

PORTRAIT OF A GCCS GRADUATE

Pathways to Success

Students enrolled in Greater Clark County Schools receive a foundation of PRIDE® and work ethic skills on which to build academic achievement and career/experiential learning.

ACQUIRE



GCCS graduates learn that strong work ethic skills are essential for success.

The GCCS PRIDE® program builds students of strong character who strengthen the community.

- Persistence
- Respectfulness
- Initiative
- Dependability
- Efficiency

Work Ethic Certificates are earned and recognized by area employers.

- PRIDE® Skills
- 98% attendance and models positive behavior
- Meet community service and graduation requirements

GCCS graduates take ownership of their career path.

- Self-aware
- Drug-free
- Take initiative
- Well-rounded
- 21st Century Skills: Critical Thinkers, Creative, Communicators, Collaborators

ACHIEVE



GCCS graduates maximize education to best prepare them for college and careers.

Their education provides:

- Innovative academic pathways
- Proficiency with skills unique to the academy and pathway of their choice
- Transferable skills applicable to all careers
- Exposure to the use of technology as both a learning tool and a skill-set
- Effective communication training and the merits of personal responsibility
- Preparation to perform well on metrics of measurement, i.e. ACT, SAT and WorkKeys assessments
- Instruction focused on attainment of strong literacy and numeracy skills
- College credits and/or certifications within the academy learning model

ASPIRE



GCCS graduates apply work ethic skills and academic achievement to college and career exploration.

Each will:

- Understand the applicability of today's classroom learning into tomorrow's workplace through:
 - Academy Fairs
 - Job Expos
 - Job Shadowing
 - Internships
- Capitalize on resources such as College & Career Centers and Academic Guidance
- Connect with business mentors within areas of interest
- Present capstone project directly tied to business applications
- Focus on culturally-aware and globally-minded learning
- Develop a career pathway that aligns with interests

Dear Parents and Students:

This Academies of Greater Clark at Charlestown High School Course Description Guide is an extremely valuable tool to assist the students with appropriate course selections for the 2019-20 school year. All of the course descriptions have been reviewed and information is included to assist you with making appropriate choices. It is important that you are aware of the requirements a student must have for graduation from Charlestown High School. Every student must earn a Core 40 diploma and pass the required State Graduation Exams **OR** complete one of the Indiana Graduation Pathways to receive a diploma. Indiana now offers five paths or “buckets” that a student can complete to meet graduation requirements. These include Employability Skills, Project-Based Learning, Service-Based Learning, Work-Based Learning and Postsecondary-Ready Competency.

Many students will choose to earn an Academic Honors Diploma or the Technical Honors Diploma. These students must be sure to take the correct courses for those diplomas and make certain the courses are selected in the appropriate sequence. We are thrilled to share that our students now have the opportunity to work toward an Ivy Tech degree as well. Our guidance staff will work with all students to ensure proper course and career pathway selections.

Students should select courses in which they have an interest and which meet their educational goals. It is important to select courses carefully because schedule changes will be held to an absolute minimum once the school’s master schedule is finalized. It becomes very difficult to change a student’s schedule once the requests have been built into the master schedule.

We encourage parents to work with your students to choose courses and to discuss aspirations and career choices as students explore pathways. Collaboration among parents, students, teachers, and counselors will help provide the support that students need in their journey to reach personal goals.

We look forward to working with you during this important time.

Sincerely,

Charlestown High School Administration

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Notice:

It is the policy of Greater Clark County Schools to maintain and operate a learning environment free from discrimination and harassment on the basis of gender, age, race, disability, family status, national origin, or religion. No person is excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis under any educational or student activity.



THE **Academies of Greater Clark**

ACQUIRE • ACHIEVE • ASPIRE

WHAT ARE THE ACADEMIES OF GREATER CLARK?

In our rapidly changing 21st century world, students need to be more prepared than ever in order to be successful after high school. Recognizing this, Greater Clark County Schools embarked on a partnership with Ford Next Generation Learning to establish The Academies of Greater Clark to ensure all of our students are college and career ready. The academy model will provide small learning communities of students and teachers, organized around labor market demand, that will enable students to explore areas of interest; find their passion; and develop their critical thinking, creativity, communication and collaboration skills.

FRESHMAN ACADEMY

Freshman Academy is for 9th grade students who will spend time discovering career opportunities and their own unique interests before choosing a home academy for their sophomore through senior years. The Freshman Academy will provide additional time to explore courses offered by the four academies.

BUSINESS & ENTREPRENEURSHIP ACADEMY

Business & Entrepreneurship Academy offers students industry relevant experiences that will allow students creative platforms to produce ideas and products that propel the growth of local, state, national and global economy.

Career Pathways:

- *Finance and Accounting*
- *Information Technology*
- *Business and Non-Profit Management*
- *Communication and Marketing (Radio/TV-Journalism)*

HEALTH SERVICES ACADEMY

Health Services Academy provides students with the knowledge and skills to pursue this high demand industry.

Career Pathways:

- *Patient Care*
- *Dental Services*
- *Pharmacy*
- *Bio-Medical Science (Project Lead the Way)*

ENGINEERING & ADVANCED MANUFACTURING ACADEMY

Engineering & Advanced Manufacturing Academy is a high tech, high skill, high demand area that will help students generate their own jobs and opportunities.

Career Pathways:

- *Engineering (Project Lead the Way)*
- *Advanced Manufacturing (Conexus)*
- *Logistics Management (Supply Chain)*
- *Building and Skilled Trades*

PUBLIC SERVICE ACADEMY

Public Service Academy gives students the ability to apply their course work across an array of academic disciplines. Courses benefit both the community and students while encouraging students to serve others.

Career Pathways:

- *Law and Public Safety (Lawyer, Police, Fire/EMT, Military)*
- *Education*
- *Hospitality and Agricultural Science*
- *Civic Arts (Visual and Performing)*

HOW WILL THE ACADEMIES WORK?

In 9th grade, students will enter the Freshman Academy, which will provide the necessary skills to transition to high school and provide additional time to explore career interests and opportunities. Students will then select an academy for their sophomore through senior years. Students will take required courses in their academy for the majority of their school day, and will still be able to take courses in other areas of interest.

CAN STUDENTS CHANGE ACADEMIES?

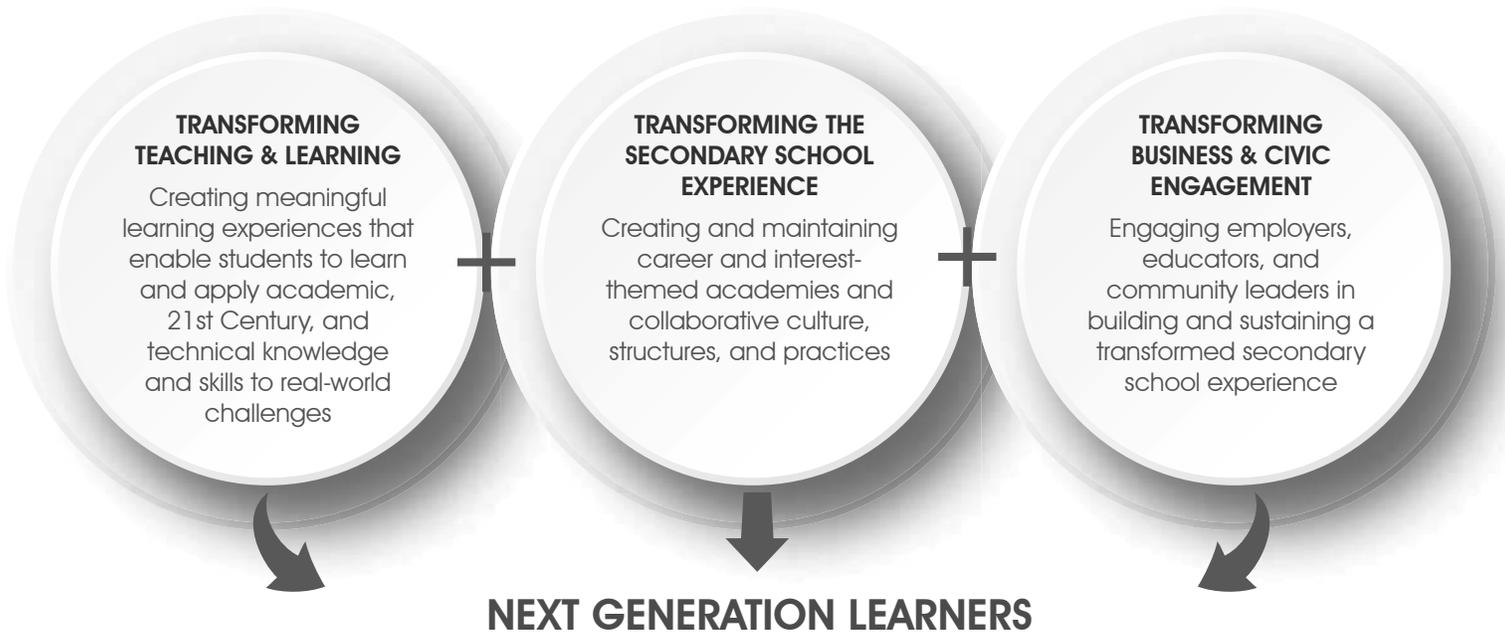
Our goal is not to have students feel "stuck." Students who believe they are in the wrong academy or find out that their passion lies in another academy will have the opportunity to move to another academy once during their high school career.

WHAT IS FORD NEXT GENERATION LEARNING?

Ford NGL is the philanthropic non-profit arm of Ford Motor Company, which has helped many districts over the past 20 years to successfully transform their high schools. Ford NGL will help us learn from others' experiences and give us access to many resources, including: seminars, workshops and staff development; a proven planning process; and professional development opportunities. We are joining a collaborative network of districts all seeking to make the delivery of high school education more relevant, impactful and successful. We are fortunate to have been selected to become one of their partners, and their support will be funded primarily through business and organization sponsorships.

WHAT IS THE FORD NEXT GENERATION LEARNING FRAMEWORK?

Ford NGL mobilizes educators, employers, and community leaders to prepare a new generation of young people who will graduate from high school ready for college, careers, and life - prepared to compete successfully in the 21st century economy. Three distinct but interconnected strands comprise the Ford NGL Framework, which enables whole communities to design and carry out a long-term plan for revitalizing education.



FORD
NEXT GENERATION
LEARNING 
Greater Clark County, Indiana



In Greater Clark, we believe all students need to learn and master the work ethic skills necessary to succeed in school and in life. As a result, we have created a PRIDE® program that teaches and positively reinforces **Persistence, Respectfulness, Initiative, Dependability, and Efficiency** to all of our students on a daily basis from preschool through 12th grade. The PRIDE® program was developed by a team of educators in cooperation with business and community leaders. The goal of PRIDE is to build students of strong character who will not only strengthen our school district, but eventually our entire community.

PRIDE® describes the fundamental expectations of students at all Greater Clark schools.

- **Persistence – Persevere Through Challenges, Problem-Solve**
- **Respectfulness – Accept and Serve Others, Possess a Positive Attitude, Communicate Clearly**
- **Initiative – Demonstrate the Ability to Self-Start and to Think Critically**
- **Dependability – Academically Ready, Reliable, Demonstrate Responsibility and Teamwork**
- **Efficiency – Organized, Punctual, Self-Managed**

PRIDE® COMPONENTS

1. Behavior matrix which explains specific behavior expectations at school.
2. Direct and on-going teaching of behavioral expectation.
3. PRIDE® acknowledge system to positively reinforce appropriate behavior.
4. Progressive consequences for inappropriate behavior.
5. Data collection to decide on further lessons and other interventions.

