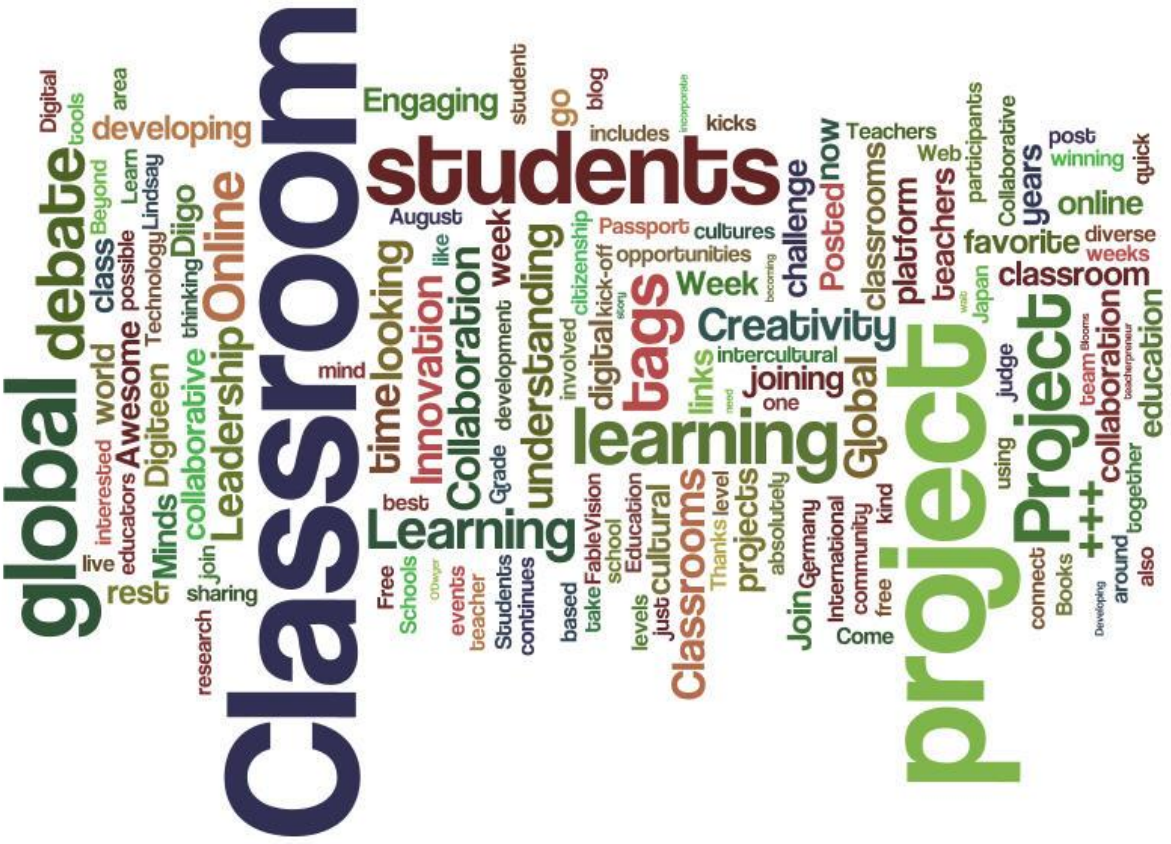
HIGH SCHOOL

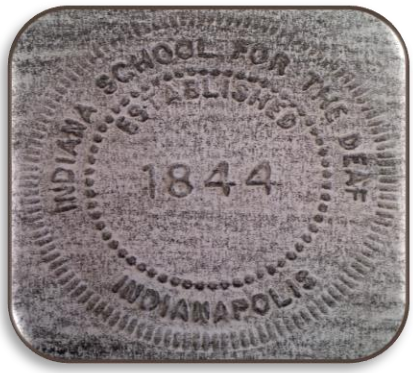
PROGRAM OF STUDIES

2019-2020



INDIANA SCHOOL FOR THE DEAF

Belong **Excel** **Thrive**



Indiana School for the Deaf

DIRECTOR OF INSTRUCTION
Kimberly Kause

HIGH SCHOOL PRINCIPAL
Andrew Alka

GUIDANCE COUNSELOR

PROFESSIONAL LEARNING COORDINATOR
Marie Kellam-White

ASSESSMENT COORDINATOR
Jeff Choate

SPECIAL EDUCATION COORDINATOR
Dawn Crock

EDUCATIONAL TECHNOLOGY COORDINATOR
Stephanie Steiner

Table of Contents

Main Office: 317-550-4853 * Guidance Office: 317-493-0606

MESSAGE FROM HIGH SCHOOL PRINCIPAL

Dear Parents and Students:

Along with our dedicated team of educational staff and faculty, it is with our great pleasure to present to you the High School Program of Studies (POS), which has been prepared to give your child a guidance of three-year educational program. A study of the contents will reveal the academic strength of the curriculum as well as the diversity of curricular offerings. The faculty and staff at ISD are fully prepared to help you make the most of your educational opportunities.

Best wishes for a successful school year!

Respectfully yours,

Andrew Alka, Principal

ACCREDITATION

The High School Department of the Indiana School for the Deaf is accredited by the AdvancED (http://www.advanc-ed.org/). We offer curricula under the Indiana Department of Education Proficiency Standards with emphasis on linguistic and cognitive skills with real-world applications.

Our High School is comprised of grades nine through twelve. The curricula encompass English/Language Arts, Mathematics, Science, Social Studies, Career and Technical Education, and School to Work opportunities.

CURRICULUM and INSTRUCTION

The Indiana School for the Deaf curriculum fosters academic achievement for all students. The curriculum provides core subjects as defined by the No Child Left Behind Act (NCLB). It offers a wide range of experiences for students to develop important 21st century skills. The goal of 21st century skills outcomes include critical thinking, problem solving, good communication, collaboration, information and technology literacy, flexibility and adaptability, innovation and creativity, global competence, and financially literacy.

