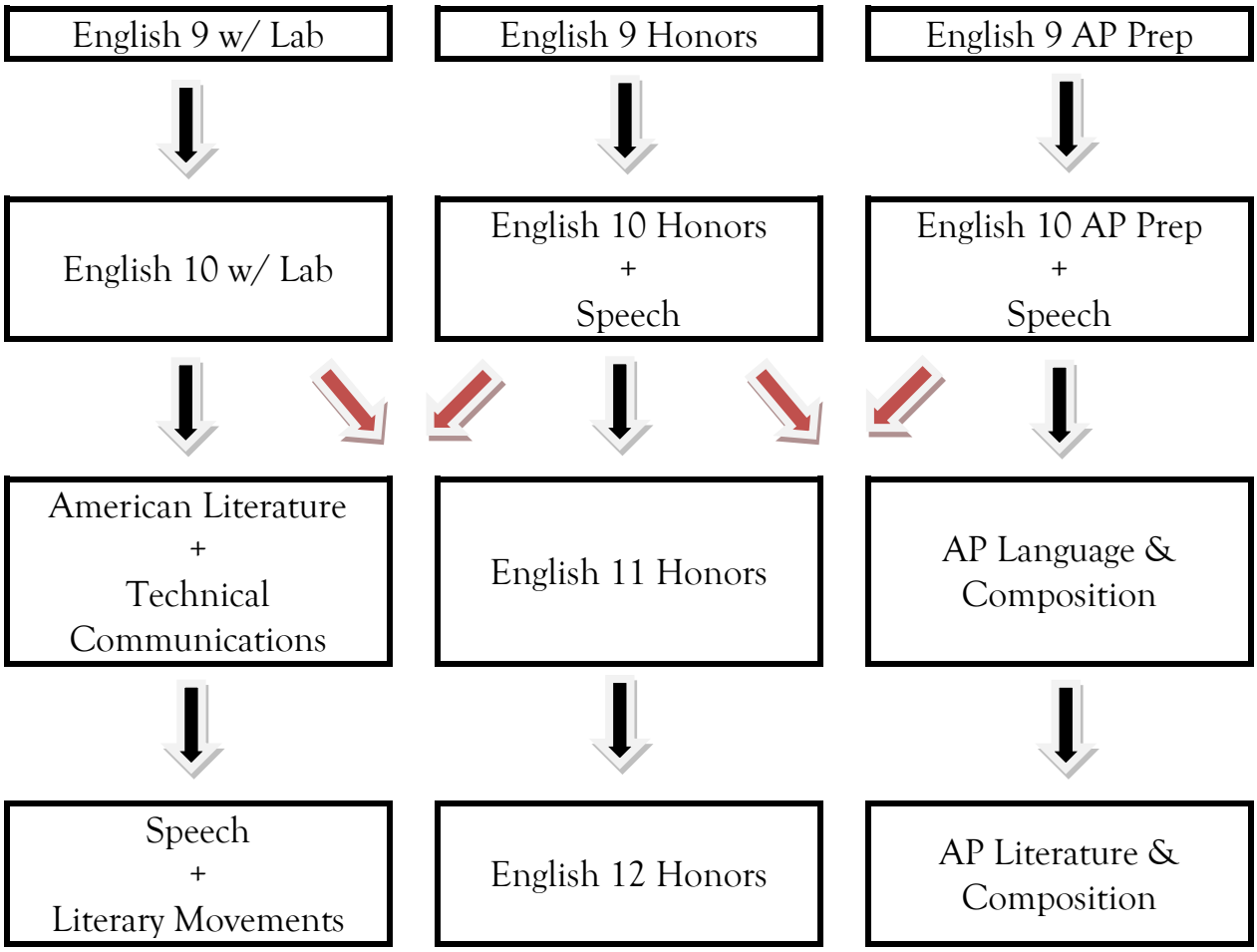
This course sequence is recommended for students who aspire to a two or four year college experience but require additional support in English/ Language Arts skills.

Option 2

This course sequence is recommended for students who aspire to a four year college experience and have strong English/Language Arts skills.

Option 3

This course sequence is recommended for students who took English 8 Honors in middle school and aspire to take the College Board Advanced Placement courses in their junior and senior years.



Note: Red arrows indicate the appropriate juncture for students to switch options based upon teacher recommendation and End of Course Assessment scores

STUDENT PUBLICATIONS

3901 & 3902 STUDENT PUBLICATIONS (2 Semesters/2 Credits)

This course provides practice in gathering and analyzing information, interviewing, and note taking for the purpose of: writing, editing, and publishing for print and broadcast media, including student publications. This course includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, and typography. The concept of responsible journalism is discussed. This course offers practical training in publishing the school newspaper and yearbook. Students plan, publish, market, and distribute their school publications.

- This course cannot be used for the 8 required English credits
- The nature of this course allows for successive semesters of instruction
- Prerequisites: Instructor Permission with Application
- Grades: 9-12

MARKETING, MANAGEMENT, ENTREPRENEURSHIP EDUCATION

Marketing is the process of planning, pricing, promoting, and distributing ideas, goods, and services to create exchanges that satisfy individual and organizational objectives. Marketing involves diverse activities like selling, information management, advertising, product design, distribution, pricing, purchasing, and financing. Its successful performance depends on the application of mathematics and communication skills and the use of critical thinking and problem solving.

Courses:

- Sports, Recreation, and Entertainment Marketing
- Entrepreneurship Academy

3981 & 3982 SPORTS, RECREATION, AND ENTERTAINMENT MARKETING (2 Semesters/2 Credits)

CIP 52.1910 (Hospitality and Recreation Marketing Operations)

Sports, Recreation, and Entertainment Marketing is a specialized marketing course providing students with the opportunity to apply marketing principles in the fields of Sports, Recreation, and Entertainment. Students will produce and market activities for athletic and entertainment programs at the high school. A plan to increase attendance and support for athletic and entertainment (music and theatre) functions in the school may be developed. The class may research and work with the private sector and community to help market recreation and entertainment programs. Instructional strategies may include computer/technology applications, event planning, real and/or simulated occupational experiences, and projects in the marketing functions such as those available through the DECA program of co-curricular activities.

- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Prerequisite: Instructor Permission
- Grades: 11-12

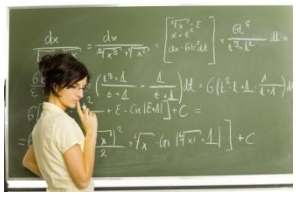
3961 & 3962 ENTREPRENEURSHIP ACADEMY (2 Semesters/2 Credits)

CIP 52.0701 (Entrepreneurship/Entrepreneurial Studies)

Entrepreneurship Academy is designed as the capstone course in a specialized sequence of marketing and marketing related courses, which provide instruction in marketing, management, and entrepreneurial

fundamentals as they relate to starting and operating a business. This curriculum is based upon the National Standards for Marketing Management, Entrepreneurship, and Business Administration. Entrepreneurship Academy is a specialized marketing course designed to enable students to acquire the knowledge and develop the skills needed to effectively organize, develop, create, and manage their own business. Topics addressed include assessment of entrepreneurial skills, the importance of business ethics, and the role of entrepreneurs in a global economy. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects available through the DECA program of co-curricular activities. Students will develop a written business plan for a business of their choice. Curriculum should be incorporated into development of a business plan throughout the term of the 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 capstone course for an Entrepreneurship Academy
- Prerequisites: Marketing and Accounting. Economics should be taken concurrently with first semester of course.
- Grades: 11-12



MATHEMATICS

Mathematics encourages students to explore, reason logically, draw inferences, and employ a variety of mathematical methods in order to become mathematically literate and capable of developing mathematical power. Students will:

- select and apply problem-solving methods using appropriate skills, concepts and technology;
- communicate, orally and in writing, mathematical ideas as well as their power and usefulness in the real world; and
- understand the connections and relationships among various mathematical topics and their applications in society at large.

Courses:

- Algebra I (2 semesters/2 credits)
- Geometry/Honors (2 semesters/2 credits)
- Algebra II/Honors (2 semesters/2 credits)
- Probability and Statistics (1 semester/1 credit)
- Discrete Math (1 semester/1 credit)
- Pre-Calculus (2 semesters/2 credits)
- Calculus, AP (2 semesters/2 credits)
- Statistics, AP (2 semester/2 credits)

5011 & 5012 ALGEBRA I (2 Semesters/2 Credits)

Algebra I develops the algebraic skills and concepts necessary for students who will take other advanced courses. This course provides for the use of algebraic skills in a wide range of problem-solving situations, with emphasis on the concept of function throughout the course. Topics include: properties of real numbers, solution sets, basic operations with polynomials, solving quadratic equations and systems, use of exponents, and introductory topics from statistics and probability. (A grade of C- is recommended before enrolling in Algebra II).