GOVERNOR’S WORK ETHIC CERTIFICATE

As a culminating acknowledgment of PRIDE®, Greater Clark County Schools created the Work Ethic Certificate, which is now the model for the Governor of Indiana’s Work Ethic Certificate. The certificate, which can be earned by seniors, is recognized by many area employers and organizations who provide specific benefits to seniors who have earned the certificate. To earn the certificate, a senior must possess PRIDE® skills, have 98 percent attendance, have no more than one behavioral referral, have six hours of school or community service, and graduate with at least a “C” grade point average.

Fifth grade and eighth grade students also have the opportunity to earn the certificate by following the same criteria as seniors, with less required school or community service hours (eighth grade - four hours and fifth grade - two hours). In addition, fifth grade students must earn a PRIDE® score of at least seven out of eight possible points. The score measures a student’s level of proficiency in **Persistence, Respectfulness, Initiative, Dependability and Efficiency** as determined by their classroom teacher.

INDIANA CAREER EXPLORER (INCE) PLANNING TOOL

<https://indiana.kuder.com/landing-page>

Indiana Career Explorer is a college and career readiness platform that helps connect academic achievement to post-secondary goals. We are pleased to introduce INCE to you and your family. *INCE* is a comprehensive website that you can use to help in making plans about courses, college, scholarships and careers. INCE is supported by the Indiana Dept. of Workforce Development and can be used by students, adults and parents.

INCE will allow you to:

- Indiana Career Explorer will help you explore a world of career possibilities, make decisions about your future, and prepare for the next step in your education and career planning journey.
- Today's job candidates require the right tools and information to secure a satisfying career and achieve success in the workforce. Indiana Career Explorer offers an effective solution to help you plan for a career, make a career change, and keep your career on track!
- Parents are the #1 influence on their child's education and career choices. Indiana Career Explorer supports parents in this critical role by allowing you to get directly involved in your child's education and career planning.

INTERNSHIPS

Internships are paid work-based learning activities in which students engage in learning through practical and relevant experiences at various internship sites to prepare students for college and career. This strategy builds students' skills and knowledge in their chosen career path or furthers their study within the area of interest. Internships are targeted to the students' meaningful future plans and allow students to explore careers that require additional degrees, certification, or on-the-job training following high school.

Model internships are planned, structured, and evaluated by the intern, college and career coordinator, workplace mentor, and parents/guardians. Effective internships provide interns with the opportunities to develop an understanding of the career area duties and responsibilities, terminology, climate, protocol, and other information that will enable interns to analyze and revise their meaningful future plans. Internships require a student to complete two consecutive career or technical courses in their interest area, maintain high academic standards and attendance standards.

Graduation Requirements – Courses/Credits

The following pages review the courses/credits required to achieve a High School Diploma in the state of Indiana and for Greater Clark County Schools. Your school counselor will review these requirements with you multiple times during your time as a student here. Please pay close attention to the charts and make sure you are meeting your requirements.

DIPLOMA REQUIREMENTS

Class of 2020 and beyond

CORE 40	CORE 40 TECHNICAL HONORS	CORE 40 ACADEMIC HONORS
<p>The recommended course of study by the IDOE- This diploma is for students who are seeking admission to any of Indiana’s two or four year colleges and universities.</p>	<p>An extension of the CORE 40 diploma- A student must complete a career technical program and earn a state-recognized certification.</p>	<p>The most rigorous diploma offered- A curriculum of specific courses, which will prepare students for the rigor of college coursework.</p>
<p>40 Credits No minimum GPA</p>	<p>47 Credits 3.0 minimum GPA C or above in all 47 credits</p>	<p>47 Credits 3.0 minimum GPA C or above in all 47 credits</p>
<p>English.....8 credits</p> <p>Math.....6-8 credits (Algebra Two required) Math or Quantitative Reasoning course required all 4 years.</p> <p>Social Studies.....6 credits (US History, Gov., Econ. and World History or Geography History of the World required)</p> <p>Science.....6 credits (Biology required, Chemistry or Physics required)</p> <p>Physical Educ.....2 credits (2 semesters)</p> <p>Health & Wellness....1 credit</p> <p>Directed Electives...11 credits</p> <ul style="list-style-type: none"> ● Fine Arts ● World Language ● Career/Technical 	<p>English.....8 credits</p> <p>Math.....6-8 credits (Algebra Two required) Math or Quantitative Reasoning course required all 4 years.</p> <p>Social Studies.....6 credits (US History, Gov., Econ and World History or Geography History of the World required)</p> <p>Science.....6 credits (Biology required, Chemistry or Physics required)</p> <p>Physical Educ.....2 credits (2 semesters)</p> <p>Health & Wellness.....1 credit</p> <p>Directed Electives.....5 credits</p> <ul style="list-style-type: none"> ● Fine Arts ● World Language ● Career/Technical <p>CCR Pathway...6 credits</p> <p><u>Complete 1of the following:</u></p> <ol style="list-style-type: none"> 1. 6 DC’s in Technical Area/Pathway 2. State approved industry certification <p style="text-align: center;">AND</p> <p><u>Complete one of the following:</u></p> <ol style="list-style-type: none"> 1. Any one of the options (A-E) of the Core 40 with Academic Honors 2. Earn Designated Scores on Work Keys or Accuplacer 	<p>English.....8 credits</p> <p>Math.....6-8 credits (Alg 2 & 2 Credits beyond Alg 2 required) Math or Quantitative Reasoning course required all 4 years.</p> <p>Social Studies.....6 credits (US History, Gov., Econ and World History or Geography History of the World required)</p> <p>Science.....6 credits (Biology required, Chemistry or Physics required)</p> <p>Physical Educ.....2 credits (2 semesters)</p> <p>Health & Wellness...1 credit</p> <p>Fine Arts.....2 credits (Art, Band, Choir, Drama, Orchestra, Music Theory, Music Keyboard, Theatre Tech, Student Pubs)</p> <p>World Language.....6-8 Credits (6 credits in one language or 4 credits in two different languages)</p> <p>Directed Electives.....10 credits</p> <p><u>Complete One of the following:</u></p> <ol style="list-style-type: none"> A. 2 AP Courses B. 6 approved college dual credits C. 1 AP Course and 3 dual credits D. 1250 on SAT reading/math with minimum 560 M 590 EBRW E. 26 on ACT must take written portion

Indiana Graduation Pathways Requirements
(Available to all current students but required for Class of 2023)

To account for the rapidly changing, global economy, every K-12 student needs to be given the tools to succeed in some form of quality postsecondary education and training, including an industry recognized certificate program, an associate’s degree program, or a bachelor’s degree program.

Students in the graduating class of 2023 must satisfy all three of the following Graduation Pathway Requirements by completing one of the associated Pathway Options:

Graduation Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements
2) Learn and Demonstrate Employability Skills ¹ (Students must complete at least one of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one the following: <ul style="list-style-type: none"> • Project-Based Learning Experience; OR • Service-Based Learning Experience; OR • Work-Based Learning Experience.
3) Postsecondary-Ready Competencies ³ (Students must complete at least one of the following.)	<ul style="list-style-type: none"> • Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR • ACT: College-ready benchmarks; OR • SAT: College-ready benchmarks; OR • ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR • State- and Industry-recognized Credential or Certification; OR • Federally-recognized Apprenticeship; OR • Career-Technical Education Concentrator⁴: Must earn a C average in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study; OR • AP/IB/Dual Credit/Cambridge International courses⁵ or CLEP Exams: Must earn a C average or higher in at least three courses; OR • Locally created pathway that meets the framework from and earns the approval of the State Board of Education.

State and National Testing

All tenth grade students will participate in the Preliminary Scholastic Aptitude Test (**PSAT**) and all eleventh grade students will participate in the American College Test (**ACT**) as well as have the option to take the Armed Services Vocational Aptitude Battery (**ASVAB**). Seniors will participate in the **Work Keys** testing to help determine workplace readiness skills. The ACT and SAT will also be offered at other locations for a fee. Students will need to see their counselor for more information regarding testing.

Advanced Placement

Students who choose to participate in the Advanced Placement courses must take the AP examination in order to earn transcribed AP credit. If students do not take the AP examinations, the transcript will reflect Honors credit. College Board Testing offers these examinations. If students score well on these tests, universities may offer them advanced placement in upper-class courses and/or grant them semester hours (credits) for those tests passed with specified scores. There will be a \$20 test fee for each AP exam.

Charlestown High School Advanced Placement (AP) Courses

AP English Language and Composition	AP English Literature
AP Chemistry	AP Biology
AP Calculus	AP United States History
AP Music Theory	

Charlestown High School Dual Credit Courses

Ivy Tech Community College

Students may receive dual credit from Ivy Tech. These courses are provided free of charge to students. In order to receive dual credit from Ivy Tech, students will need to meet testing criteria through Accuplacer, SAT, ACT and PSAT. Additionally, students must complete a dual credit online application to Ivy Tech receive dual credit (social security number is required to apply for dual credit at Ivy Tech). Once a student completes the Ivy Tech dual credit online application, he/she is eligible for all dual credits which he/she qualifies.

Ivy Tech Dual Credit Classes

AP English Language	Government Honors
AP English Literature	Economics Honors
English 12 Honors	AP US History
Digital Applications and Responsibilities	POL Psychology
AP Calculus AB (IU\$)	Pre-Calculus Honors
AP Biology	Finite Honors
Education Professions I (IU\$)	Chemistry Honors
PLTW Introduction to Engineering Design	PLTW Principles of Engineering
PLTW Civil Engineering/Architecture	PLTW Engineering Design and Development
POL Speech	Introduction to Advanced Manufacturing
Spanish III	Spanish IV

*Courses offered for Dual Credit are based on teacher qualifications and staffing. These offerings are subject to change

College Certificate/Ivy Tech Degrees: CHS

Ivy Tech Community College and High Schools partner together to offer many Dual Credit courses. With proper course selections and by demonstrating college readiness, students may be able to complete the entire Statewide Transfer General Education Core (STGEC) Technical Certificate at their High School at no cost to the student. The (STGEC) prepares students for transfer to the bachelor-degree granting state institution of their choice. **If at least 30 credits are accumulated and a course from each category is completed, the STGEC requirements have been met.** It is state-mandated that the entire block of 30 college credits will transfer to any public college/university in Indiana. This 30-credit hour block of courses is equivalent to a full year of college coursework. This achievement will be documented on their Ivy Tech transcript, and students will have the opportunity to participate in Ivy Tech's graduation even before their High School graduation! To help complete this Technical Certificate (which is also the first 30 credits of the Associates Degree in General Studies), High School students may also utilize courses held at the Ivy Tech Sellersburg campus for a special discounted rate called "TACOU".