Curriculum materials and lesson plans are aligned with Indiana Common Core State Standards and IEP goals. High School students participate in the development of their transition plan to be better prepared for their future endeavors.

ISD HIGH SCHOOL MISSION STATEMENT

The mission of the ISD High School department is to provide an educational, bilingual environment in which students feel safe, secure and unlimited in pursuing learning experiences to their maximum potential. ISD is committed to providing students with the encouragement and educational opportunities necessary to prepare them to become productive members of society. It is ISD's goal to assure that all students receive a well-rounded education that emphasizes high academic and social standards, promote healthy lifestyles, cultivate critical thinking and problem solving skills, develop technological literacy, provide for postsecondary and/or career preparation, and instill a desire for life-long learning.

ISD HIGH SCHOOL VISION STATEMENT

ISD High School department is fully committed to providing each student with a well-rounded educational program in a bilingual environment leading to college entrance and/or career paths which will foster economic independence and social responsibility in the 21st century.

ISD HIGH SCHOOL PHILOSOPHY

ISD High School department operates on the following principles:

- All students have the capacity to learn and achieve and are expected to succeed.
- All students have a right to competent, caring teachers and administrators.
- All students have a right to high academic expectations.
- All students need basic knowledge and experiences to develop physically, cognitively, socially and ethically.
- All students have a right to the best school structure, learning climate, academic environment and resources ISD can provide.

ISD HIGH SCHOOL DEPARTMENT GOALS: (Areas of Emphasis)

1. Literacy - basic foundation skills in reading, writing and speaking.
2. Rigorous Academic Emphasis - world class standards, increased graduation requirements, etc.
3. Diverse Educational Experiences - exposure to multiple teaching, learning and cultural activities.
4. Technology/Information Literacy - technological literacy for life and for a career.
5. Postsecondary/Career Preparation - opportunities for career information, exploration and skill development.