- Required for graduation
- All Algebra I students MUST pass the Algebra I End of Course (ECA) Assessment to meet Indiana graduation requirements.
- A Core 40, Academic Honors &Technical Honors course
- Grades: 9 - 12

5061 & 5062 GEOMETRY (2 Semesters/2 Credits)

Geometry provides a better understanding of shapes and their properties. Deductive and inductive reasoning with investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of: angles, lines, planes, congruent and similar triangles, trigonometric ratios, polygons, and circles and spatial drawings.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: Algebra I
- Grades: 9 – 12

5101 & 5102 HONORS GEOMETRY (2 Semesters/2 Credits)

Honors Geometry will cover the same content as Geometry with an emphasis placed on higher level thinking skills. The pace of the course will be accelerated and will include numerous enrichment activities.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: 8th Grade Algebra I with an A or B, and instructor permission
- Grades: 9 – 12

5021 & 5022 ALGEBRA II (2 Semesters/2 Credits)

Algebra II expands on the topics of Algebra I and provides further development of the concept of a function. The expanded topics of the course include: the theorems and algorithms of algebra; polynomials and polynomial functions; rational exponents; the complex numbers, sequences, and series; the properties and graphs of conic sections; permutations and combinations; matrices; and exponential and logarithmic functions. (Students who did not have a "C-" final grade in Algebra I is strongly encouraged to retake Algebra I prior to taking Algebra II).

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: Algebra I, Geometry recommended
- Grades; 9 - 12

5091 & 5092 AGLEBRA II HONORS (2 Semesters/2 Credits)

Algebra II Honors will cover the same content as Algebra II with an emphasis placed on higher level thinking skills. The honors course will focus on exploring Algebra II skills in greater depth than the Algebra II course.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: A grade of an A or B in Algebra I or instructor permission
- Grades: 9 – 12

5033 PRE-CALCULUS (1 Semester/1 Credit)

Pre-Calculus extends the course of study in algebraic reasoning past Algebra II (or Integrated Math III). The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. This course will allow students to more accurately model real-life phenomena that are regular topics of discussion in college-level STEM courses. Students pursuing non-STEM careers will benefit from an increased understanding of mathematical modeling and data analysis, both of which are increasingly used in nearly all career fields.

- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Prerequisite: Algebra II and Geometry
- Grades: 11-12

5043 TRIGONOMETRY (1 Semester/1 Credit)

Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming.

- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Prerequisite: Algebra II and Geometry
- Grades: 11-12

5041 & 5042 PRE-CALCULUS/TRIGONOMETRY (2 Semesters/2 Credits)

Pre-Calculus blends the concepts and skills that must be mastered prior to enrollment in a college-level calculus course. A functional approach provides for the integration of all the concepts listed for the course of Trigonometry plus: the relationship of equations and graphs of linear, quadratic, and parametric equations; translation of axes; and locus and vectors. The theory of equations, exponential and logarithmic functions, matrices, and

determinants are included.

- A Core 40, Academic Honors & Technical Honors course
- Prerequisites: Algebra II Honors or earned A- or better in both semesters of Algebra II or instructor permission
- Grades: 10 – 12

5313 PROBABILITY AND STATISTICS (1 Semester/1 Credit)

Probability and Statistics develops skills in statistical techniques in the decision-making process. Topics include: methods of data collection, organization of data, and graphical techniques for exhibiting data together with measures of central tendency and variation. Basic laws of probability, sampling theory, hypothesis testing, and making inferences from samples are also included. Practical examples based on real experimental data are used throughout. Students will plan and conduct experiments or surveys and analyze the resulting data.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: Algebra II
- Grades: 11 – 12

5103 DISCRETE MATHEMATICS (1 Semester/1Credit)

Discrete Mathematics 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.

- A Core 40, Academic Honors & Technical Honors course
- Prerequisite: Algebra II
- Grades; 11 – 12

5251WT & 5252WT CALCULUS, ADVANCED PLACEMENT (2 Semesters/2 Credits)

Calculus, Advanced Placement, is a course that provides students with a more in-depth understanding of: limits, continuity, derivatives, definite integrals, and techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. This course also includes applications of the derivative, the integral, and theory of calculus. The use of graphing technology is required. Topics covered are differentiation and integration of functions along with related concepts and applications. Students will be **required** to take the AP Calculus Exam in May. College credit may be earned based on the AP exam score.

- A Core 40, Academic Honors & Technical Honors course
- Prerequisites: Pre-Calculus/Trig
- Grade: 11 - 12

5231WT & 5232WT STATISTICS, ADVANCED PLACEMENT (2 Semesters/2Credits)

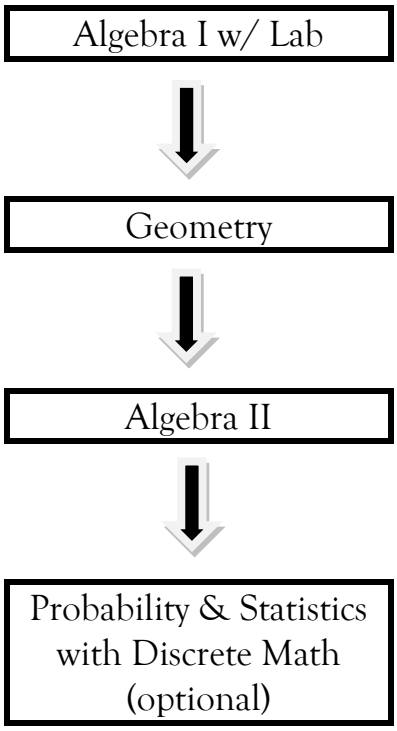
Statistics, Advanced Placement is a course based on content established by the College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns (2) sampling and experimentation: planning and conducting a study, (3) anticipating patterns: exploring random phenomena using probability and simulation, and (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: Algebra II
- Grades: 11 - 12

Mathematics Course Sequence Options

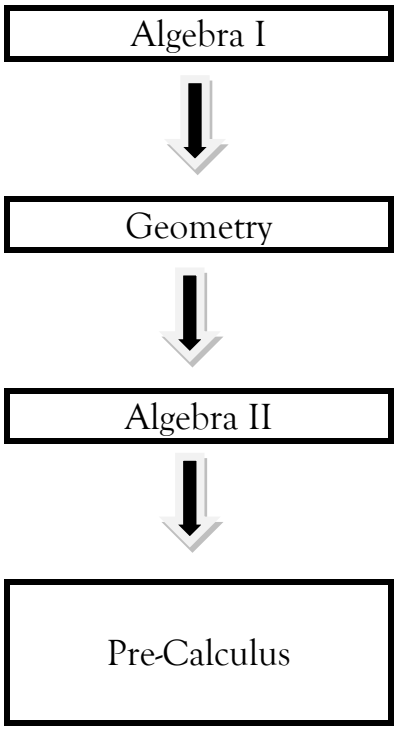
Option 1

This course sequence is recommended for students who aspire to a two or four year college experience but require additional support in Mathematics.



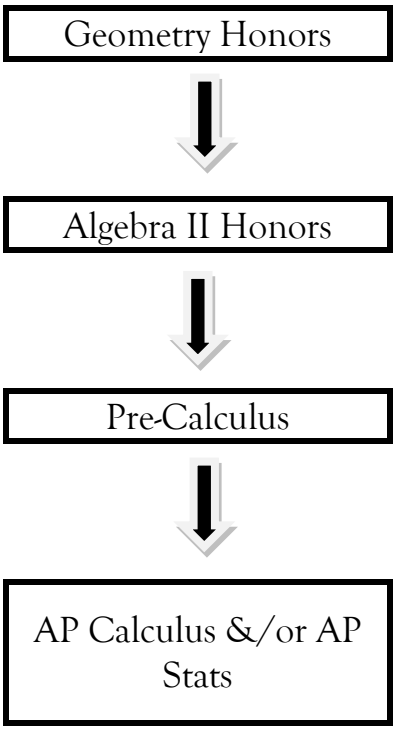
Option 2

This course sequence is recommended for students who aspire to a four year college experience and have strong Mathematic skills.



Option 3

This course sequence is recommended for students who took Algebra in middle school and aspire to take the College Board Advanced Placement courses in their junior and senior years.



SCIENCE

Science education enhances students' ability to explore natural phenomena and sustain lifelong curiosity by developing skills to investigate the relationships between science, technology, society, and the quality of life. As citizens they will be called upon to participate in determining public policy questions that will affect the quality of life for all Indiana residents.