Ivy Tech Community College STGEC Course	High School Dual Credit Course Name (DOE State Approved Course Title)	DO E #	STGE C Credits Earned	STGEC Credits Planned
Written Communication (3 Credits Required)				
ENGL 111 English Composition (3 credits)	English 11 (must be advanced or honors) or English 12 (must be advanced or honors)	1006 or 1008		
Speaking and Listening (3-6 Credits Required)				
COMM 101 Fund. Of Public Speaking (3 credits)	Advanced Speech & Communication	1078		
COMM 102 Introduction to Interpersonal Communication (3 credits)	Advanced Speech & Communication	1078		
Quantitative Reasoning (3-12 Credits Required)				
MATH 123 Quantitative Reasoning (3 credits)	Quantitative Reasoning	2550		
MATH 135 Finite Math (3 credits)	Finite Math	2530		
MATH 136 College Algebra (3 credits)	Pre-Calculus	2564		
MATH 137 Trig with Analytic Geometry (3 credits)	Trigonometry	2566		
MATH 201 Brief Calculus I (3 credits)	Advanced Math, College Credit	2544		
MATH 202 Brief Calculus II (3 credits)	N/A	N/A		
MATH 211 Calculus I (4 credits)	Calculus AB, AP, or Calculus	2562 or 2527		
MATH 212 Calculus II (4 credits)	Advanced Math, College Credit	2544		
Scientific Ways of Knowing (3-12 Credits Required)				
ASTR 101 Solar System Astronomy (3 credits)	Advanced Science, College Credit	3090		
BIOL 101 Introductory Biology (3 credits)	Biology II (L)	3026		
BIOL 105 Biology I (5 credits)	Biology AP (must be 2 semesters)	3020		
BIOL 107 Biology II (5 credits)	Adv.Science, College Credit (must be 2 sems)	3090		
BIOL 121 General Biology (4 credits)	N/A	N/A		
BIOL 211 Microbiology I (3 credits)	Advanced Science, College Credit	3090		
BIOL 221 Molecular Biology (4 credits)	N/A	N/A		
CHEM 101 Introductory Chemistry I (3 credits)	Chemistry II (L) or Advanced Science, College Credit	3066 or 3090		
CHEM 105 General Chemistry I (5 credits)	Chemistry AP (must be 2 semesters)	3060		
CHEM 106 General Chemistry II (5 credits)	Adv. Science, College Credit (must be 2 sems)	3090		
CHEM 111 Chemistry I (4 credits)	N/A	N/A		
PHYS 101 Physics I (4 credits)	Physics I: Algebra-Based, AP	3080		
PHYS 102 Physics II (4 credits)	Physics II: Algebra-Based, AP	3081		
PHYS 220 Mechanics (5 credits)	Physics C, AP (L) (must be 2 semesters)	3088		
PHYS 221 Heat, Electricity, & Optics (5 credits)	Physics C, AP (L) (must be 2 semesters)	3088		
SCIN 100 Earth Science (4 credits)	Earth and Space Science II (L)	3046		

SCIN 111 Physical Science (3 credits)	Physics II	3086		
Social and Behavioral Ways of Knowing (3-12 Credits Required)				
ANTH 154 Cultural Anthropology (3 credits)	N/A	N/A		
ECON 101 Economics Fundamentals (3 credits)	Economics (must be advanced or honors level)	1514		
ECON 201 Principles of Macroeconomics (3 credits)	Macroeconomics, AP or Advanced Social Sciences, College Credit	1564 or 1574		
ECON 202 Principles of Microeconomics (3 credits)	Microeconomics, AP or Advanced Social Sciences, College Credit	1566 or 1574		
HIST 101 Survey of American History I (3 credits)	US History (must be advanced or honors level) or US History AP	1542 or 1562		
HIST 102 Survey of American History II (3 credits)	US History (must be advanced or honors level) or US History AP	1542 or 1562		
POLS 101 Introduction to American Government & Politics (3 credits)	US Government (must be advanced or honors level) or US Government & Politics AP	1540 or 1560		
POLS 211 Introduction to World Politics (3 credits)	Comparative Government and Politics AP	1552		
PSYC 101 Introduction to Psychology (3 credits)	Psychology (must be advanced or honors level) or Psychology AP	1532 or 1558		
SOCI 111 Introduction to Sociology (3 credits)	Advanced Social Sciences, College Credit	1574		
SOCI 252 Social Problems (3 credits)	Advanced Social Sciences, College Credit	1574		
Humanistic and Artistic Ways of Knowing (3-12 Credits Required)				
ARTH 101 Survey of Art and Culture I (3 credits)	Art History AP	4025		
ARTH 102 Survey of Art and Culture II (3 credits)	Advanced Fine Arts, College Credit	4260		
ARTH 110 Art Appreciation (3 credits)	Art History; and Advanced Art History	4024 and 4020		
ENGL 202 Creative Writing (3 credits)	Advanced English/Language Arts, College Credit	1124		
ENGL 206 Introduction to Literature (3 credits)	Advanced English/Language Arts, College Credit	1124		
ENGL 220 Introduction to World Literature I - Through the Renaissance (3 credits)	Advanced English/Language Arts, College Credit	1124		
ENGL 221 Introduction to World Literature II - After the Renaissance (3 credits)	Advanced English/Language Arts, College Credit	1124		
ENGL 222 American Literature to 1865 (3 credits)	Advanced English/Language Arts, College Credit	1124		
ENGL 223 American Lit. after 1865 (3 credits)	Advanced English/Language Arts, College Credit	1124		
FREN 101 French Level I (4 credits)	French III	2024		
FREN 102 French Level II (4 credits)	French III	2024		
FREN 201 French Level III (3 credits)	French IV; or French Language AP	2026 or 2032		
FREN 202 French Level IV (3 credits)	French IV; or French Language AP	2026 or 2032		
GERM 101 German Level I (4 credits)	German III	2044		
GERM 102 German Level II (4 credits)	German III	2044		
HUMA 100 Theatre Appreciation (3 credits)	Advanced Fine Arts, College Credit	4260		
HUMA 118 Music Appreciation (3 credits)	Advanced Fine Arts, College Credit	4260		
PHIL 101 Introduction to Philosophy (3 credits)	Advanced Social Sciences, College Credit	1574		
PHIL 102 Introduction to Ethics (3 credits)	Advanced Social Sciences, College Credit	1574		
PHIL 220 Philosophy of Religion (3 credits)	Advanced Social Sciences, College Credit	1574		
SPAN 101 Spanish Level I (4 credits)	Spanish III	2124		
SPAN 102 Spanish Level II (4 credits)	Spanish III	2124		

SPAN 201 Spanish Level III (3 credits)	Spanish IV; or Spanish Language AP	2126 or 2132		
SPAN 202 Spanish Level IV (3 credits)	Spanish IV; or Spanish Language AP	2126 or 2132		
Statewide Transfer General Education Core: 30 minimum credits needed			Earned:	Planned:
			Overall Total:	

GRADING SCALE

A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 0-59

GPA & WEIGHTED GRADES

Advanced Placement and Honors courses are considered “weighted” courses. The weight is not scaled to a grade for the course but is simply added to the final grade provided the student has earned credit for the course. Advanced Placement credit will be awarded only if the student sits for the AP test in the applicable course.

Weighted factor: All Honors courses---1.0

All AP courses---2.0

Calculation: At the end of the semester, the final grade calculation will be made by the student management system.

RE-TAKING A COURSE

Charlestown High School recognizes that there may be times when it is in the best interest of a student to re-take a specific course. The guidelines for re-taking a course are as follows:

- Only a course with a grade below a “C” can be repeated.
- Additional credit for re-taking the class will not be given.
- Both grades will be on the transcript and will be counted when calculating the student’s grade point average.

STUDENT ATHLETE ELIGIBILITY REQUIREMENT

NCAA

For students entering a NCAA Division I school the number of required full-year core courses is 16 (32 credits). The 16 units (32 credits) must include 4 years of English, 3 years of math (Algebra I or higher), 2 years of natural/physical science, 1 year of additional English, math or science, 2 years of social science, and 4 years of additional courses from any of the above areas or from foreign language, philosophy or comparative religion. Other requirements include minimum SAT Reasoning and ACT test scores that are determined by the student's cumulative GPA in core classes.

Students entering an NCAA Division 1 college or university on or after August 1, 2016 will need to meet new academic rules in order to receive athletics aid (scholarship), practice or compete their first year. This includes 10 of the 16 core courses must be completed before the seventh semester (senior year) of high school. 7 of those 10 courses must be in English, Math or Science. Minimum course GPA is 2.30. Prospective student-athletes should register with the eligibility center by their **junior year** of high school. Specific information about eligibility for all NCAA divisions can be found on the NCAA Eligibility Center website at www.ncaaeligibilitycenter.org. Information on recruiting and eligibility can also be found on the NCAA website.

Athletes must be aware that PLATO online courses for core areas will not be accepted through the NCAA Eligibility Center to participate at the collegiate level.

NAIA

For students entering an NAIA school they must meet two of the three following requirements.

1. Achieve a minimum of 18 on the ACT or 860 on the SAT.
2. Achieve a minimum overall high school GPA of 2.0 on a 4.0 scale.
3. Graduate in the top half of your high school classes.

Register with the NAIA Eligibility Center at www.PlayNAIA.org.

ALTERNATIVE PHYSICAL EDUCATION CREDIT **(ASPE)**

Greater Clark County Schools' students may earn physical education credit through an alternative supervised program (ASPE) during the fall, winter or spring sessions. ASPE does not count toward minimum course load requirements and IHSAA eligibility.

1. ASPE has been approved only for the following activities:
 - a. All IHSAA School Sponsored sports
 - b. Cheerleading
 - c. Marching Band, Winter Guard, Dance Team, STEP Team
 - d. ROTC
2. The application for ASPE is available from counselors or on the GCCS website. The application must be completed and signed by the student, parent, counselor, and coach/instructor.
3. Students may earn a maximum of TWO (2) credits for ASPE (Physical Education II)
4. Students must apply for each credit. Students will be limited to one (1) credit per sport season. Credit will be issued at the end of the semester.
5. To receive one (1) credit, the student must participate in sixty (60) hours of direct instruction and **complete the entire sports season and finish the season in good standing.**
6. The total sixty (60) hours and application must be completed and submitted to the guidance counselor by the due dates established at the school.
7. All students who complete the sixty (60) hours of direct instruction and complete the application process will receive an A for the physical education course and the grade will be issued by a licensed Physical Education teacher.
8. Failure to provide the proper documentation, failure to meet the indicated deadlines, or participation in an activity/sport different from what was approved will result in no credit being issued.

ALTERNATES

Students must select an alternate (substitute) course for each elective. Students should exercise much care in choosing alternates since students may be scheduled into one or more alternative class selections.

SCHEDULE CHANGE/COURSE WITHDRAWAL POLICY

A request for a student schedule change MUST occur within the first two (2) weeks of the course. After that time, any changes, other than programmatic changes, will result in the grade of **F** in the dropped course. Programmatic changes result when a teacher recommends that a student be moved to another level or class. In general, schedule change requests will only be granted for valid educational reasons (i.e., senior needing course for graduation, scheduled into a course for which credit has already been granted, etc.). A "Withdrawn Failure (WF)" grade will be used for any student whose program is changed by a teacher or administrator from a traditional course of study to an alternative course of study.

Online Courses

Charlestown High School has a minimal selection of online courses in which students can enroll for the following purposes: (1) the student needs to recover a credit (2) the student would like to take a course not currently offered

at Charlestown (offered through JCPS ESchool-\$ (3) the student needs a core and/or elective class that cannot fit into his regular schedule. Students must see the counselor in order to enroll in any online course.