HOMEROOM and SCHOOL SCHEDULES

Each student is assigned to a Homeroom Teacher (HR teacher) for different purposes. Students should see their Homeroom Teacher for IEP related planning, discussions about class schedule, transition planning, and any other topics that arise. The Homeroom period is scheduled from 11:25 to 11:56 to allow students and HR teachers to work together.

School has a total of eight class periods per day, starting the first period at 8:00 AM and ending the last period at 3:15PM. Fifth period is reserved for Community Meetings and Focused Instructional Time (FIT). The schedule slightly changes on Fridays for Activity Period and students are dismissed at 2:15PM. The Activity Period includes presentations, organizations, clubs, and any other special events.

Monday-Thursday		Activity Period – Friday	
1st Period	8:00 – 8:47	**1st Period**	8:00 – 8:40
2nd Period	8:51 – 9:39	**2nd Period**	8:44 – 9:24
3rd Period	9:43 – 10:31	**3rd Period**	9:28 – 10:08
4th Period	10:35 – 11:21	**4th Period**	10:12 – 10:52
5th Period	11:25 – 11:56	**6th Period**	10:56 – 11:36
Lunch	12:00 – 12:28	**Lunch**	11:40 – 12:08
6th Period	12:32 – 1:23	**7th Period**	12:12 – 12:52
7th Period	1:27 – 2:18	**8th Period**	12:56 – 1:36
8th Period	2:22 – 3:15	**AP**	1:40 – 2:15

Key Practices for Each Student at ISD:

All students at ISD must take responsibility for their own learning. Students also share with the teacher the responsibility for providing an environment conducive to learning. Students should personally:

1. Be Responsible for Your Own Learning

- Build your own knowledge and skills (teachers guide students to materials and methods, but the learning is up to the student).

- Be actively engaged with the material and the process of education.

- Recognize that grading reflects performance. Success in a class requires a combination of effort, learning, and performance. Simply attending all classes and completing all assignments are not all that is necessary for a high course grade. Excellent performance is required in the form of high quality exam answers, written assignments, and/or presentations. In most cases, outstanding performance is the end result of actively learning the course material. Outstanding students are intrinsically motivated and set self-imposed high standards. Students who excel generally do the following:

    - Are more interested in the process of learning than in the end result.
    - Get excitement and pleasure from intellectual challenge.
    - Show persistent, intellectual curiosity, e.g., asking questions about content, theories, and ideas rather than requirements and grading, reading and completing optional assignments, and independently searching for additional information.
    - Demonstrate initiative and originality in intellectual work.
    - Apply material to real-world situations and new contexts.
    - Show flexibility in thinking and considering problems from a number of viewpoints.
    - Gain a level of understanding beyond rote memorization that results in the ability to explain concepts to others.

2. Be Fully Prepared for all of your classes

- Attend all classes, both lecture and discussion sessions, and participate in discussions.
- Prepare for classes in accordance with the class syllabus; this includes reading all course documents (including the syllabus).
- Be punctual in completing assignments. It is your responsibility to keep track of due dates.

3. Know and Understand ISD Student Handbook and Policies

4. Engage in Respectful Communication with everyone

- Behave in the classroom in a manner that demonstrates respect for other students.
- Appreciate that teachers bring unique approaches to the classroom experience. For example, teachers are free to and do differ in their use of technology (e.g., PowerPoint) and grading policies.

With the Positive Behavioral Interventions and Supports (PBIS), students are encouraged to meet the academic and behavioral expectations to improve their academic and behavior outcomes.