Courses:

- Biology (2 semesters/2 credits)
- Biology II (2 semesters/2 credits)
- Environmental Science, Advanced (2 semesters/2 credits)
- Environmental Science, AP (2 semesters/2credits)
- Chemistry I (2 semesters/2 credits)
- Chemistry Honors (2 semesters/2 credits)
- Organic Chemistry (2 semesters/2 credits)
- Integrated Chemistry/Physics (2 semesters/2 credits)
- Integrated Chemistry/Physics – Discovery (2 semesters/2 credits)
- Physics (2 semesters/2 credits)
- Chemistry, AP (2 semesters/2 credits)
- Biology, AP (2 semesters/2 credits)

8031 & 8032 BIOLOGY I (2 Semesters/2 Credits)

Biology I provides through regular laboratory and field investigations, study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students have opportunities to: (1) gain an understanding of the history of the 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 social issues.

- A Core 40, Academic Honors & Technical Honors Life Science course
- Prerequisite: None
- Grade: 9 or 10

ANATOMY & PHYSIOLOGY can be found in the Health Sciences section

8121 & 8122 BIOLOGY II (2 Semesters/2 Credits)

Zoology covers the application of basic biological concepts in order to gain an understanding of animal processes and their importance to all life. Botany includes the application of basic biological concepts that assist the student to gain an understanding of plant processes and the importance of plants to all life. The interrelationships of structure and function in both plants and animals are covered in considerable detail. Both invertebrate and vertebrate dissections are an integral and ***required*** part of this course.

- A Core 40, Academic Honors &Technical Honors Life Science course
- Prerequisite: “C-” or better in Biology I

- Grades: 10 - 12

8081 & 8082 ENVIRONMENTAL SCIENCE, ADVANCED (2 Semesters/2 Credits)

Environmental Science is the study of the impact of humans on the environment. This course will challenge students to understand our planet's diverse ecology, recognize biodiversity with respect to populations of various organisms, gain knowledge on our aquatic, atmospheric and terrestrial resources, comprehend the difference between renewable and nonrenewable resources and ultimately gain insight into the health of our environment and the status of its future. In addition to traditional classroom activities, students will be required to walk to the White River and other areas within Yorktown where they will be exposed to local resources, environmental issues and science based careers. Students will have the opportunity to demonstrate their mastery of this course's topics in a variety of ways including projects, traditional assessments, laboratory activities, written papers and peer collaborative work.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: None
- Grades: 9 - 12

8091WT & 8092WT ENVIRONMENTAL SCIENCE, AP (2 semesters/2 Credits)

The goal for AP Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying themes that cut across the many topics included in the study of environmental science. These include Earth Systems and Resources (10%), The Living World (10%), Energy Resources and Consumption (10%), Populations (10%), Land and Water Use (10%), Energy Resources and Consumption (10%), Pollution (25%) and Global Change (15%).

Instructional techniques include, but are not limited to: lecture, discussion, demonstrations, laboratory work, journal readings, films, and research papers. Students will be required to take the AP Environmental Science Exam. College credit may be earned based on the AP exam score.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: "B-"or better in Biology I and instructor approval
- Grades: 11- 12, or instructor permission

8041 & 8042 CHEMISTRY I (2 Semesters/2 Credits)

This course is designed as an introduction into the study of the states of matter, organization and properties of the elements, behavior and interactions of elements and compounds, and the relationships between energy and matter. The mathematical relationships between substances and their physical surroundings are stressed. Hands-on laboratory experiences complement theoretical relationships and concepts. Students have opportunities to gain an understanding of the history of chemistry, study the structure of the atom and their interactions, write and perform chemical equations with the use of stoichiometry, and learn and practice laboratory safety during laboratory experiments.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: Successful completion of Algebra I
- Grade Level: 10 - 12 (grade 9 if prior earned credit in Biology, Algebra I, and Geometry)

8041H & 8042H CHEMISTRY I HONORS (2 Semesters/2 Credits)

This course is a fast-paced survey of the states of matter, the organization and properties of the elements, behavior and interaction of elements and compounds, and the relationships between energy and matter. Students will be expected to be very competent in algebraic manipulations. Higher-level thinking will be stressed through the use of laboratory investigations. Students will be expected to complete formal lab reports. This course is designed for a student who aspires to AP Chemistry and wishes to pursue a career in a scientific or engineering field. Credit will not be given for both Honors Chemistry and Chemistry.

- A Core 40, Academic Honors & Technical Honors course
- Prerequisite: Successful completion of Algebra I and Geometry or instructor approval
- Grade Level: 10 - 12 (grade 9 if prior earned credit in Biology, Algebra I, and Geometry)

8251 & 8252 ORGANIC CHEMISTRY (2 Semesters/2 Credits)

This is an organic chemistry class with advanced analytical techniques aligned to ACS standards for a college introductory class. The final examination for the year will be a version of the ACS Organic Chemistry Exam. This class will examine more advanced lab practices, reaction mechanisms, organic molecules, and stereochemistry. This class will prepare students for college chemistry workloads and teaching methods and is recommended for those considering majoring in chemistry, chemical engineering, or pre-med.

- Prerequisites: B or better in Chemistry I/Chemistry I Honors and all math classes as well as either currently enrolled in or successful completion of AP Chemistry.
- Recommended: Pre-Calculus/Trig or instructor permission
- Grades: 11-12

8341 & 8342 INTEGRATED CHEMISTRY-PHYSICS (2 Semesters/2 Credits)

Integrated Chemistry-Physics introduces the fundamental concepts of scientific inquiry, the structure of matter, chemical reactions, forces, motion, and interactions between energy and matter. This course will serve students as a laboratory-based introduction to possible future course work in chemistry and physics, while ensuring a mastery of the basics of each discipline. The ultimate goal of the course is to produce scientifically literate citizens capable of using their knowledge of physical science to solve real-world problems and to make personal, social, and ethical decisions that have consequences beyond the classroom walls. This class is **not** open to students with previous credit in Chemistry and/or Physics.

- A Core 40, Academic Honors &Technical Honors Physical Science course
- Prerequisite: Algebra I
- Grades: 11 and 12

8071 & 8072 PHYSICS I (2 Semesters/2 Credits)

Physics topics include: laws of motion, conservation of energy and motion, wave theory, heat, electricity, optics, and some atomic structure. Demonstrations, practical applications, and laboratory experiences will give the student an introduction to physical phenomenon. Students have opportunities to: acquire an awareness of the history of physics and its role in the birth of technology; explore the uses of its model, theories, and laws in various careers; and cope with physics questions and problems related to personal needs and social issues. This course is for the student planning to attend college.

- A Core 40, Academic Honors & Technical Honors Physical Science course
- Prerequisites: Algebra II and Geometry; Pre-Calculus/Trig (can be taken concurrently)
- Recommended: Chemistry I
- Grades: 11 – 12

8241WT & 8242WT CHEMISTRY, ADVANCED PLACEMENT (2 Semesters/2 Credits)

AP Chemistry is a course that follows College Board entrance guidelines for Advanced Placement Chemistry. This course is for the student desiring a college-level chemistry course. Topics to be covered in depth are solution chemistry, oxidation-reduction, electrochemistry, equilibrium relations, buffer systems, and descriptive chemistry. The laboratory is an important part of the course. Students will be **required** to take the AP Exam in May. College credit may be earned based on the AP exam score.

- A Core 40, Academic Honors & Technical Honors Physical Science course
- Prerequisites: "B" or better in Chemistry I and Algebra II or instructor approval
- Grades: 11 and 12, or instructor permission

8231WT & 8232WT BIOLOGY, ADVANCED PLACEMENT (2 Semesters/2 Credits)

AP Biology is designed by the College Entrance Examination Board to be the equivalent of a college introductory biology course taken by Biology majors during their first year. The curriculum includes three major topic areas: molecules and cells (25%), genetics and evolution (25%), and organisms and populations (50%). Instructional techniques include, but are not limited to: lecture, discussion, demonstrations, laboratory work, journal readings, films, and research papers. Primary emphasis is on developing an understanding of concepts. Students will be **required** to take the AP Biology Exam in May. College credit may be earned based on the AP exam score.

- A Core 40, Academic Honors & Technical Honors Life Science course
- This class may have a Dual Credit opportunity.
- Prerequisites: "B" or better in all semesters of Biology I and Chemistry I and instructor approval
- Grades: 11 - 12

SOCIAL STUDIES

Social Studies focuses on lifelong learning to understand, analyze, react to, and act upon the relationships between people and their environments in time and space. Social studies provides opportunities to develop knowledge and skills which enable students to grow in: (1) personal and civic responsibility; (2) perspectives that allow students to see themselves as a part of a larger human experience; (3) critical understanding of history, geography, economics, political and social institutions, traditions, and civic virtues in America and the world; and (4) thinking analytically and applying the concepts learned.