EARLY GRADUATION PROCEDURE

It is the belief of Greater Clark County Schools that the majority of students benefit by completing eight semesters of high school. However, a student may graduate in fewer than eight semesters under the following guidelines:

Students may graduate **after 7 semesters** if:

- They are unlikely to graduate if forced to complete an 8th semester, or
- They demonstrate financial need, or
- They would be adversely impacted in their socio-emotional growth by the completion of an 8th semester, or
- They are developmentally ready to move beyond high school, or
- They have been accepted into an accredited postsecondary education institution, or
- They are furthering their education through military enlistment and they have an enlistment contract that contains an education component.

Students may graduate **earlier than 7 semesters** if:

- They are unlikely to graduate if forced to complete additional semesters, or
- They have been accepted into an accredited postsecondary education institution, or
- They are furthering their education through military enlistment and they have an enlistment contract that contains an education component
- They meet any one of the following criteria:
 - They receive a proficiency score on a standardized assessment of academic or subject area competence that is accepted by accredited postsecondary educational institutions,
 - They receive a high proficiency level score on an end-of-course assessment for a course without taking the course,
 - Successfully completing a similar course at an eligible institution under the postsecondary enrollment program
 - They receive a score of 3, 4, or 5 on an AP examination without taking the course.

Students requesting graduation in less than 8 semesters should do so when registering for their senior year classes. Students requesting accelerated graduation later than this will not be denied solely on the basis of the timing of request. Students may utilize the 8 transfer credit policy to assist them in meeting accelerated graduation requirements. Students graduating in less than 8 semesters will not be included in class rank when computed. Student selecting to graduate in less than 8 semesters will not be included in consideration for honor recognition based on class GPA or class rank. Official diplomas will not be awarded until the end of the school year. Students seeking accelerated graduation must petition their guidance counselor who will assist them in completing the GCCS Accelerated Graduation Application. Once the application is complete the counselor will gain approval from the principal or their designee.

The Mitch Daniels Early Graduation Scholarship

There is a new scholarship for students who graduate from a publicly supported high school at least one year early, after December 31, 2010. For more information go to: <http://www.in.gov/ssaci/2504.htm>

INDIANA ACADEMIC/TECHNICAL HONORS DIPLOMAS

The purpose of the Honors Diplomas is to encourage and reward students who pursue a rigorous course of study during the high school years. It is established as part of Indiana’s education plan for academic excellence and is available to any and all students who wish to pursue the challenge expected of them. These do not have to be honor level courses. A student must have earned a minimum of (47) credits with an overall grade point average of 3.0 or better. No grade lower than a “C” (2.0) may count toward the diplomas.

ADDITIONAL INFORMATION – CORE 40

Core 40 classes will provide students with challenging learning experiences. These opportunities will prepare students for the demands of both work and college. Students must be successful (“C” (2.0) or better grades) in the Core 40 curriculum to be considered for admission to Indiana’s four-year colleges.

The completion of Core 40 is an Indiana graduation requirement. To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student’s parent or guardian, and the student’s counselor (or another staff member who assists students in course selection) meet to discuss the student’s progress.
- The student’s career and course plan is reviewed.
- The student’s parent or guardian determines if the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career-academic sequence found in this guide.

THE TIME TO START PLANNING IS NOW!

Every class and every year are important!

Make wise decisions as you prepare for your life’s work. This special edition is designed to provide information about the many opportunities high school has to offer you. You must plan carefully to take advantage of the courses and pathways available to you. You and your parents should review and discuss the choices that are available and then make decisions that will best prepare you for the opportunities that await you after graduation. You are encouraged to become involved in all aspects school life at CHS. We, along with your parents, are here to help you make wise decisions. Good luck!

Four Year Plan

9 th Grade		10th Grade	
1. English:	English:	1. English:	English:
2. Math:	Math:	2. Math:	Math:
3. Science:	Science:	3. Science:	Science:
4. Freshman Seminar:	Freshman Seminar:	4. World History:	World History:
5. PE:	PE:	5. Academy Elect:	
6.		6.	
7.		7.	

11th Grade		12th Grade	
1. English:	English:	1. English:	English:
2. Math:	Math:	2. Econ/Gov't.:	Econ/Gov't.:
3. Science:	Science:	3. Math or QR:	Math or QR:
4. U.S. History:	U.S. History:	4. Academy Elect:	
5. Academy Elect:		5.	
6.		6.	
7.		7.	

COURSE DESCRIPTIONS BY DEPARTMENT

BUSINESS, TECHNOLOGY and MANUFACTURING EDUCATION

CTE523901 * FRESHMAN SEMINAR (9)

Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership and management processes; exploration of personal aptitudes, interests, values and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community. **Prerequisites: Required for incoming 9th grade students**

BUS456201 * PRINCIPLES OF BUSINESS MANAGEMENT (10)

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

BUS591401 PRINCIPLES OF MARKETING (11, 12)

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

BUS452401 ** INTRO TO ACCOUNTING (10, 11, 12)

Accounting is a business course that introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting.

Prerequisite: Algebra I

BUS452201 ** ADVANCED ACCOUNTING (11, 12)

Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting covered in Introduction to Accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making. **Prerequisite: Intro to Accounting**

BUS451201 ** BUSINESS MATH (11, 12)

Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including advanced algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. **Prerequisite: all required math courses completed to take as QR course**

COMPUTER TECHNOLOGY COURSES

BUS452801 ** DIGITAL APPLICATIONS AND RESPONSIBILITY (10, 11, 12) DC

Love working fast food? Hmm...I didn't think so? What if I told you that you could work in an office on a computer instead? Many area office employment ads state "strong computer skills and proficiency in Microsoft Office program: Word, Excel, and PowerPoint required." Join us to earn a \$96 Microsoft Office Specialist Certification \$\$ - FREE to you \$\$ - to validate your skills and you're on your way! As a bonus, get your class projects finished more quickly. If this appeals to you - sign up today! **Prerequisite: None**

BUS523201 * INTERACTIVE MEDIA (11, 12)

Interactive Media prepares students for careers in business and industry working with interactive media products and services, which include the entertainment industries. **Prerequisites: Digital Applications and Responsibility**

BUS523001 ** INFORMATION TECHNOLOGY SUPPORT (11, 12)

Computer Tech Support allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. **Prerequisites: Digital Applications and Responsibility**

BUS523401 ** NETWORKING I (12)

Introduces students to local and wide area networks, home networking, and networking standards using the IEEE/OSI model, network protocols, transmission media and network architecture/topologies. Security and data integrity are introduced. Offers students the critical information needed to successfully move into a role as an IT professional supporting networked computers. Topics covered include TCP/IP client admin, managing network clients, configuring routers and hubs, as well as creating a wireless LAN. **Prerequisite: Information Tech Support**

PLTW480101 ** Computer Science I: PLTW Computer Science Principles (11, 12)

CSP uses Python® as a primary tool and incorporating multiple platforms and languages for computation. This course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. CSP helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. **Prerequisites: Digital Applications and Responsibility**

PLTW526101 ** PLTW Cybersecurity (12)

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. **Prerequisites: CSP**

ENGINEERING AND MANUFACTURING COURSES

PLTW481201 PLTW INTRODUCTION TO ENGINEERING AND DESIGN (9, 10, 11, 12) DC**

This course is aligned with the following Post-Secondary courses for Dual Credit. Introduction to Engineering Design is an introductory course that develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and

manufacturability concepts as well as develop hand sketches using 2D and 3D drawing techniques. Computer Aided Design (CAD). **Recommended Prerequisites: Algebra I grade of B for grade 9 students.**

PLTW481401 ** PLTW PRINCIPLES OF ENGINEERING (10, 11, 12) DC

This course is aligned with the following Post-Secondary courses for Dual Credit. Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This hands-on course is designed to provide students interested in engineering careers an opportunity to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems. **Prerequisites: Introduction to Engineering Design (PLTW)**

PLTW482801 ** PLTW ENGINEERING DESIGN & DEVELOPMENT (11, 12) DC

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career. **Prerequisites: Introduction to Engineering Design (PLTW), Principles of Engineering (PLTW), Civil Engineering & Architecture (PLTW)**

PLTW482001 ** PLTW CIVIL ENGINEERING & ARCHITECTURE (11, 12) DC

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

TECH479601 ** INTRO. TO ADVANCED MANUFACTURING AND LOGISTICS (10, 11, 12) DC

Introduction to Advanced Manufacturing and Logistics is a course that specializes in how people use modern manufacturing systems with an introduction to advanced manufacturing and logistics and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students investigate the properties of engineered materials such as: metallic, polymers, ceramics, and composites. Students study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. After gaining a working knowledge of these materials, Students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, MSDS's, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors. **Prerequisite: None**

TECH560801 ** ADVANCED MANUFACTURING I (11, 12) DC

Advanced Manufacturing I, is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Industrial Technology and Software Controls covers wiring and schematic diagrams used to design, install, and repair electrical/electronic equipment such as wireless communication devices, and programmable controllers. Course content will include basic theories of electricity, electronics, digital technology, and basic circuit analysis. Activities include experiences in: soldering; use of an oscilloscope, meters, signal generators and tracers; bread boarding; circuit simulation software; and troubleshooting. Understanding and using the underlying scientific principles related to electricity, electronics, circuits, sine waves, and Ohm's Law are integral to this course. Manufacturing Trends covers basic concepts in manufacturing operations and plant floor layout in the production environment. Applications of Computer Numerical Control (CNC), and lathe and turning operations are developed as a foundation for machining operations. Coordinate system concepts are introduced as

relevant to machining processes, as well as fluid and mechanical power, welding, and lean manufacturing. Fluid power concepts will include hydraulic components and circuits, laws and principles, fluid power controllers, and the construction of systems. In the mechanical power portion of the course, students will learn about machine specifications, basic forces, friction, simple machines, motors, and motor controls. Students will also be introduced to lean manufacturing where they will study concepts including: lean goals, product quality, eliminating waste, cost effectiveness, lean concepts, resource planning, continuous improvement, and the various advantages of lean manufacturing. This course includes MSSC concepts required to earn MSSC certification. **Prerequisite: Introduction to Advanced Manufacturing & Logistics**

COLLEGE AND CAREER WORK EXPERIENCE OPPORTUNITIES

MISC597401 ** WORK BASED LEARNING; Multiple Pathway (12)

This Course builds students' skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating achievement and performance. Students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Students are monitored in their experiences by the content-related CTE teacher.

Prerequisite: Must have secured a PAID INTERNSHIP

CAREER AND TECHNICAL PROGRAMS

RADIO / TV

VOC479001 INTRO TO COMMUNICATIONS (10, 11, 12)

Is your goal to be a radio DJ, voiceover talent, sportscaster, news anchor, or even host a show? If so, Intro to Communications will provide the perfect foundation for you to transition into the radio/television program at CHS. At WPMQ, students in Intro to Communications will learn how to research and write news stories for television and radio. Students will evaluate the impact of news, radio, social media, Internet, entertainment, and persuasive messages on everyday life. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, and other related systems. Using the base knowledge, students will use the design process to design projects in each communication area. Students will learn basic camera and radio station operations. Students will also produce graphic and electronic media as they apply communication technologies. This class is necessary to move onward into radio/television and sports casting.