INTENT OF PROGRAM OF STUDIES

The Program of Studies: A Guide to Course Selection and Program Planning (POS) is intended to provide assistance to students and their families in making an appropriate four-year plan and course selections. Included in the POS is information about graduation requirements, process of scheduling courses, course descriptions, grading scales, testing, and programs that are offered at ISD and off campus: Transition Planning, Life Skills, Advanced Placement, Advanced College, Dual Credit, and J. Everett Light Career Center (JEL). Indiana School for the Deaf offers four kinds of diplomas: Core 40, Core 40 with Academic Honors, General Diploma and a Certificate of Completion. The decision on a specific track is determined by the case conference committee, thus early planning is critical in assisting students to achieve their goals and demonstrating readiness for post-graduation plans.

The Indiana School for the Deaf complies with the Indiana State Board of Education's adoption of course and credit requirements for earning a high school diploma. The newest set of requirements for students entering high school beginning in the fall of 2012 (Class of 2016 and beyond) went into effect. Determining the appropriate diploma will be determined by the Case Conference team.

Core 40 Diploma: Students earning this diploma are required to complete all requirements provided by the Indiana State Board of Education. (page 9)

Core 40 with Academic Honors Diploma: The Core 40 with Academic Honors Diploma is the most rigorous course of study required by the state of Indiana for high school graduation. Students earning this diploma must complete requirements above and beyond those required for the Core 40 diploma. (page 9)

General Diploma: Students opting out of Core-40 are still required to complete the course and credit requirements for a general diploma and the career/academic sequence. (page 8)

Certificate: Certificate of Completion track students earning this certificate complete the designed program according to their IEPs. Those students have the opportunity to participate in courses with some modification or adaption to provide access to the materials. A Certificate of Completion is not an academic credential and there are no state course or grade requirements necessary to earn a certificate of completion. A student successfully working toward his/her IEP goals is generally eligible to receive a Certificate of Completion. (page 12)

ALL REQUIREMENTS MUST BE COMPLETED BEFORE A STUDENT MAY PARTICIPATE IN THE COMMENCEMENT PROGRAM AND RECEIVE A DIPLOMA/CERTIFICATE.

Indiana Department of Education Course titles and descriptions can be found in this POS or website: http://www.doe.in.gov/achievement/ccr/course-titles-and-descriptions. Some courses are offered at a specific time with a large group number of requests.

General Diploma Graduation Requirements

Indiana *General* High School Diploma

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

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

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

Course and Credit Requirements (Class of 2016 & Beyond)

http://www.doe.in.gov/achievement/curriculum/indianas-diploma-requirements

English/Language Arts	**8 credits**
	Credits must include literature, composition and speech
Mathematics	**4 credits**
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course ***General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.***
Science	**4 credits**
	2 credits: Biology I 2 credits: Any science course ***At least one credit must be from a Physical Science or Earth and Space Science course***
Social Studies	**4 credits**
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	**2 credits**
Health and Wellness	**1 credit**
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	**6 credits**
Flex Credit	**5 credits**
	Flex Credits must come from one of the following: • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives	**6 credits** Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

40 Total Credits Required

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

Core 40 Graduation Requirements

INDIANA CORE 40

Effective beginning with students who enter high school in 2012-13 school vear (class of 2016).

Course and Credit Requirements	
English/ Language Arts	**8 credits**
	Including a balance of literature, composition and speech.
Mathematics	**6 credits (in grades 9-12)**
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II *Or complete Integrated Math I, II, and III for 6 credits.* *Students must take a math or quantitative reasoning course each year in high school*
Science	**6 credits**
	2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	**6 credits**
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	**5 credits**
	World Languages Fine Arts Career and Technical Education
Physical Education	**2 credits**
Health and Wellness	**1 credit**
Electives*	**6 credits** (College and Career Pathway courses recommended)
40 Total State Credits Required	

CORE 40 with Academic Honors

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete <u>one</u> of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcript college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcript college credits from the approved dual credit list,
    2. 2 credits in AP courses and corresponding AP exams,
    3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
  - E. Earn an ACT composite score of 26 or higher
  - F. and complete written section
  - G. Earn 4 credits in IB courses and take corresponding IB exams.