Courses:

- World History & Civilization/ Honors (2 semesters/2 credits
- Current Problems, Issues, & Events, Honors (2 semesters/2 credits)
- World Geography (1 semester/1 credit)
- Psychology (1 semester/1 credit)
- Sociology (1 semester/1 credit)
- Economics (1 semester/1 credit)
- Macro Economics, AP (1 semester/1 credit)
- Micro Economics, AP (1 semester/1 credit)
- US History (2 semesters/2 credits)
- US History, AP (2 semesters/2 credits)
- US Government (1 semester/1 credit)
- US Government, AP (2 semesters/2 credits)
- Humanities (1-2 semesters, 1-2 credits)
- Psychology, AP (1 semester, 1 credit)

9021 & 9022 WORLD HISTORY AND CIVILIZATION (2 Semesters/2 Credits)

World History and Civilization is a study of selected world cultures, past and present. The content of this course provides a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. This course emphasizes the interaction of local cultures with the natural environment and the connections among civilizations from earliest times to the present.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: None
- Grade: 9 or 10

9221 & 9222 WORLD HISTORY AND CIVILIZATION, HONORS (2 Semesters/2 Credits)

World History and Civilization is a study of selected world cultures, past and present. The content of this course provides a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior, emphasizing the interaction of local cultures with the natural environment, as well as the connections among civilizations from earliest times to the present. Emphasis will be placed on research, group and individual analysis, and critical thinking skills.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: B- or better in 8th grade Social Studies or instructor permission

- Grade: 9 or 10

9231 & 9232 CURRENT PROBLEMS, ISSUES, AND EVENTS, HONORS (2 Semesters/2 Credits)

Current Problems, Issues, and Events provides opportunities to apply techniques of investigation and inquiry to the study of significant problems or issues. Students develop competence in: recognizing cause and effect relationships and propaganda, stating and testing hypotheses, and drawing conclusions based on evidence.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: Permission from Instructor
- Grade: 10

9373 WORLD GEOGRAPHY (1 Semester/1 Credit)

World Geography provides an opportunity to study the interaction of humans and their environments in a world setting. The study of physical and cultural characteristics within the five basic geographic themes include: location, place, relationships within places, movement, and regions as they apply to selected areas of the world. Regions selected for study will vary. These studies focus upon the relationships among regions and exemplify important geographic concepts and problems.

- A Core 40 & Academic Honors Diploma elective
- Prerequisite: None
- Grades: 10 - 12

9343 PSYCHOLOGY (1 Semester/1 Credit)

Psychology provides an introduction to the study of human behavior and how the knowledge and methods of psychology is applied to the solution of human problems. Topic will include: contemporary viewpoints of personality and human behavior, principles of learning, measuring intellectual ability, and motivation, and perception.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: None
- Grade: 10-12

9343WT PSYCHOLOGY, ADVANCED PLACEMENT (1 Semester/1 Credit)

This one semester course is designed by College Board to be the equivalent of an introductory Psychology course at the college level. The focus of this course will be to introduce students to the scientific study of human behavior and mental processes. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will be expected to complete outside readings in scholarly psychological research as well as formulate independent studies of their own. Students will be required to take the AP Psychology Exam in May.

- A Core 40, Academic Honors &Technical Honors course
- Recommended Prerequisite: Psychology; instructor permission
- Grades: 11 or 12 or instructor permission

9363 SOCIOLOGY (1 Semester/1 Credit)

Sociology provides opportunities for students to study group behavior and basic human institutions. Broad areas of content include the study of institutions found in all societies: the family, religion, community organizations, political and social groups, and leisure time organizations. Students will study moral values, traditions, folkways, the mobility of people, and other factors in society that influence group behavior.

- A Core 40, Academic Honors &Technical Honors course

- Prerequisite: None
- Grades: 10 -12

9313 ECONOMICS (1 Semester/1 Credit)

This course provides opportunities for students to study the basic principles concerning production, distribution, and consumption of wealth. Important economic terms and principles will be studied in order to encourage students to think about economic issues and problems. Areas of consideration will include: characteristics of the American economy, supply and demand, business enterprise, government finance, and international economic concerns.

- A Core 40, Academic Honors & Technical Honors course
- Prerequisite: None
- Grades: 11 -12

9311WT MICROECONOMICS, AP (1 Semester/1 Credit)

Introductory course into microeconomics – students will become more familiar with forces that affect individual consumers and producers and with the concepts used to examine and evaluate product and factor markets. Students will also focus on the role of the government – investigating and understanding how policy impacts the market.

- A Core 40, Academic Honors &Technical Honors course
- Grades: 11 -12

9312WT MACROECONOMICS, AP (1 Semester/1 Credit)

Introductory course into macroeconomics – students will become more familiar with concepts that affect entire economies; concepts such as inflation, fiscal and monetary policy, and unemployment. Students will understand instruments used to measure economies; instruments such as the GDP or the Consumer Price Index.

- A Core 40, Academic Honors &Technical Honors course
- Suggested Grades: 11 -12

9011 & 9012 UNITED STATES HISTORY (2 Semesters/2 Credits)

U.S. History emphasizes national development in the late nineteenth and the twentieth centuries and builds upon concepts developed in previous studies of American history. A chronological, topical, or comparative approach will be used in developing themes from America's past as they relate to life in Indiana and the United States today. Students demonstrate the ability to trace and analyze chronological periods and examine the relationships of significant themes and concepts in United States history. Students will be able to sequence historical events, examine cause and effect, identify different perspectives, and relate historical situations to current issues. Students learn to exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision making in the classroom, school, and community settings.

- Required for graduation
- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: None
- Grade: 11

9211WT & 9212WT UNITED STATES HISTORY, ADVANCED PLACEMENT (2 Semesters/2 Credits)

AP U.S. History is a survey course where students have the opportunity to study college level American History. Topics covered will be similar but more advanced than in U.S. History. Students will be **required** to take the AP Exam in May. College credit may be earned based on the AP exam score. **This course can be taken in place of U.S. History.**

- A Core 40, Academic Honors & Technical Honors course
- Prerequisite: Application Process
- Grade: 11

9323 UNITED STATES GOVERNMENT (1 Semester/1 Credit)

U.S. Government provides a framework for understanding the nature and importance of responsible civic participation and for learning the rights and responsibilities of individuals in a constitutional democracy. Constitutional structure and the processes of the legislative, executive, and judicial branches of the national, state, and local levels of government are examined. Students learn to analyze the roles of the political parties and political issues. Students have opportunities to take, defend, and evaluate positions on current issues that impact political decision-making. They will understand their ability to influence policies and decisions as individuals and in groups.

- Required for graduation
- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: None
- Grade: 12

9031WT & 9032WT UNITED STATES GOVERNMENT, ADVANCED PLACEMENT (2 Semesters/2 Credits)

AP U.S. Government is a year-long class designed to take an in-depth look at American Government. In this course, students will learn how to become an informed and active citizen, the organization and functions of the American government, the concept of civil liberties, and analyzing the political process in our representative form of government. Students will be required to write three to five page essays on a weekly basis, as well as complete outside readings for further enrichment. Students will be **required** to take the AP exam in May. **This course can be taken in place of U.S. Government.**

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: Application Process
- Grade: 12

9353 HUMANITIES (1 Semester/1 Credit)

This course is to improve character and leadership traits by developing critical thinking, building basic skills, emphasizing positive changes in attitude and promoting essential components of character and leadership. To accomplish this objective: (1) students will complete readings about one positive role model each week, (2) students will make an oral presentation each week on a topic of character and leadership (3) the instructor will utilize various forms of pop-culture to demonstrate core components of character trait and (4) students will be given different opportunities to apply the concepts of the course to their personal lives, academic competencies and future goals.

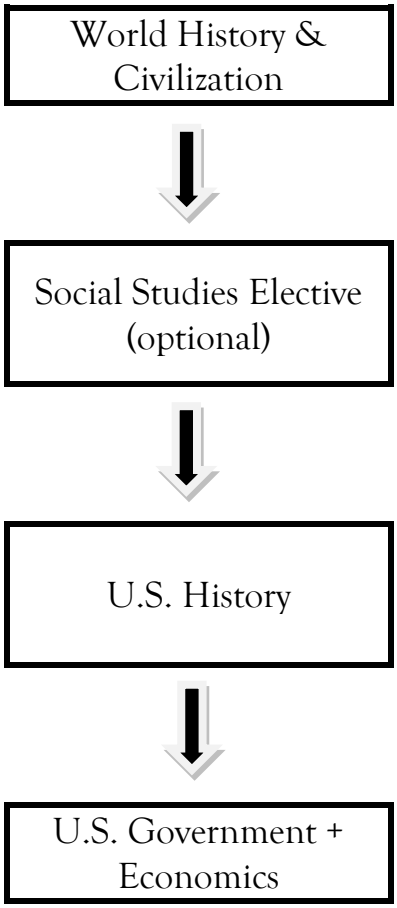
A considerable amount of time will be spent teaching character traits, including but not limited to respect, responsibility, tolerance, honesty, integrity, perseverance, courage, self-control and appreciation. Students will discuss their own personal values, beliefs and attitudes. This course enables students to reflect on their own personal experiences, development, background and ethics while respecting the viewpoint of others.