VOC598611 ** RADIO AND TELEVISION I (10, 11, 12)

Is your goal to be a radio DJ, voiceover talent, sportscaster, news anchor, or even host a show? If so, the radio/television program at CHS will provide a terrific foundation. At WPMQ, students learn the basics of operating a radio station—how to cue mics, program songs, write radio shows and material, make public service announcements, record grant spots and more. Students learn a lot more than just how to work at a radio station. Students learn communication skills that will carry over into many realms of broadcasting in radio, television, Internet streaming, YouTube hosting, and more. The goal is for students to gain enough knowledge from the curriculum to move on to the next level, whether that be through a college program or straight into the workforce. Students are subject to FCC rules and regulations. Students are expected to participate in after school productions and sell educational grants to support the station as a course requirement. Students that sign up for the course will be selected based upon auditions, recommendations, and an application form. Fluent reading skills are an absolute must. **Prerequisite: Intro to Communications**

VOC599210 ** RADIO AND TELEVISION II (11-12)

If you are intent on a career in one or more aspects of radio/television, Radio/TV II is the class you need to take for opportunities at CHS as well as outside of CHS to help you. At WPMQ, students in Radio/TV II will learn advanced logistics of operating a radio station—how to schedule music, set up categories and play lists, record effect enhanced voice overs, voice tracking, etc. Students learn a lot more than just how to work at a radio station. In addition to radio, students will create and produce advanced video projects, news casts, and participate in community events. Students learn communication skills that will carry over into many realms of broadcasting in radio, television, Internet streaming,

YouTube hosting, and more. The goal is for students to gain enough knowledge from the curriculum to move on to the next level, whether that be through a college program or straight into the workforce. Students in Radio/TV II will have opportunities to job shadow, attend field trips, etc. Students are subject to FCC rules and regulations. Students are expected to participate in after school productions and sell educational grants to support the station as a course requirement. Prerequisite: Students that sign up for the course will be selected based upon auditions, recommendations, and an application form. Fluent reading skills are an absolute must. **Prerequisite: Radio/TV I, application and audition**

VOC599211 ** RADIO AND TELEVISION II: SPORTS CASTING (11-12)

At WPMQ, students in sports casting will be responsible for live broadcasts, streams, and television production of Charlestown community athletics. Students will be exposed to a wide variety of sports, topics, and broadcasting/production techniques. Students will learn to research and prepare material to be the expert and voice for Charlestown athletics. Students will also learn to produce sports television and special promotional projects, as well as develop a brand for WPMQ through Social Media. Students are subject to FCC rules and regulations. Students are required to participate in after school productions and sell educational grants to support the station as a course requirement. Prerequisite: Students that sign up for the course will be selected based upon auditions, recommendations, and an application form. Fluent reading skills are an absolute must. Knowledge of sports is a must. **Prerequisite: Radio/TV I, application and audition**

FAMILY AND CONSUMER SCIENCES

Note: Students may elect to take 3 semester classes in the Family and Consumer Sciences Department to fulfill Health credit. Students may choose from these classes: Interpersonal Relations, Nutrition and Wellness, Child Development, Adult Roles and Responsibilities, Human Development and Wellness.

FACS536001 ** ADVANCED CHILD DEVELOPMENT (10, 11, 12)

Child Development is an introductory course for all students as a life foundation and academic enrichment. It is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children. **Prerequisite: None**

FACS534001 * ADVANCED NUTRITION AND WELLNESS (9, 10, 11, 12)

Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness.

Prerequisite: None

FACS545601 NUTRITION SCIENCE CAREERS I (11, 12)

Nutrition Science Careers I is an instructional program that introduces students to careers in nutrition, dietetics, food science, food research and development, and related careers. The course of study includes topics and issues in nutrition; food science topics and issues; topics related to management of daily living needs of individuals and families; nutrition and foods for children and the elderly; topics related to cleaning and maintenance, purchasing, and food preparation; managing operations in food production, food science, or food research and development establishments; related research, development, and testing. Intensive laboratory experiences with industry applications are a required component of this course of study. Work based experiences in food and nutrition science careers are strongly encouraged.

Prerequisite: Advanced Nutrition

FACS533601 HUMAN AND SOCIAL SERVICES I (11, 12)

Human and Social Services I is an introductory/exploratory course for students interested in careers in human and community services and other helping professions. Areas of exploration include family and social services, youth development, and adult and elder care, and other for-profit and non-profit services. This project-based course will help students integrate higher order thinking, communication, leadership, and management processes to conduct investigations

in human and social services at the local, state, national, or global/world level. Research and development, interdisciplinary projects, and/or collaboration with post-secondary faculty, community agencies or organizations, or student organizations are appropriate approaches. Students will be introduced to human and social services professions through presentations from a variety of guest speakers, job shadowing, field trips and introductory and exploratory field experiences. Case studies, role play, and application of professional codes of ethics will be utilized reflecting the challenges of working in diverse communities. Service learning experiences are highly recommended. Achievement of applicable FACS, academic, and employability competencies will be documented through a student portfolio.

Prerequisite: Advanced Child Development

FINE ARTS

ART40001 * INTRO TO TWO DIMENSIONAL ART (9, 10, 11, 12)

It is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art. They create two-dimensional works of art, reflect upon the outcomes and revise their work; relate art to other disciplines and discover opportunities for integration and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources. **Prerequisite: None**

ART400201 * INTRO TO THREE DIMENSIONAL ART (9, 10, 11, 12)

It is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes and revise their work; relate art to other disciplines and discover opportunities for integration and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios and community resources. **Prerequisite: None**

BAND

MUS416801 ** INTERMEDIATE CONCERT BAND (9, 10, 11, 12)

Concert Band is taught in two sections, one brass and one woodwind class. Students need to be sure to enroll in the correct section based on their instrument. Intermediate Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A number of public performances will serve as a culmination of daily rehearsal and musical goals.

Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Prerequisite: Previous school band experience

MUS417001 ** ADVANCED CONCERT BAND (10, 11, 12)

Wind Symphony is the most advanced instrumental ensemble offered at CHS. Private lessons and a strong commitment to your instrument are highly recommended. Instructor approval and an audition are required for inclusion in the ensemble. Advanced Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the

composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. **Students must participate in performances.**

MARCHING BAND (9, 10, 11, 12) (*summer enrollment*) not included on course selection sheet

Marching band consists of the marching band, percussion ensemble, and color guard. Summer band meets during the summer months to study the fundamentals of marching and music performance. Due to the physical nature of the marching band activity, this course satisfies one semester of a Physical Education credit. All freshmen band members and any student new to the band program are also members of the marching band. All first year members are required to participate in the marching band their first year. After the one-season commitment has been met, students are strongly encouraged to remain members. Members who elect not to participate in marching band after their first year commitment will be dealt with on a case by case basis. The director should be notified immediately of any conflicts. **Prerequisite: Previous school band experience/audition**

MUS420601 ** MUSIC HISTORY AND APPRECIATION (9, 10, 11, 12)

Music History and Appreciation is based on Indiana Academic Standards for Music and standards for the specific course. Students develop skills in the analysis of music and theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music. **Prerequisite: None**

MUS421004 ** MUSIC THEORY II ADVANCED PLACEMENT (10, 11, 12)

Music Theory, Advanced Placement is a course based on the content established by the College Board. Music Theory is intended for secondary school students who have completed music studies comparable to a first-year college course in Music Theory. The guidelines for the course that are published by The College Board may not match any particular college program, but they do reflect the coverage of content and level of skills typical of most first-year college courses. This course should integrate aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and history, and style. The student's ability to read and write musical notation is fundamental to this course, and it is also assumed that the student has acquired at least basic performance skills in voice or on an instrument. A comprehensive description of this course can be found on the College Board AP Central Course Description web page. **Prerequisite: Instructor Approval or Music Theory I**

MUS420001 APPLIED MUSIC (9, 10, 11, 12)

Applied Music is based on the Indiana Academic Standards for High School Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music. 1 SEMESTER COURSE paired with Jazz Ensemble.

MUS416401 JAZZ ENSEMBLE (9, 10, 11, 12)

Jazz Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director. 1 SEMESTER COURSE paired with Applied Music.

CHORUS

MUS418201 ** BEGINNING CHORUS (9, 10, 11, 12)

This is based on the Indiana Academic Standards for High School Choral Music. Students taking Women's Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. **Prerequisite: None - Previous Vocal Experience Preferred**

MUS418801 ** ADVANCED CHORUS (9, 10, 11, 12)

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

MUS418001 ** CHORAL CHAMBER ENSEMBLE (SCALIWAGS)

The most advanced vocal ensemble at CHS, Chamber Ensemble, is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A number of public performances will serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. **Prerequisite: Audition/Instructor approval**

THEATRE

THE424211 * Theatre Arts I (9, 10, 11, 12)

Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community. **Prerequisite: None**

THE424221* THEATRE ARTS II (9, 10, 11, 12)

See description above. **Prerequisite: Theatre Arts I**

HEALTH AND WELLNESS

Note: Students may elect to take 3 semester classes in the Family and Consumer Sciences Department to fulfill Health credit. Students may choose from these classes: Interpersonal Relations, Nutrition and Wellness, Child Development..

PEH350601 * Health and Wellness (9, 10, 11, 12)

This is an online course in Greater Clark which meets the State of Indiana's *Health & Wellness* requirement for graduation. AJI sophomores should complete this online course work by the end of the second semester of their sophomore year. * Students will receive further information during freshmen and sophomore year. Course may be started in 9th grade, but students are required to complete by the end of 10 grade year. **Prerequisite: None**

PEH354211* Physical Education I (9)**PEH354411* Physical Education II (10)**

A coeducational physical education class that convenes for one semester, this course satisfies the grades 9 and 10 graduation requirements in physical education. Students will be involved with sports in the fullest sense as they gain an allegiance to a team using the sport education teaching model. Students will develop leadership, sportsmanship, cardiovascular wellness, teamwork, assertive communication, conflict resolution skills, decision-making skills, and a respect for authority and self-discipline all the while fulfilling needs in the affective, cognitive, psychomotor and social domains of learning. **Prerequisite: None**

PEH356050 * Sports Performance (10, 11, 12)

This course is designed for athletes to systematically train during the school year. The objective is to improve the various components of fitness necessary to improve athletic performance. Activities include advanced weight training programs, speed and power development, and stretching activities. The students will be expected to possess a level of conditioning which will allow them to actively participate with a high degree of intensity and be motivated to improve. Students may only earn up to 6 credit hours in elective PE. **Prerequisite: PE I**

LANGUAGE ARTS / ENGLISH

ENG100201 ** ENGLISH 9

This is 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. **Prerequisite: None**

ENG100203 ** ENGLISH 9 HONORS

This class is an in-depth program that encourages individual progress, investigation, and accomplishment. Students will be instructed in a firm foundation of skill mastery. The study of literature involves such skills as determining author's purpose, understanding context clues, and the story structure. Reading is enhanced with the study of work parts such as prefixes, suffixes, and roots. Correct usage, punctuation, spelling, and grammar comprise the basics of the composition program. Using the writing process, students are instructed in considering their audiences as they write narrative, expository, persuasive, and descriptive essays. The student will learn to form logical, coherent judgments while researching and making narrative, descriptive, expository, or persuasive arguments. Summer reading will be expected.

Prerequisite: Grade of A or B in previous English class and teacher recommendation.

ENG100401 ENGLISH 10**

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

ENG100403 ** ENGLISH 10 HONORS

This study of language, literature, composition and oral communication is designed for accelerated students who are academically advanced and highly self-motivated. The literature component requires students to read and understand other grade level appropriate and advanced material. Students read and respond both reflectively and critically to a variety of genres and styles. Some areas explored are literary devices such as allegory, irony and symbol; unique structures of various genre; analysis of theme; study of how language reveals tone, perspective and author's purpose; and vocabulary development. Writing is approached as an ongoing process and students practice all steps in the writing process from pre-writing to publishing. Specific forms addressed include biographical narrative, literary response, business letter, expository writing, research report, persuasive composition and creative writing. Grammar usage and language mechanics are integrated into the composition instruction. A research report, extensive independent reading and a final project are requirements of the course. Summer reading will be expected. **Prerequisite: Grade of A or B in previous English class and teacher recommendation.**

ENG100601 ** ENGLISH 11

This is an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 11, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres.