Minimum of 47 credits

Schools may have additional local graduation requirements that apply to all students * Specifies the number of electives required by the state. High school schedules provide time for many
more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities
http://www.doe.in.gov/achievement/curriculum/indianas-diploma-requirements

Indiana Certificate of Completion
Course of Study

Effective with the students who enter high school in 2018-19 school year (Class of 2022)
The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP).

Minimum total 40 credits/applied units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned and special education courses in which non-credit applied units are earned.

English/Language Arts	**8 credits/applied units**
	Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	**4 credits/applied units**
	Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations, and inequalities, and personal finance. Students must take a math or applied math course each year in High School.
Science	**4 credits/applied units**
	Including a balance of physical, earth/nature, life, engineering and technology
Social Studies	**4 credits/applied units**
	Including a balance of history, civics and government, geography, economics
Physical Education	**2 credits/applied units**
Health & Wellness	**1 credits/applied units**
Employability	**10 credits/applied units**
	Job exploration, work- or project-based learning, employability skills, portfolio creation
	Opportunities for postsecondary programs, work place readiness training, independent living
Electives	**7 credits/applied units**

Certificate of Completion Transition Portfolio

Students earning a certificate of completion must fulfill <u>at least one</u> of the following (Aligned with transition Goals):

1. **Career Credential:** Complete an industry-recognized certification, one-year certificate or state-approved alternative
2. **Career Experience:** Complete project- or work-based learning experience or part-time employment.
3. **Work Ethic Certificate:** Earn a Work Ethic Certificate (criteria to locally determined)
4. **Other Work-Related Activities:** As determined by the case conference

Assumptions:

1. High expectations for all students are a shared responsibility.
2. General education courses are accessed whenever appropriate to fulfill the Certificate of Completion course of study.
3. Student's IEP goals are aligned with grade level content connectors that drive curriculum and instruction.
4. Communication skills, reading skills, and problem-solving skills are integrated into all courses.
5. Courses can be repeated with new goals if appropriate; more than four years may be needed for completion.
6. All courses are driven by the Transition IEP and individual goals of each student.

GRADUATION PATHWAYS

Students in the graduating class of 2023 must satisfy <u>all three</u> of the following Graduation Pathway Requirements by completing one of the options in each requirement:

GRADUATION REQUIREMENTS	GRADUATION PATHWAY OPTIONS
1). High School Diploma	Meet the statutorily defined diploma credit and curricular requirements.
2). Learn and Demonstrate Employability Skills (Students must complete *at least one* of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one of the following: • **Project-Based Learning Experience;** OR • **Service-Based Learning Experience;** OR • **Work-Based Learning Experience.**
3). Postsecondary-Ready Competencies (Students must complete *at least one* of the following.)	• **Honors Diploma:** Fulfill all requirements of either the Academic or Technical Honors diploma; 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 • **State and Industry recognized Apprenticeship;** OR • **Career-Technical Education Concentrator:** Must earn a C average or higher in at least 6 high school credits in a career sequence; OR • **AB/IB/Dual Credit/Cambridge International courses 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.

Grades 9-11

Process of Scheduling Courses for Grades 8-11

Mid-January, an Advanced Placement (AP) and Dual Credit meeting for parents and students in **grades 9-11** interested in AP and Dual Credit opportunities.

Grades 9-12

February

A message from Skyward message center will be sent to parents explaining the scheduling process. High School graduation plan requirements and course offerings are shown during the school day on ISD TV. Refer to the recommended four-year plan for guidance. Guidance Counselor assists high school students in appropriate course selections and supports them in meeting their graduation requirements.

March

High School students should complete their class schedule with approval by Principal and/or Guidance Counselor.

July

Parents can view student selections through their child's Skyward account.