- Required Grade: 12
- Prerequisites: None

Social Studies Course Sequence Options

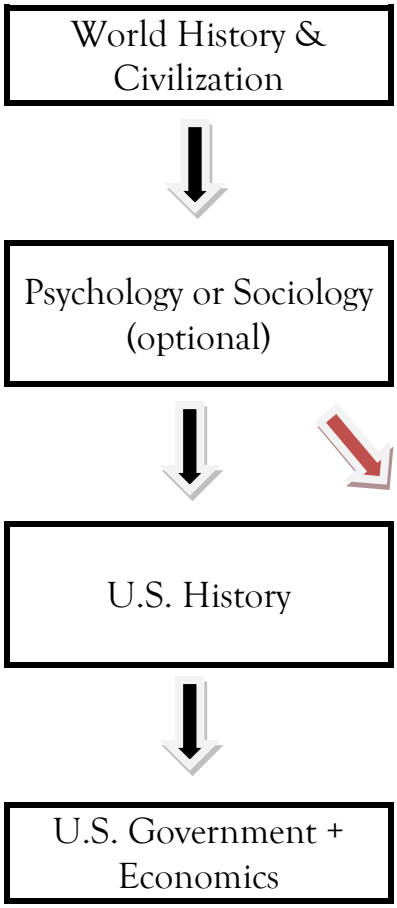
Option 1

This course sequence is recommended for students who aspire to a two or four year college experience.



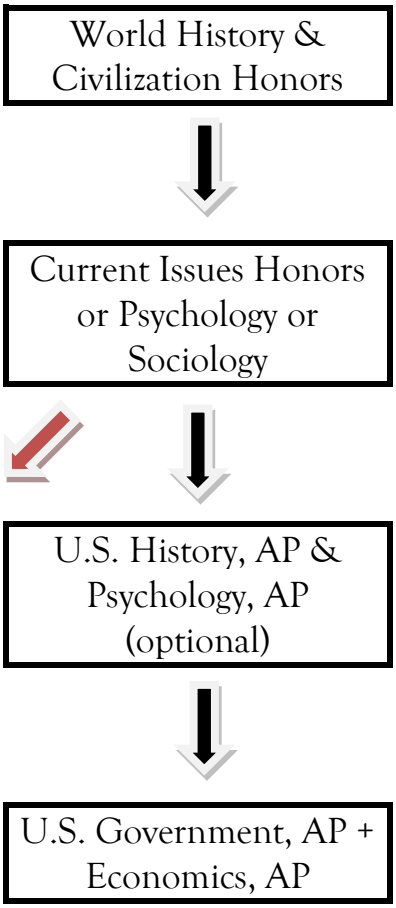
Option 2

This course sequence is recommended for students who aspire to a four year college experience and have strong Social Studies skills.



Option 3

This course sequence is recommended for students who aspire to take the College Board Advanced Placement courses in their junior and senior years.



TRADE AND INDUSTRIAL EDUCATION

Cooperative Education is a unique educational strategy that combines on-the-job working and learning experiences with related classroom instruction in a career field directly related to a student's academic preparation and career objectives. The philosophy of cooperative education recognizes that classroom learning provides only part of the skills and knowledge students will need to succeed in their professions or careers. By creating opportunities to learn in the workplace, schools can help students to develop and refine occupational competencies (attitudes, skills, and knowledge) needed to enter and succeed in a profession or career, adjust to the employment environment, and advance in occupations of their choices.

The fundamental purpose of cooperative education is to provide students opportunities to learn under real-work conditions. While participating in cooperative work experiences, students are considered actual employees of the hiring organization. Efforts should be made to ensure that these experiences are related to student academic and career goals.

A student training plan and a training agreement are required. The formal training plan for the cooperative education experience must be jointly developed by the student, parent, teacher, and employer. The plan must focus on standards for the specific career pathway the student pursues. The plan must specify attitudes, skills, and knowledge that will be achieved and specifics of how they will be developed and reinforced through the on-the-job experience. Once the plan has been created, a training agreement is written specifying the responsibilities of all parties involved. At the work site, students are placed under the direct supervision of experienced employees, called "training supervisors" who serve as the on-the-job trainers in accordance with the training plans and assist in evaluating the students' job performance.

A required component of the cooperative education program is classroom-based instruction that complements the work site experience. A related class that incorporates activities connected to students' career objectives and workplace experiences must be provided concurrently with the workplace learning experience. The content for classroom instruction is derived from an analysis of competencies needed by individuals engaged in the specific and immediate requirements of the jobs in which students are receiving training. Content selected for classroom activities should help students meet the requirements of their career pathway goals.

Cooperative education programs must meet the following requirements:

- ***Students shall be employed an average of not less than fifteen (15) hours per week during the school year.***
- ***Students shall participate in related instruction not less than five (5) class periods per week or the equivalent during the time they are enrolled in any Cooperative Education program.***
- ***Student employment shall comply with all state and federal laws pertaining to employment of youth, including minimum wage regulations.***
- ***Safety is taught as an integral part of the instructional program, both in the related class and at the training site.***
- ***Students shall be allowed time from the daily school schedule to work at the participating employers' places of business.***
- ***Credit shall be given for both the related class and the on-the-job training component.***
- ***The teacher-coordinator shall have time assigned to supervise students and coordinate with work site personnel during the same time students are released for on-the-job training.***
- ***Properly planned and organized student activities, coordinated with work-based learning experiences,***

supplement and enhance the cooperative education program. Therefore, participation in career and technical student organizations is an integral part of these programs. Leadership and career oriented activities of student organizations enhance students' occupational information and technical knowledge, build self-esteem, and provided students with solid job-seeking strategies and job success skills.

2541 & 2542 INTERDISCIPLINARY COOPERATIVE EDUCATION (2 Semesters/2 Credits)
2551 & 2552 (CO-OP) (2 Semesters/4 Credits)

State Code: 5902
CIP Code: Based on student's career objective

Interdisciplinary Cooperative Education **(ICE)** spans all career and technical education program areas through an interdisciplinary approach to training for employment. This approach is especially valuable in enriching the small school's career and technical education program where a traditional cooperative program of clustered occupations cannot be identified because of varied student interest diverse training stations. The following two components must be included as part of the ICE course.

Related Instruction, that is classroom based, shall be organized and planned around the activities associated with the student's individual job and career objectives in a career cluster areas; and shall be taught during the same semesters as the student is receiving on-the-job training. The concepts, skills, and attitudes basic to occupational competence are to be taught in school and are to be applied and tested on the job. The sequence of related instructional topics in school shall be continuously correlated with the student's job activities. Because each student's on-the-job activities will vary according to the types of occupations in which they have been placed, part of the related instructional time needs to be individualized in such ways as: (a) using group instruction, but individualizing the assignment so that the learning is applied to each student's own work experience, and (b) using individual study assignments such as projects, job study guides, and individual reading assignments.

For a student to become occupationally competent and therefore employable, the related instruction should cover in varying proportions: (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.

On-the-Job Training is the actual work experience in an occupation in one of the Indiana career clusters that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with pre-determination training plans and agreements and who assist in evaluating the student's job performance.

Requirements:

- This class requires active participation in DECA.
- Students will assume the major responsibility in acquiring employment for this class.
- Arrangements of employment MUST be completed prior to the start to class.
    - A Core 40 directed elective & an Academic Honors &Technical Honors elective
    - Prerequisite: Application Process required, instructor approval
    - Grade 12

4771 & 4772 COMPUTER REPAIR AND MAINTENANCE TECHNOLOGY (2 Semesters/2 Credits)

CIP 47.0104 (Computer Installation and Repair Technology/Technician)

Computer Repair and Maintenance Technology prepares students to assemble, install, program, operate, maintain, service, and diagnose operational problems in computer systems. The course includes instruction in the underlying physical sciences and supporting mathematics of computer design, installation, construction, and programming operations. The curriculum also includes the study of electrical and electronic circuits and mechanical devices used in computer construction; their combination into systems in individual computers or networked installations; and, the instruments used to detect weaknesses or failure in electrical systems in computers. Course work will require extensive technical reading and the application of information retained from that reading. Language skills will be emphasized to improve students' abilities to efficiently and effectively communicate technical information to customers. Course content standards should prepare students to take industry certification exams in one or more areas of computer repair.

- 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
- Prerequisites: Algebra I
- Grades: 11-12

4781 & 4782 LAW ENFORCEMENT (2 Semesters/2 Credits)

CIP 43.0107 (Criminal Justice/Police Science)

Law Enforcement includes specialized classroom and practical experiences 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 in 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.