ENG100603 ** ENGLISH 11 HONORS

This course is the advanced study of literature along with composition, language, and oral communication. Designed for the accelerated student who is academically advanced and self-motivated, emphasis is placed on developing an understanding of the relationship between literature and culture as well as increasing academic writing skills. Summer reading will be expected. **Prerequisite: English teacher recommendation, test scores will also be taken into consideration**

ENG105604 ** ENGLISH LANGUAGE COMPOSITION, ADVANCED PLACEMENT (11) DC

English Language and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way conventions and the resources of language contribute to effectiveness in writing. **Prerequisite: Grade of A or B in previous English class, teacher recommendation.**

ENG100801 ** ENGLISH 12

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

ENG100803 ** ENGLISH 12 HONORS (12) DC

This course is a dual credit writing and rhetorical analysis course based on Indiana Academic Standards as well as the content established by Ivy Tech Community College. Students will study the use of language and writing craft in the first semester. Students will look at argument and rhetoric in the second semester, yielding a sufficient command of the English language in personal writing. Summer reading will be expected. **Prerequisite: Grade of A or B in previous English class, teacher recommendation.**

ENG105804 ** ENGLISH LITERATURE AND COMPOSITION, ADVANCED PLACEMENT (12) DC

This course is an advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Summer reading will be expected. **Prerequisite: Grade of A or B in previous English class, teacher recommendation.**

ENGLISH ELECTIVES

ENG104211 NOVELS: SPORTS LITERATURE (11, 12)

Sports Literature will examine the unique relationship between sports and society through literature by contemporary authors, columnists and other media. Reading in the course is selected to be high-interest and thought provoking. Text selections will include informational text, fiction, poetry, biographies, and commentary. Writing in this course will include argumentative, informative, and narrative pieces. 1 SEMESTER Paired with Novels: Science Fiction.

Prerequisite: English 10

ENG103401 FILM LITERATURE (11, 12)

A course based on the Indiana Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum. 1 SEMESTER Paired with Creative Writing. **Prerequisite: English 10**

ENG104201 * NOVELS: SCIENCE FICTION/FANTASY LITERATURE (11, 12)

Novels, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution. Students analyze science fiction novels by various important authors in the past and present or in a given time period or across time periods or covering a particular theme. 1 SEMESTER Paired with Novels: Sports Literature

ENG109201 CREATIVE WRITING (11, 12)

A course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum. 1 SEMESTER Paired with Film Literature. **Prerequisite: English 10**

ENG108630 ** STUDENT PUBLICATIONS - YEARBOOK I & II**ENG108640 ****

Student Publications is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields. **Prerequisite: Journalism/ Photography. Application required.**

ENG108200 * LIBRARY MEDIA (11, 12)

Library Media is designed to teach students how libraries operate and their importance in society. Students will learn to use the many resources available in the library and to assist faculty, staff, and students in using them as well. Students will be assigned duties related to circulating procedures, processing materials, shelving and shelf reading, computer functions, media equipment, Makerspace activities, and research. Students who love books, technology, learning, and helping others will enjoy this class. Students will earn a letter grade in this year-long course which may be repeated for elective credit. Excellent class for students who want to become educators, writers, editors, media specialists, publishers and technicians.

ENGIVYPOLS ** IVY TECH: DC SPEECH COMM101 (12)

This is a dual credit, 1 semester course taught by an Ivy Tech Professor. Students will be required to meet Ivy Tech college-readiness standards on the Accuplacer test. The course will meet 2 periods per week for an extended time after the regular school day ends. **Prerequisite: Accuplacer testing**

ENGLISH/READING INTERVENTION**ENG101010 LA LAB I (9)**

Language Lab 1 will be a two semester course for students who are needing additional instruction to meet literacy standards. The primary focus will be to support students who are struggling with reading comprehension. There will be a focus on guided reading and instruction strategies to help students be more successful in freshman English as well as other core classes. **Prerequisite: Teacher Recommendation and STAR scores.**

ENG101020 LA LAB II (10)

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with Indiana's Academic Standards for English/Language Arts in Grades 9-12, with an emphasis on Literacy skills and competencies. LAL1 will focus on reading strategies and skills, while LAL2 will focus on additional help for test prep (ASVAB and ACT) **Prerequisite: ISTEP & Reading scores/Teacher recommendation.**

MATHEMATICS

Students taking a mathematics course will be expected to have an appropriate SCIENTIFIC calculator. Instruction will be geared toward the use of the Texas Instrument TI-30 (any model).

MT251600 ** ALGEBRA LAB (9)

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

MTH252001 ** ALGEBRA I (9)

Algebra I formalizes and extends the mathematics that students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **Prerequisite: None**

MTH253201 ** GEOMETRY (10, 11, 12)

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the *Geometry* course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **Prerequisite: Algebra I and successful completion of the Algebra I ECA required.**

MTH253203 ** GEOMETRY HONORS (9, 10)

Geometry students examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids. The Honors course provides a study of additional topics and includes more challenging problems. **Prerequisite: Algebra 1 and successful completion of the Algebra 1 ECA required. Teacher recommendation required.**

MTH252201 ** ALGEBRA II (10, 11, 12)

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the

content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **Prerequisite: Algebra I (both semesters)**

MTH252203 ** ALGEBRA II HONORS (10, 11, 12)

Algebra II is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability. The Honors course provides a study of additional topics and includes more challenging problems. **Prerequisites: Algebra I + Geometry (with A or B for both Semesters) and Math Teacher recommendation. Successful completion of the Algebra 1ECA required.**

MTH256803 ** PRE-CALCULUS HONORS (11, 12)

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. Many students need four years of high school mathematics to prepare for college mathematics courses. Pre-Calculus is offered as an Honors course for students who intend to take calculus in college. Success in this course will require an appropriate amount of after-school work in the form of homework and/or study sessions with other students or the instructor. **Prerequisites: Geometry and Algebra II with A or B for both semesters and teacher recommendation.**

MTH256204 ** CALCULUS AB, ADVANCED PLACEMENT (12) DC IU

Calculus AB, Advanced Placement is a course based on content established by the College Board. *Calculus AB* is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Students are required to have a graphing calculator, TI 83 or TI 84 for this course. Success in this course will require an appropriate amount of after-school work in the form of homework and/or study sessions with other students or the instructor. **Prerequisites: Pre-Calculus and teacher recommendation.**

MTH253001 * FINITE MATHEMATICS (11, 12)

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets, Matrices, Networks, Optimization, and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situation. **Prerequisites: Geometry and Algebra II and successful completion of the Algebra 1ECA required.**

MTH253003 ** FINITE MATHEMATICS HONORS (10, 11, 12)

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets, Matrices, Networks, Optimization, and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situation. **Prerequisites: Geometry and Algebra II and successful completion of the Algebra 1ECA required.**

MATH LABS/ INTERVENTION

MTH256010 ** Math Lab (11, 12)

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with *Indiana's Academic Standards for Mathematics*. Math lab skills will highlight those essential math skills tested on the ASVAB.

MULTIDISCIPLINARY

MISC850010 ** BASIC SKILLS DEVELOPMENT (9)

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

Prerequisite: Counselor recommendation.

MISC852010 * PEER TUTORING I (11, 12)

MISC852020 * PEER TUTORING II (11, 12)

Peer tutoring provides high school students with an organized exploratory experience to assist students in grades 9-12 through a helping relationship with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies. Student may earn a maximum of 2 credits. **Prerequisite: None**

FACS540801 * EDUCATION PROFESSIONS I (11, 12) Dual Credit IUS

This elective course provides students organized exploratory teaching experiences in grades kindergarten (K) through Grade nine (9). This course provides a balance of class work relating to: (1) classroom organization, (2) classroom Management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Study topics and background reading provide the cadets information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum. **Prerequisite: 2.7 GPA, Attendance, Teacher Permission**

FACS540801 * EDUCATION PROFESSIONS II (11, 12)

This elective course provides students organized specific teaching experiences in grades kindergarten (K) through Grade nine (9). This course provides an enhanced balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Building upon Education Professions II, study topics and readings provide the cadets in-depth information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, class work including the cadets' potential ability to teach, and creation of age appropriate lessons plans that support student learning and understanding of content. Cadets will have the opportunity to observe and potentially assist classroom teachers during weekly classroom observations and visits. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum. **Prerequisite: Successful completion of Education Professions I**

SCIENCE

SCI304401 ** EARTH/SPACE SCIENCE (11, 12)

This course focuses on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on

developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. **Prerequisite: None**

SCI302401 ** BIOLOGY I (10)

This course is based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity, and genetics and evolution. Instruction will focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. **Prerequisites: Integrated Chemistry/Physics or Earth/Space**

SCI302403 ** BIOLOGY I HONORS (9)

This advanced course provides a study of the structures and functions of living organisms and their interactions with their environment. Students will explore the functions and processes of cells, tissues, organs, and systems within various species of living organisms. This course will follow a pre-advanced placement curriculum; activities will include labs, lectures, demonstrations, dissections, and career explorations. Both homework assignments and lab activities will involve higher level thinking skills. **Prerequisites: Teacher recommendation, standardized test scores**

SCI302004 ** BIOLOGY II ADVANCED PLACEMENT (12) DC

Biology, Advanced Placement is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life; Biological systems utilize free energy and molecular building blocks to grow; to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. **Course extends two periods to allow for labs. Prerequisites: Biology I and/or Chemistry I with Teacher Recommendation and have a passed both GQE exams. Ivy Tech Dual Credit – 10 hours**

SCI306401 ** CHEMISTRY I (10, 11, 12)

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. **Prerequisites: Biology I and Algebra I with at least a C average in each required. Students must have passed the GQE Exams.**

SCI306403 ** CHEMISTRY I HONORS (10, 11, 12) DC IU\$

This advanced course provides students the opportunity to study a more challenging approach to Chemistry I curriculum. The use of a first year college chemistry text book allows students to gain an understanding of the history of chemistry, its uses in various careers, and its applications to the real world. Both homework and lab work will involve higher level thinking skills. **Prerequisites: Honors Biology I and Honors Algebra I with at least a B average in each required. Students must have passed the GQE exams, and teacher recommendation. IU Dual Credit 5 hours**

SCI306004 ** CHEMISTRY II ADVANCED PLACEMENT (11)

Chemistry, Advanced Placement is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. **Course extends two periods to allow for labs. Prerequisites: Chemistry I Honors or Regular Chemistry with teacher recommendation only**

SCI310801 ** INTEGRATED CHEMISTRY/PHYSICS (9)

This course is focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting

investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. **Prerequisite: 8th Grade Teacher recommendation**

PROJECT LEAD THE WAY STEM BIOMEDICAL SCIENCE PATHWAY

SCI521801 ** PLTW PRINCIPLES OF BIOMEDICAL SCIENCES (9, 10, 11, 12)