- 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
- Recommended Prerequisites: None
- Suggested Grade Levels: 11-12

4791 & 4792 FIRE SCIENCE (2 Semesters/2 Credits)

CIP 43.0203 (Fire Science/Firefighting)

Fire Science training includes instruction in the chemistry of fire; the use of water and other materials in fighting fires; the various kinds of firefighting equipment such as extinguishers, pumps, hoses, ropes, ladders, gas masks, hydrants, and standpipe and sprinkler systems; methods of entry; rescue principles, practices, and equipment; salvage practices and equipment; fire and arson investigation; and, inspection techniques. Additional training in chemical and radiation hazards and methods designed to ensure community safety and effective clean-ups can be incorporated in this area.

- 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
- Recommended Prerequisites: None
- Suggested Grade Levels: 11-12

WORLD LANGUAGES

Language and communication are the heart of the human experience. Students seeking a Core 40 with AHD are required to take three (3) years of one World Language or two (2) years each of two World Languages. While the Core 40 Diploma and the Core 40 with THD do not require a World Language, many colleges highly recommend two (2) years of World Languages. Students are responsible for checking with the college of their choice regarding World Languages recommendations. Competence in more than one language enables students to:

- ***communicate with other people in other cultures in a variety of settings;***
- ***look beyond their customary borders;***
- ***develop insight into their own language and culture;***
- ***gain direct access to additional bodies of knowledge; and***
- ***participate more fully in the global community and marketplace.***
    - German I, II, III, IV
    - Spanish I, II, III, IV
    - Spanish III Honors
    - AP Spanish Language

3611 & 3612 GERMAN I (2 Semesters/2 Credits)
3811 & 3812 SPANISH I (2 Semesters/2 Credits)

Level I World Languages courses are designed for the student desiring a basic knowledge of the German or Spanish language and culture. Students develop practical communication skills in: listening, speaking, reading simple stories, and writing short paragraphs. An understanding of the people and society is gained through experiencing various aspects of the culture.

- A Core 40, Academic Honors & Technical Honors course
- Prerequisite: A "C-" or better in English
- Grades: 9 - 12

3621 & 3622 GERMAN II (2 Semesters/2 Credits)
3821 & 3822 SPANISH II (2 Semesters/2 Credits)

Level II World Languages courses allow students to continue to develop oral and written communication skills. Concentration will be on increasing vocabulary, translating skills, and new grammatical structures. A deeper understanding of the people and society is gained through experiencing various aspects of the culture.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: At least a "C-" average in World Languages I for both semesters (earning an "F" in either semester will require a student to take both semesters of World Languages I before continuing to World Languages II)
- Grades: 10 - 12

3631 & 3632 GERMAN III (2 Semesters/2 Credits)
3831 & 3832 SPANISH III (2 Semesters/2 Credits)

Level III World Languages courses are less structured and allow students to develop their own interests through individualized projects designed to improve written and oral communication skills. Students will compare social

behaviors and values of people of these cultures using the language. Students are encouraged to initiate and participate in discussions concerning these cultures. The classes will be conducted almost entirely in German or Spanish.

- A Core 40, Academic Honors &Technical Honors course
- Prerequisite: At least a "C-" average in World Languages II for both semesters (earning an "F" in either semester will require a student to take both semesters of World Languages II before continuing to World Languages III)
- Grades: 11 – 12

3851 & 3852 SPANISH III, HONORS (2 Semesters/2 Credits)

The emphasis of the Spanish III, Honors course is to provide all coursework in the Spanish language. This course is only suggested for those students who want to further their conversational Spanish skills. The Level III Spanish Honors course allows students to develop their own interest through individualized projects designed to improve written and oral communication skills. Students will compare social behaviors and values of people of these cultures using the language. Students are encouraged to initiate and participate in discussions concerning these cultures. Students will be required to be aware of the relationship between various art forms in at least one major historical period, be aware of the major literary, musical, and artistic periods and genres by giving presentations, and participate appropriately in public (ordering in restaurant, using public transportation, etc.)

- A Core 40, Academic Honors & Technical Honors course
- Prerequisite: Instructor Permission and Application Process required
- Grades: 11-12

3641 & 3642 GERMAN IV (2 Semesters/2 Credits)
3841 & 3842 SPANISH IV (2 Semesters/2 Credits)

Level IV World Languages courses enable students the opportunity to participate in classroom and extracurricular activities related to the language studied, such as presentations to the student body and to parent groups and taking leadership roles in language clubs. Students are willing to participate in conversations with native and advanced non-native speakers, either in their community or in the school.

- A Core 40, Academic Honors & Technical Honors course
- Prerequisite: At least a "C-" average in World Languages III for both semesters (earning an "F" in either semester will require a student to take both semesters of World Languages III before continuing to World Languages IV)
- Grade: 12

3871WT & 3872WT AP SPANISH LANGUAGE (2 Semesters/2 Credits)

This is a course of language study that requires the students to demonstrate language proficiency in the four skills areas of listening, speaking, reading and writing. Preparation for the AP Language Exam is accomplished through listening to authentic speakers and broadcasts, oral expression on a variety of subjects, reading and discussion of literary works, and extensive writing of compositions and essays. AP rubrics in speaking and writing are used as a guide for improving these skills. Practice AP exams will be administered. Students will be required to take the AP Spanish Exam in May.

- A Core 40, Academic Honors &Technical Honors course
- Recommended Prerequisite: "B" or better in Spanish III
- Grade: 12

MUNCIE AREA CAREER CENTER

The MACC offers career and technical education training for high school juniors and seniors. Career and Technical Education programs provide students the opportunity to develop technical skills for entering the job market, preparation for future post-secondary education or technical training, and the opportunity to prepare for nationally recognized industry certification.

Certificates of Technical Achievement (CTA): CTA are awarded to student who pass scenario based performance evaluations that measure a student's knowledge and technical skills in an occupational area as established by the DWD Workforce Proficiency panel.

Dual College Credit Courses: Students can earn college credit by attending vocational education classes at the MACC. By successfully completing the vocational education area standards and earning a "B" or better in the class, the student may earn college credit hours from Ivy Tech State College. This is available at no additional cost to the student.

Auto Mechanics (2-4 Semesters)

If you're mechanically inclined and love to make your car run faster and better, then sign up for this hands-on program. This program will give you a basic understanding of all the new technologies and principles of operation necessary to enter the auto mechanics field. The MACC automotive program prepares students for ASE (Automotive Service Excellence) certification.

Educational Opportunities: IVY Tech State College, Lincoln Tech, Northwest Auto/Diesel Tech, Specialized Factory Training Courses, Vincennes University.

Wages: High School and Vocational Graduate: $7.50-$10.00/hr.
Additional Technical Training: $20.00-$30.00/hr.

Building Trades (2-4 Semesters)

Do you like to work with your hands? Do you like to work outdoors? Would you like to join a construction crew with your classmates and actually build a house or commercial structure? Then sign up for this program! You will be given the opportunity to prepare for employment and learn the attitudes and behavior necessary to get a job in this field. If you're interested in gaining pre-apprenticeship training in framing, roofing, interior and exterior finishing, building codes, safety codes and use of power and hand tools, sign up today.

Educational Opportunities: Purdue, Vincennes University, IVY Tech State College, Ball State University, Indiana State University, Apprenticeship Trade Unions.

Cosmetology (4 semesters)

Due to 21st century advertising trends, fashionable looks for both men and women will remain of great importance. Although styles will change, a cosmetologist's task will remain the same…to help people look attractive. As a service professional, you will be shampooing, cutting, styling, straightening, perming and coloring hair; giving manicures; providing scalp and facial treatments, and furnishing makeup analysis. At the end of this program, you will be eligible to take the Indiana State Beauty Culture Examination. Special requirements and additional hours required.

Two Year Program/PM Only
M-W-F 12:00-4:00 pm
T & Th 12:00-6:00 pm

Students only stay over past 4:00 pm to make up missed hours.

State regulations require 20 hours per week or a total of 1500 hours.

Wages: Beginning Cosmetologist: $6.00-$7.00/hr.
Experienced Cosmetologist: $10.00-$15.00/hr.
Salon Owner: $18.00-$40.00/hr.

Dental Health Careers (2-4 Semesters)

This course is designed to introduce you to the field of dentistry through the classroom and lab instruction, and clinic experiences. Students will learn assisting skills, dental terminology, infection control, oral anatomy, first aid and CPR, dental charting procedures, four-handed dentistry procedures, professional ethics, and many other skills required to be a successful Dental Assistant. First-year students who meet the requirements will participate in a nine-week clinical experience in a dentist's office. Second-year students will be placed in long-term clinical experience (27 weeks) along with continued classroom and lab instruction. The two-year program prepares students for the National Board Certification Test for Dental Assisting.