How do you solve a crime? Why do people look the way they do? Why can't humans go 3 minutes without Oxygen? What is the number one epidemic of our time? If you want to know the answers to these questions, then this is the class for you! In this class you will be figuring out what lead to Anna Garcia's untimely death using forensic science, genetics, human body systems, bacteriology, and microbiology. Using weekly labs, group activities, and projects you will discover what happened to Anna Garcia throughout the year, and prepare yourself for a successful career in the sciences, law enforcement, and education. These career paths should strongly consider this course: Bio-Medical Science, Dental Services, Patient Care, Pharmacy, Education, Hospitality and Agricultural Sciences, and Law and Public Safety. Finally, you can receive Dual Credit through IUPUI if you pass the end of course assessment, and receive 3 college credits for your efforts! This is a wonderful opportunity for all who are interested and I personally guide each student who takes the class as we embark on our journey! **Prerequisites: Currently taking Hr. Biology or Bio I, and must have passed the previous science course with a B or better to take this course.**

SCI521601 ** PLTW HUMAN BODY SYSTEMS (10, 11, 12)

Well, you made it through PBS with a C or higher now we get into the meat of the profession! This course answers questions about one of life's great complexities, the human body. What is metabolism and why are some faster than others? How does my brain tell my body how to react in stressful situations? What muscle groups will get me the most gains in terms of building muscle mass, and how can I work them? Why are some people color blind? All these questions you will answer during this course. We will be using more projects, labs, and group work to achieve answers, and also building an entire human body using a Maniken (yes I spelled that right) that you will name, and use the entire year with a partner. Finally we will discover how organs and bones work using many dissections. It is a very collaborative class and allows you to learn about Anatomy and Physiology in a hands on and rewarding way. These career paths should strongly consider this course: Bio-Medical Science, Dental Services, Patient Care, Pharmacy, Education, Hospitality and Agricultural Sciences, and Law and Public Safety. You can receive Dual Credit through IUPUI if you pass the end of course assessment, and receive 3 college credits for your efforts! I hope you all will decide to give yourself this amazing and interesting experience. **Prerequisite: Principles of Biomed or teacher recommendation with Anatomy or Chemistry grade of C or better.**

SCI521701 ** PLTW MEDICAL INTERVENTIONS (Honors) (11, 12)

This course is aligned with postsecondary courses for Dual Credit. *PLTW Medical Interventions* is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stents, cochlear implants, and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. Using 3-D imaging software, students will design and build a model of a therapeutic protein. **Prerequisites: Principles of Biomedical Sciences and Human Body Systems or concurrent Human Body Systems, teacher recommendation**

SCI521901 ** PLTW BIOMEDICAL INNOVATION (Honors) (12)

This course is aligned with postsecondary courses for Dual Credit. PLTW Biomedical Innovation is a capstone course designed to give students the opportunity to design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. **Prerequisites: Principles of Biomedical Sciences, Human Body Systems, and Medical Interventions**

SOCIAL STUDIES

SS154801 ** WORLD HISTORY AND CIVILIZATION (9, 10)

World History emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as trans-cultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice skills and process of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history. **Prerequisite: None.**

SS157603 ** WORLD HISTORY AND CIVILIZATION HONORS (10, 11, 12)

World History, Advanced Placement is a course that provides students with the content established by the College Board. The course will have a chronological frame from the periods 800 B.C.E to the present. AP World History focuses on five overarching themes: Interaction between humans and environment; Development and interaction of cultures; State-building, expansion, and conflict; Creation expansion and interaction of economic systems; Development and transformation of social structures. **Prerequisite: Recommendation of English teacher.**

SS154201 ** U. S. HISTORY (11)

United States History builds upon concepts developed in previous studies of U.S. History. Students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time. **Prerequisite: None**

SS156204 ** U. S. HISTORY ADVANCED PLACEMENT (11, 12) DC

United States History, Advanced Placement is a course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives. **Prerequisite: Recommendation of grade 10 history teacher**

SS154001 * U.S. GOVERNMENT (11, 12)

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students will understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students will examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be examined. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, political, and civic activities and the need for civic and political engagement of citizens in the United States. **Prerequisite: None**

SS156009 * U. S. GOVERNMENT AND POLITICS HONORS (12)

This course is designed to give students a critical perspective on politics and government. This is to interpret United States politics and government. This course involves both the study of general concepts used to interpret US politics and an examination of the various institutions, groups, beliefs, and ideas that make up American politics. Topics include: (1) constitutional underpinnings of United States government, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties. **Prerequisite: Honors English 10 or Honors English 11**

SS151403 * ECONOMICS HONORS (11, 12) DC

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning, supply and demand, market structures, the role of the government, national economic performance, and the role of the financial institutions, economic stabilization and trade. **Prerequisite: None**

SS151401 * ECONOMICS (12)

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, and the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. The functions of government in a market economy and market structures will be examined. Students will understand economic performance, money, stabilization policies, and trade of the United States. The behavior of people, societies and institutions and economic thinking is integral to this course. **Prerequisite: None**

SSIVYTECH ** IVY TECH DC PSYCHOLOGY PSYC101 (12)

Psychology is the scientific study of mental processes and behavior. The course is divided into six content areas and uses the scientific methods to explore research methods and ethical consideration. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of the course focus on learning, memory, information processing, and language. Personality, Assessment, and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. The Biological Basis focuses on the way the brain and nervous system function, including sensation, perception, motivation, and emotion. **Prerequisite: None**

SS150201 * ANTHROPOLOGY (12)

Anthropology gives students perspectives concerning patterns of culture among people. The course introduces the Anthropologist's processes of observing and analyzing human behavior. Topics studied include (1) theories and principles of cultural formation, growth, function, and change; (2) the relationship of culture to environment; and (3) the relationship between cultural background and behavior. 1 SEMESTER paired with Indiana Studies. **Prerequisite: None**

SS151801 * INDIANA STUDIES (12)

A survey of Indiana history and culture from the original inhabitants to recent times, with emphasis on the growth of a distinctive Hoosier culture and the people that shaped it. 1 SEMESTER paired with Anthropology. **Prerequisite: None**

WORLD LANGUAGE

WL212001 ** SPANISH I (9, 10, 11, 12)

WL202001 ** French I

This course provides students with opportunities to: respond to and give oral directions and commands and to make routine requests in the classroom and in public areas; understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events; ask and answer simple questions and participate in brief guided conversations related to their needs and interests; read isolated words and phrases in a situational context, such as menus, signs, and schedules; comprehend brief written directions and information; read short non-active texts on simple topics; and write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. Additionally, students learn nonverbal communication such as body language and gestures. They learn how some of the major holidays are celebrated as well as where the countries are located that speak the targeted language. Students learn how to greet and say goodbye and the behaviors accompanying them in a variety of social situations. They learn to respond appropriately and use courtesy behaviors when introducing/being introduced. Students learn the appropriate etiquette in a variety of social settings. **Prerequisite: Must have a C in 8th grade English or written parental permission**

WL212201 ** SPANISH II**WL202201 ** French II**

Students are able to ask questions regarding routine activities; participate in conversations on a variety of topics; relate simple narrative about a personal experience or event; interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life; understand main ideas and facts from simple texts over read aloud with appropriate intonation and pronunciation; and write briefly in response to given situations, for example postcards, personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style. Additionally, students become familiar with major geographical features and historical events of the country/countries being studied. They are introduced to different aspects of the culture such as the visual arts, architecture, literature, and music. They are able to extend and respond to hospitality as a host or a guest. They know when it is acceptable to be late and when one must be on time. **Prerequisite: Must have a C or better in Spanish I/French I class or teacher recommendation**

WL212401 ** SPANISH III HONORS**WL202401 ** French III**

Students are able to: respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regret condolences, and complaints, and using more than rote memory formula phrases; read for comprehension from a variety of authentic materials, such as advertisements in newspapers and magazines, and cartoons and personal correspondence; read short literary selections; write paraphrases, summaries, and brief compositions. Students learn about major historical events and some of the persons who played key roles. They discuss how the political structures can affect a country's history and future. They study the value systems and appropriate participation at special occasions such as birthdays, weddings, funerals and anniversaries. Students make presentations on the visual arts, literature and music. Upon successful completion students may earn up to 8 credit hours. Consult Dual Credit chart for explanation. **Prerequisite: Must have a C or better in previous Spanish II/French II class or teacher recommendation**

WL212604 ** SPANISH IV Honors

Students respond to factual and interpretive questions, interact in complex social situations, and express opinions and make judgments; give presentations on cultural topics; paraphrase or restate what someone else has said; read for comprehension from a variety of longer authentic materials, as well as make judgments about what is read; and write well-organized compositions on a given topic. The students are aware of the relationship between various art forms in at least one major historical period. They can adjust speech appropriate to the situation and the audience. Students are aware of the major literary, musical, and artistic periods of at least one of the target cultures. Upon successful completion students may earn up to 6 credit hours. **Prerequisite: Must have a C or better in Spanish III or teacher Recommendation**

PROSSER: Off Campus
Programs Grades 11, 12

Prosser Career Education Center provides high-quality career and technical education (CTE) programs for high school students throughout southern Indiana. With an average enrollment of 1,350 students enrolled in 24 different career preparation programs, Prosser is the largest career center in the state of Indiana. Prosser students have opportunity to earn multiple college credits and nationally recognized certifications for successfully completing the CTE program. With proper planning, students can earn the Technical and/or Academic Honor's diploma.

Junior and senior students will attend Prosser for half of the instructional school day, while the other half of the instructional day will be utilized to complete academic requirements at the home school. Most programs offer two years of career preparation training, but many students will choose to attend for only one year. Students complete Intent-to-Enroll forms in early spring the year before they will attend. Students wanting to attend Prosser need to meet with their home school counselor to ensure the Prosser career program matches future goals as well as desired diploma type. For more information about each program, including dual college credit and certification opportunities, go to www.prossercareers.com.

Course Offerings
***=1 year program**
****=1 year program/seniors only**

Agriculture Programs

***Horticulture Science (DOE 5132)** Horticulture students study the biology and technology involved in the production, processing and marketing of horticultural plants and products. Students study plant propagation and growth, growth media, floriculture, greenhouse management, nursery stock and landscaping. Students will also participate in a variety of activities, including extensive laboratory work in the exciting world of hydro and aeroponics.