Wages: H.S. and Vocational Graduate: $8.00 - $10.00/hr
Additional Technical Training and Experience: $10.00 - $15.00/hr
Certified Dental Assistant: $18.00 - $25.00/hr

Early Childhood Education and Services (2-4 Semesters)

If you enjoy young children, you should consider signing up for the Early Childhood Education and Services program. This program is designed to help you prepare to work with children between the ages of three to five. Students also receive training in working with infants and toddlers. Students not only learn about child development, they study childcare center operation procedures and regulations. Students receive practical experience by operating the Career Center's childcare facility.

Educational Opportunities: Purdue Calumet, Indiana University, Ball State University, Calumet College, Vincennes University, St. Mary of the Woods College, Indiana State University.

Wages: High School and Vocational Graduate: $6.00-$9.00/hr.
Additional Technical Training: $10.00-$22.00/hr.

Electricity/Electronics (2-4 Semesters)

The Electricity/Electronics course provides students the opportunity to learn electrical theory, house wiring, AC/DC, power supplies, amplifiers, oscillators, hydraulics, pneumatics, fiber optics, digital circuits and programmable controllers. This course provides students with the fundamental skills in electricity and electronics. This program is only available during the PM session.

Educational Opportunities: IVY Tech State College, Ball State University, Vincennes University

Wages: High School and Vocational Graduate: $9.00-$23.00/hr.
Additional Technical Training: $25.00-$32.00/hr.

Health Occupations (2-4 Semesters)

If you're looking for an opportunity to succeed and have dreams of helping others, then focus on this career. Growth patterns for employment are projected to increase through the year 2005. This program will equip you with a working knowledge of different occupations within the medical field. You'll learn the skills and procedures necessary to function in such health agencies as hospitals, nursing homes or doctors' offices. You can also use this education in the medical field. First year students will participate in a clinical internship that will make them eligible for a certified nursing assistant (CAN) license. Second year students will explore health career

opportunities in dental assistant, veterinarian aide, medical records, clerk, respiratory therapy aide, X-ray technician, and other health careers.

Educational Opportunities: Vincennes University, IUPUI, IVY Tech State College, Indiana State University, St. Francis College, Marian College, University of Southern Indiana, Indiana Wesleyan University.

Wages: High School and Vocational Graduate: $8.00-$18.00/hr.
Additional Technical Training: $12.00-$35.00/hr.

Information Technology Academy (2-4 Semesters)

The Muncie Area Career Center is pleased to announce their partnership with the Indiana Department of Education to be one of the pilot sites in Indiana to offer the Information Technology Academy program. The program will begin in August 2002 with full implementation completed by 2005.

What is IT Academy?

The IT Academy is a curriculum framework that features four occupational cluster areas that reflect the job opportunities and skills required for Information Technology workers. Upon entrance into the IT Academy, students select one of four strands of study: Network Systems, Interactive Media, Information Support and Services, and Programming and Software Development. As students learn the basic core IT skills and career options available, they may move from one strand to another during the course of study. This gives them the flexibility to try out various IT areas and select that area that best matches their individual talents, skills, and interests.

The IT Academy is housed at the Muncie Area Career Center in a lab setting that simulates the work environment for information technology workers. Students will be given the opportunity to participate in job shadowing, internships and extended workplace experiences. The IT curriculum prepares students for state and national business and industry certification, such as Cisco Certified Network Associate (CCNA) or Microsoft Office User Specialist (MOUS) examinations. In addition, students who meet all of the requirements can earn IVY Tech college credit.

NETWORK SYSTEMS

Focuses on network analysis, planning and implementation; includes design, installation, maintenance and management of network systems.

INTERACTIVE MEDIA

Focuses on Creating, designing and producing interactive multi-media products and services; includes development of digitally-generated or computer-enhanced media used in entertainment, communication, and marketing.

PROGRAMMING AND SOFTWARE DEVELOPMENT

Focuses on the design, development, implementation and maintenance of computer systems and software, requiring knowledge of computer operating systems, programming languages and software development.

INFORMATION SUPPORT AND SERVICES

Focuses on IT development including implementing computer systems and software, providing technical assistance and managing information systems.

Machine Technology (2-4 Semesters)

If you want to show off your mechanical aptitude and have a high interest in precision work, then start your career by joining the ranks of professional in Machine Trades. As a machinist or tool and die specialist, you'll learn how to read blueprints and use machine tools to shape metal to precise dimension. This program is very challenging because you'll receive instruction in bench work and encounter progressively more difficult operations. You'll even learn how to operate computerized machines. At the completion of this program you will be job ready, but

also have the option to pursue additional technical training. Employees with machining skills are in high demand throughout the state of Indiana.

Educational Opportunities: Vincennes University, IVY Tec State College, Ball State University, Apprentice Schools

Wages: High School and Vocational Graduate: $7.00-$18.00/hr.
Additional Technical Training: $15.00-$28.00/hr.

Public Safety Careers (2 Semesters)

Students in this course will learn numerous skills that are commonly used by entry-level employees in public safety positions. This one-year course is divided into two sections: Law Enforcement and Fire Services. Students will spend one semester learning about the field of law enforcement and criminal justice (police patrol tactics and procedures, crash scene investigations, criminal investigations, and Indiana criminal law). The fire service component taught in the alternate semester will provide opportunities to learn fire suppression tactics and procedures, as well as rescue procedures and tactics. Students will have the opportunity to earn a first responder medical certificate that is needed for all the public safety professions.

Educational Opportunities: Vincennes University, Ball State University, Indiana State Police Academy, Valparaiso University, Indiana University Northwest, IVTC

Wages: High School and Vocational Graduate: $7.00-$15.00/hr.
Additional Technical Training: $17.00-$28.00/hr.

Welding Technology (2-4 Semesters)

A trained welder has many opportunities in East Central Indiana for a rewarding career in industry, construction, small job shops or self-employment. Students will learn the techniques of layout and development, blueprint reading, forming, shearing, arc welding, mig, tig, oxy-aceylene, fusion, brazing and arc air-cutting and resistance welding. All students will gain machine operation experience with welding machines, drill press, grinder, metal saw, and bender.

Educational Opportunities: Vincennes University, IVY Tech State College, Apprentice Schools, Ball State University

Wages: High School and Vocational Graduate: $7.00-$13.00/hr.
Additional Technical Training: $13.00-$26.00/hr.

Career Clusters and Pathways

Indiana College and Career Pathway Plan

Cluster: Business, Management & Administration

Career Pathway: Business, Financial Management & Accounting

High School Graduation Plan

	Grade	English/ Language Arts	Math	Science	Social Studies/Health/PE	Career Preparation Courses for this Pathway	Occupations Related to this Career Cluster
SECONDARY	9	English 9	Algebra I	Biology	Health & Wellness Physical Ed	Preparing for College and Careers Business Foundations	►Administrative Assistant ►Advertising Sales Person ►Auditor ►Business Consultant ►Certified Public Accountant ►Corporate Trainer ►E-Commerce Analyst ►Entrepreneur ►Facilities Manager ►Finance Director ►Human Resources Manager ►Investment Executive ►Marketing Analyst ►Medical Transcriptionist ►Office Manager ►Personnel Recruiter ►Public Relations Manager ►Sales Representative ►Wholesale and Retail Buyer
	10	English 10	Geometry	Integrated Chemistry/ Physics	World History/Civilization	Business Management and Finance	
	11	English 11	Algebra II	Core 40 Science	US History	Finance Academy Account I / II	
	12	English 12	Advanced Math	Core 40 Science	Government AP Micro Economics AP Macro Economics	Professional Career Internship	

Indiana College and Career Pathway Plan

Cluster: Business, Management & Administration

Career Pathway: Marketing

High School Graduation Plan

	Grade	English/ Language Arts	Math	Science	Social Studies/Health/PE	Career Preparation Courses for this Pathway	Occupations Related to this Career Cluster
SECONDARY	9	English 9	Algebra I	Biology	Health & Wellness Physical Ed	Preparing for College and Careers Business Foundations	►Copywriter/Designer ►E-Commerce Director ►Entrepreneur ►Field Marketing Representative ►Forecasting Manager ►Interactive Media Specialist ►Inventory Manager/Analyst ►Logistics Manager ►Merchandise Buyer ►On-line Market Researcher ►Public Relations Manager ►Promotions Manager ►Retail Marketing Coordinator ►Sales Executive ►Shipping/Receiving Clerk ►Telemarketer ►Trade Show Manager ►Warehouse Manager ►Webmaster
	10	English 10	Geometry	Integrated Chemistry/ Physics	World History/Civilization	Sports, Recreation, and Entertainment Marketing	
	11	English 11	Algebra II	Core 40 Science	US History	Entrepreneurship Academy	
	12	English 12	Advanced Math	Core 40 Science	Government AP Micro Economics AP Macro Economics	Professional Career Internship	