Related Careers: Landscaper, Horticulture Sales, Sports Turf Specialist

Landscape Management I (DOE 5136)** Landscape Management students experience an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices. This includes the principles and procedures of landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscape operations and the care and use of equipment utilized by landscapers. ***Related Careers: Landscaper, Horticulture Sales, Sports Turf Specialist

Architecture and Construction Programs

Architectural Drafting and Design I & II (DOE 5640/5652) Drafting students will learn the theory and skills of architectural drafting and design. Curriculum will focus on all aspects of fundamental drafting, geometric constructions, orthographic (multi-view) drawings, ANSI standards, and residential design and site work. Students will learn to transition from 2D drafting to 3D modeling. This course will utilize the most current computer-aided design (CAD) and 3D modeling software available. ***Related Careers:*** Architect, Engineer, Interior Designer

Construction Trades I & II (DOE 5580/5578) Construction students gain familiarity with all aspects of building of a single-family residence. Through classroom instruction and laboratory experience, students acquire hands-on training in estimating, layout, footing and foundation, platform construction, framing, roofing, sidings, insulation, exterior finish, window and door installation, and stair building. Students also learn to construct brick and block walls; identify and mix mortar; mix and finish concrete. During each school year, students construct one home in Prosser's Builders' Ridge subdivision to be sold on the open real estate market. ***Related Careers:*** Frame/Trim Carpenter, Mason/Bricklayer, Construction Cost Estimator

Heavy Equipment Operator I & II (DOE 5497/5495) Heavy Equipment students are trained to operate and/or maintain heavy equipment. Students learn how to maneuver and operate heavy equipment on computerized simulators as well as on actual backhoes, skid-steers, excavators and bulldozers. In addition, students learn to operate rollers, tractors, earthmovers, extended-hoes, graders, dump trucks, and rubber-tired loaders. Curriculum includes knowledge of safety and preventative maintenance, surveying, road construction, and basic earthwork construction. ***Related Careers:*** Heavy Equipment Operator, Excavation Specialist, Home-site Specialist

Electrical/Industrial Repair & Maintenance (DOE 4830/4832) Electricity students learn basic electrical theory, residential, commercial and industrial wiring. An in-depth study of the National Electrical Code is a primary focus as students wire the residential homes in Builders' Ridge, Prosser's subdivision. Industrial automation, including robotics, programmable logic controllers, and mechatronics provide students with the high-demand training for industrial maintenance, installation and repair work. Included in the second year of study is motors, rotating machines, and electrical motor controls and basic aspects of green energy, including photo-voltaic (solar) and wind turbines. ***Related Careers:*** Electrician, Mechatronic Tech and Electrical Engineer

Heating, Ventilation, Air-Conditioning I & II (DOE 5496/5498) HVAC students learn all aspects of the fundamentals of residential and commercial HVAC. Curriculum will focus on the skills and knowledge required for trouble-shooting, repairing and maintaining heating and air-conditioning units. Additional topics include tool and meter use, temperature measurement, heat flow, the combustion process, and pipe installation practices. Students will install the HVAC units and ductwork in the residential homes in Builders' Ridge, Prosser's subdivision. ***Related Careers:*** Residential/Commercial Technician, Technical Service & Pipefitter

Arts/AV Technology & Communications Programs

Interactive Media (DOE 5232)** Interactive media students study the creation of digitally generated or enhanced projects using the most current industry based software available. Students will learn to manipulate text, photos, graphics, animations, sound and video into creative projects. Studies also include professional business practices, the importance of ethics, communication skills, teamwork and making deadlines. In addition, curriculum explores the role of contemporary marketing and design in the entertainment industry. ***Related Careers: Audio & Video Producer, Animator, Photographer

Business and Marketing Programs

Entrepreneurship and New Ventures (DOE 5966) Entrepreneurship students will study curriculum that focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free enterprise system. A special focus will be placed upon the entrepreneurship skills and tools critical for starting and succeeding in a new business venture. Topics of government and legal restrictions, franchising, sales and revenue forecasting, business accounting, start-up funding, and business plan development will also be covered.

Related Careers: Accountant, Sales Representative, Business Manager/owner

****Strategic Marketing & Merchandising (DOE 5918)** Seniors only. This specialized business course will provide students an opportunity to learn and apply business theories and concepts in an actual workplace environment. Students will be employed in a lengthy internship at UPS. ***Related Careers:*** Sales Representative, Business Manager, Business owner, Human Resources

Health and Human Services

Cosmetology I & II (DOE 5802/5806) Cosmetology students learn curriculum related to bacteriology, anatomy, hygiene, and sanitation, as well as, small business (salon) management, record keeping, and customer relations. Students' practical experiences will be conducted in a lab setting as well as in the Prosser School of Cosmetology full-service salon. Cosmetology students accumulate the required 1500 clinical hours over the two-year period to be eligible to test for the Indiana Cosmetology License. ***Related Careers:*** Cosmetologist, Nail Technician, Make-up Artist

Culinary Arts and Hospitality/Advanced Culinary Arts (DOE 5440/5346) Culinary Arts students will successfully complete three the basic disciplines of baking, food and beverage, and culinary. Instruction includes sanitation and safety requirements for food preparation; maintenance and operation of culinary tools and equipment; recipe reading and measurement. In addition to classroom instruction, students' practical experiences will be conducted in a lab setting as well as in the Prosser Café and through participation in Prosser's Culinary catering service. ***Related Careers:*** Chef, Caterer, Food Manager

Health Science Education I & II (DOE 5282/5284) Health Science students study the skills common to specific health-career topics and study medical terminology, basic anatomy/physiology, disease processes, infection control, and components for wellness and healthy lifestyle. In addition, students study the role of the healthcare worker, effective communication skills, and the legal and ethical standards within the health care industry. Second-year students will be placed in an actual clinical setting where they are prepared for the Certified Nursing Assistant (CNA) certification or work toward a Central Service Technician certificate that focuses on Surgical Instrumentation. Students participate in a variety of other experiences such as nursing, lab testing, obstetrics, imaging, physical therapy, surgery, medical offices or extended care. ***Related Careers:*** Nurse, Medical Assistant, X-Ray Technician

****Introduction to Pharmacy (DOE 5214)** Pharmacy students will attend their home school for a full schedule of classes and attend Prosser's pharmacy class two days a week from 3:45 p.m. – 6:00 p.m. until Nov.1st and then one class a week in addition to 10 internship hours in a pharmacy. Students study an introduction to health care systems, basic medical and pharmaceutical terminology, body systems, pharmaceutical dispensation, drug conversions, legal and ethical responsibilities, the role of the pharmacist/technician, pharmaceutical industry trends. Students who are 18 by November 1st will get preferential enrollment acceptance. ***Related Careers:*** Pharmacist, Pharmacy Technician, Pre-Med

Dental Careers I & II (DOE5203/5204) This program will prepare students for an entry level dental assisting position. Dental Assistants have one of the most diverse & interesting of all positions in a dental office. Curriculum will include instruction in chair-side assisting, equipment/instrument identification, tray set-ups, sterilization, disease control, histology, tooth morphology, and dental charting. Simulated in-school laboratories and an internship at an actual dental office are included. ***Related Careers:*** Dentist, Dental Hygienist and Orthodontist

Information Technology Programs

Networking I & II (DOE 5234/4588) Networking students will learn how to assemble and configure computers, install operating systems and software, and troubleshoot hardware and software problems. Students will also learn all aspects of network support including the fundamental concepts of local, wide area, and home networks. The Network Systems curriculum is aligned with CompTIA A+, CompTIA Network+, and Cisco CCNA. *Related Careers:* Information Systems Management, Computer Installation & Maintenance, Computer Systems Analysis

Computer Programming/Databases (DOE 5236/5250) Students will learn computer programming concepts needed to implement and maintain software applications that people use every day with their computers, mobile devices and game consoles. Students learn multiple programming languages, providing a broad background. Discussion will also include databases administration and data maintenance. Students will be introduced to data concepts such as data warehousing, data mining and BIG data. *Related Careers:* Computer Programmer, Informatics Specialist, Database Administrator, Web Developer

Public Safety Programs

Criminal Justice I & II (DOE 5822/5824) Criminal Justice students will study the basic fundamentals of law enforcement and the criminal justice system. The Criminal Justice curriculum is based on the standards and content provided by official law enforcement academies. Students will learn criminal law, traffic control, and how to conduct effective criminal investigations. Students will also learn personal safety and defense tactics and participate in weekly physical training. *Related Careers:* Police Officer, Probation Officer, Conservation Officer

Fire and Rescue I/ Fire and Rescue II (5820/5826) Fire and Rescue students will focus on all aspects of Fire Science in the first year curriculum. This will include Firefighter safety and health, fire control and behavior, rescue equipment, and hazardous materials. Second year curriculum will include pre-hospital care, medication identification, and ambulance operations. Students completing the second year curriculum will be prepared to test for a Basic Emergency Medical Technician (EMT) certification. *Related Careers:* Firefighter, EMT, Paramedic

Manufacturing Programs

Precision Machining I & II (DOE 5782/5784) Precision machine students learn to shape & form metal using the most current tool & die equipment available. Hands-on training will be on some of the most technologically advanced equipment found in industry, including CNC(computer numerical control) lathes, CNC mills, EDM (electrical discharge machining) wire machines, CMM (coordinate measuring machine), CAD/CAM (computer-aided design/computer-aided machining) computers, robots, lathes, mills, surface grinders, drill presses, and saws. *Related Careers:* Machinist, Tool & Die Maker, CNC Programmer

Welding Technology I & II (DOE 5776/5778) Welding Technology students learn to fabricate and weld metal, using shielded metal arc, oxy fuel, MIG, TIG, and plasma arc techniques and procedures. In addition, students study the properties of metals, safety, blueprint reading, electrical principles, welding symbols, and mechanical drawings. The principles of metallurgy, gases, and material science are integral to this course. This program includes classroom and lab experiences that lead students to AWS Certifications. *Related Careers:* Pipe Fitter, Iron Worker, Steel Fabricator

Transportation Programs

Aviation Operations I/Aviation Flight I (DOE 5528/5524) Aviation students will receive a broad-based introduction to the field of aviation. Course activities include: familiarization with aviation technology; a historic overview of the field of aviation; exploration of the current aviation environment and careers and employment opportunities in the field. Topics are focused on aircraft manufacturing, airline operations, general aviation, air-freight, airport management, and government service. 2nd year students will experience actual flight time arranged so that a full schedule at their homeschool is possible. *Related Careers:* Pilot, Air-Traffic Controller, Grounds Crew

Automotive Collision Repair I & II (DOE 5514/5544) Auto Collision students train in many phases of the collision repair process: cost estimating, frame and body damage analysis, structural and uni-body three-dimensional measuring, metal straightening, MIG welding, computerized frame diagnosis, computerized color mixing, computerized estimating of repair costs, panel and parts replacement. Students also learn auto-electrical systems, air-conditioning and air-bag

systems. In addition to completing classroom instruction, students' practical experiences will be conducted in Prosser's fully-operational auto collision business. **Related Careers:** Collision Repair Technician, Insurance Estimator/Appraiser, Automotive Refinish Tech

Automotive Services Technology I & II (DOE 5510/5546) Automotive Services Technology students learn industry theory and experience hands-on instruction in repairing vehicles using the latest diagnostic and repair equipment in the automotive industry. Topics covered include steering and suspension braking systems, manual transmissions, differentials, automatic transmissions, air conditioning, electrical systems and engine performance. In addition to completing classroom instruction, students' practical experiences will be conducted in Prosser's fully-operational automotive services business. **Related Careers:** Auto Service Technician, Service Writer, Insurance Adjuster

Diesel Service Technology I & II (DOE 5620/5624) Diesel Service Technology students experience all phases of repair work on diesel engines and heavy equipment. Classroom and lab activities utilize state-of-the-art diagnostic equipment and tools to repair and troubleshoot all aspects of diesel operation, service and maintenance. Students also practice with the use of technical manuals, hand and power tools, and testing and diagnostic equipment. Instruction in personal and environmental safety practices as related to OSHA and other agencies that affect industry working in the ground transportation technical areas are also covered. **Related Careers:** Diesel Maintenance Technician, Hydraulics Repair Technician, Service Writer

Students who wish to pursue a Prosser/Vincennes University Early College certificate or degree should strive to enroll in as many high school dual credit courses as possible prior to graduation.

Some suggested courses, or their equivalents, which Prosser/Vincennes University Early College students should take at their home high school are:

- ENGL 101 - English Composition I (3 hrs.)
- 100-Level or higher Mathematics (3 hrs.)
- Social Science Elective (3 hrs.) such as History, Psychology, or Sociology
- COMM 143 – Speech (3 hrs.)

Visit our website for more information: www.prossercareers.com