Indiana College and Career Pathway Plan

Cluster: Education and Training

Career Pathway: Early Childhood Education

High School Graduation Plan

	Grade	English/ Language Arts	Math	Science	Social Studies/Health/PE	Career Preparation Courses for this Pathway	Occupations Related to this Career Cluster
SECONDARY	9	English 9	Algebra I	Biology	Health & Wellness Physical Ed	Preparing for College and Careers	►Administrator ►Assessment Specialist ►CareerTech Administrator ►Child Care Worker ►Clinical Psychologist ►Coach ►College/University Faculty ►Counselor ►Curriculum Developer ►Elementary Teacher ►High School Teacher ►Middle School Teacher ►Principal ►Speech-Language Pathologist
	10	English 10	Geometry	Chemistry	World History/Civilization	Child Development	
	11	English 11	Algebra II	Core 40 Science	US History Psychology AP Psychology	Early Childhood Education I, II	
	12	English 12	Advanced Math	Core 40 Science	Government Economics	Professional Career Internship	

Indiana College and Career Pathway Plan

Cluster: Education and Training

Career Pathway: Teaching and Training

High School Graduation Plan

	Grade	English/ Language Arts	Math	Science	Social Studies/Health/PE	Career Preparation Courses for this Pathway	Occupations Related to this Career Cluster
SECONDARY	9	English 9	Algebra I	Biology	Health & Wellness Physical Ed	Preparing for College and Careers	►Administrator ►Assessment Specialist ►CareerTech Administrator ►Child Care Worker ►Clinical Psychologist ►Coach ►College/University Faculty ►Counselor ►Curriculum Developer ►Elementary Teacher ►High School Teacher ►Middle School Teacher ►Principal ►Speech-Language Pathologist
	10	English 10	Geometry	Chemistry	World History/Civilization	Child Development	
	11	English 11	Algebra II	Core 40 Science	US History Psychology AP Psychology	Education Professions I, II	
	12	English 12	Advanced Math	Core 40 Science	Government Economics	Professional Career Internship	

Indiana College and Career Pathway Plan

Cluster: Health Science

Career Pathway: Therapeutic & Diagnostic Services

High School Graduation Plan

	Grade	English/ Language Arts	Math	Science	Social Studies/Health/PE	Career Preparation Courses for this Pathway	Occupations Related to this Career Cluster
SECONDARY	9	English 9	Algebra I	Biology	Health & Wellness Physical Ed	Preparing for College and Careers	►EMT/Paramedic ►Health Information Coder ►Home Health Aide ►Lab Technician ►Radiographer ►Registered Nurse ►Biochemist ►Biostatistician ►Geneticist ►Nutritionist ►Occupational Therapist ►Physician (MD/DO) ►Physician's Assistant ►Psychologist ►Radiologist ►Research Scientist ►Speech/Language Pathologist ►Toxicologist ►Veterinarian
	10	English 10	Geometry	Anatomy & Physiology	World History/Civilization	Sports Medicine I / Sports Medicine II	
	11	English 11	Algebra II	Chemistry	US History	Introduction to Physical Therapy	
	12	English 12	Advanced Math	AP Chemistry / AP Biology	Government Economics	Professional Career Internship	

Indiana College and Career Pathway Plan

Cluster: Hospitality & Tourism

Career Pathway: Hospitality Management and Culinary Arts

High School Graduation Plan

	Grade	English/ Language Arts	Math	Science	Social Studies/Health/PE	Career Preparation Courses for this Pathway	Occupations Related to this Career Cluster
SECONDARY	9	English 9	Algebra I	Biology	Health & Wellness Physical Ed	Preparing for College and Careers Nutrition and Wellness Adv. Nutrition and Wellness	►Baker ►Casino Manager ►Caterer ►Concierge ►Convention Services Manager ►Director of Operations - Lodging ►Director of Tourism Development ►Event Planner ►Executive Chef ►Facilities Manager ►Maitre d' ►Museum Director ►Reservations Manager ►Restaurant Owner/Manager ►Sports Promoter ►Theme Park Manager ►Tour and Travel Guide ►Travel Agent ►Wine Steward
	10	English 10	Geometry	Integrated Chemistry/ Physics	World History/Civilization	Culinary Arts Foundations	
	11	English 11	Algebra II	Environmental Science	US History	Culinary Arts Careers I, II, III	
	12	English 12	Advanced Math	AP Environmental Science	Government Economics	Professional Career Internship	

Indiana College and Career Pathway Plan

Cluster: Information Technology

Career Pathway: Computer Programming

High School Graduation Plan

	Grade	English/ Language Arts	Math	Science	Social Studies/Health/PE	Career Preparation Courses for this Pathway	Occupations Related to this Career Cluster
SECONDARY	9	English 9	Algebra I	Biology	Health & Wellness Physical Ed	Preparing for College and Careers Computer Applications	►Animator ►Database Administrator ►Data Systems Designer ►E-Business Specialist ►Game Developer ►Information Technology Engineer ►Media Specialist ►Network Administrator ►Network Security Analyst ►PC Support Specialist ►Programmer ►Software Applications Specialist ►Systems Administrator ►Telecommunications Network Technician ►User Support Specialist ►Virtual Reality Specialist ►Web Architect/Designer
	10	English 10	Geometry	Integrated Chemistry/ Physics	World History/Civilization	Web Design Advanced Web Design	
	11	English 11	Algebra II	Core 40 Science	US History	Information Technology: Programming and Software Development	
	12	English 12	Advanced Math	Core 40 Science	Government Economics	Professional Career Internship	

Indiana College and Career Pathway Plan

Cluster: Information Technology

Career Pathway: PC Support

High School Graduation Plan

	Grade	English/ Language Arts	Math	Science	Social Studies/Health/PE	Career Preparation Courses for this Pathway	Occupations Related to this Career Cluster
SECONDARY	9	English 9	Algebra I	Biology	Health & Wellness Physical Ed	Preparing for College and Careers Computer Applications	►Animator ►Database Administrator ►Data Systems Designer ►E-Business Specialist ►Game Developer ►Information Technology Engineer ►Media Specialist ►Network Administrator ►Network Security Analyst ►PC Support Specialist ►Programmer ►Software Applications Specialist ►Systems Administrator ►Telecommunications Network Technician ►User Support Specialist ►Virtual Reality Specialist ►Web Architect/Designer
	10	English 10	Geometry	Integrated Chemistry/ Physics	World History/Civilization	Business Technology Lab I/II Web Design Advanced Web Design	
	11	English 11	Algebra II	Core 40 Science	US History	Computer Repair and Maintenance Technology	
	12	English 12	Advanced Math	Core 40 Science	Government Economics	Professional Career Internship	

Indiana College and Career Pathway Plan

Cluster: Law, Public Safety, Corrections & Security

Career Pathway: Criminal Justice

High School Graduation Plan

	Grade	English/ Language Arts	Math	Science	Social Studies/Health/PE	Career Preparation Courses for this Pathway	Occupations Related to this Career Cluster
SECONDARY	9	English 9	Algebra I	Biology	Health & Wellness Physical Ed	Preparing for College and Careers	►Attorney ►Bomb Technician ►Corrections Officer ►Court Reporter ►Criminal Investigator ►EMT ►Federal Marshall ►Firefighter ►Gaming Surveillance Specialist ►Hazardous Materials Responder ►Loss Prevention Specialist ►Paralegal ►Park Ranger ►Police and Patrol Officer ►Probation/Parole Officer ►Public Information Officer ►Security Director ►Youth Services Worker
	10	English 10	Geometry	Integrated Chemistry/ Physics	World History/Civilization	Law Enforcement	
	11	English 11	Algebra II	Environmental Science	US History	Fire Safety	
	12	English 12	Advanced Math	AP Environmental Science	Psychology AP Psychology Government Economics	Professional Career Internship	

CAREER EXPLORATION INFORMATION

Take a free career test at one of these websites to help you determine a career of interest:

- Ball State University: Quest helps students match your interests with academic majors and careers.

  www.bsu.edu/students/careers/quest

- Human Metrics: The Jung Typology Test is actually the Myers-Briggs test. This is a short, free test that tells a lot about your personality. There are links on this website that will match your test results with careers that you would enjoy.

  www.humanmetrics.com

- Drive of Your Life: This is a fun on-line career exploration game that helps students learn more about themselves, higher education, and careers.

  www.driveofyourlife.org

- Learn More Indiana: This website is good for students and parents. Information is given on careers, college, and what it takes to be successful, staring in high school. It aligns Indiana's Core 40 diplomas with personal information. You can also find the Hoosier Hot 50 Jobs at this website!

  www.learnmoreindiana.org

- Career Voyages: This is the result of the collaboration between the U.S. Department of Labor and the U.S. Department of Education. It is designed to provide information on high growth, in-demand occupations along with the skills and education needed to attain those jobs.

  www.careervoyages.gov