Grade 8

February

High School orientation for parents is held in March before Spring Break. A message about this orientation is shared through Skyward Message Center. Guidance Counselor and Principal will give an overview of the high school program, the scheduling process, academic expectations, graduation requirements, extracurricular activities, and transition plan to the high school. Parents and students receive assistance with the planning of the program of studies.

April

Each 8th grade student and their parents will complete elective course selections as core courses are already being assigned.

May

All 8th graders begin the transition activities planned by the Principal and Counselors.

July

Parents can view student selections through their child's Skyward account.

FULL TIME ENROLLMENT

Students must maintain at least six (6) credit generating classes per semester in order to maintain a timely progress toward high school graduation. The Superintendent or School Board will not grant approval per IC 20-33-2-12 for students to enroll in less than six (6) credit generating courses unless an I.E.P. or Section 504 plan is in effect. Students must attend a minimum of seven semesters to receive a diploma.

TRANSFER STUDENTS-CREDITS

Senior transfer students will be considered on an individual basis when looking at graduation requirements. Students transferring to ISD will be granted 1 credit for each semester of Physical Education completed with a passing grade if they attended Physical Education five instructional class periods per week for 18 weeks.

ISD will evaluate and accept credits of students transferring based on the following policy:

- If the transferring student attended a school in Indiana or another state, approved/accredited by that state's department of education, coursework will be accepted at face value if those courses are approved curriculum offerings.
- For credit or course-work to be accepted from a nonpublic school including home schools, there must be verification that: **a)** the course was taught by a certified teacher; **b)** course content is comparable to ISD established courses of study.

All students entering from a nonpublic school will take an individual achievement test which will be used as an aid in placing these students. Recognition of credits or course-work from a nonpublic school will be given when the above-stated criteria are met and upon satisfactory completion of any achievement tests given by the administration. Credits from nonpublic schools may be granted and placed on a student's transcript; however, no grades will be entered on the transcript or considered for class ranking unless required for Core 40 or Academic Honors Diploma. Only grades awarded for courses taken at ISD or from a school accredited by the Indiana Department of Education or such departments in other states shall be considered in class ranking and for entering on the transcript.

GRADE SCALE

Classroom Grading Scale	Grade	Point Value	Outcome
100	A+	4.33	
93-99	A	4.00	Excellent
90-92	A-	3.67	
87-89	B+	3.33	
83-86	B	3.00	Above Average
80-82	B-	2.67	
77-79	C+	2.33	
73-76	C	2.00	Average
70-72	C-	1.67	
67-69	D+	1.33	
63-66	D	1.00	Below Average
60-62	D-	0.67	
59 and below	F	0	Failure
	I	0	Incomplete
	W	0	Withdrawal
	WF	0	Withdrawal/Failure

INCOMPLETE GRADES

An Incomplete (I) is given when a student does not complete the requirements of the course. The student must plan with the teacher to meet those requirements. Teachers must submit final grades for each student upon completion of the course or inform the principal what arrangements have been made to remove the incomplete. Accommodations for individual situations can be made by the principal if necessary. Each student has two weeks, 10 school days, after the last day of the grading period to fulfill the requirements of the course upon returning from an extended absence (three days or more). Any work not made up will be recorded as failing. Exceptions to this policy must be approved by the principal.

FORMULA FOR CALCULATING GPA OF WEIGHTED COURSES

Advanced Placement (AP) classes will receive weighted grades. All AP classes will carry a weight of 1.5, unless otherwise noted, which will be multiplied by the number of semester AP courses passed divided by the number of semesters of high school completed. This quotient will be added to the GPA.

CHANGES IN CLASS SELECTIONS

The course offerings at ISD are based upon student requests during pre-enrollment. Students determine their class choices with a commitment to complete those classes. If a student needs to request a change in their course selections, students make an appointment to see their guidance counselor. Changes will be honored on availability.

The deadline for students requesting changes in their course selection for the next school year schedule is TEN SCHOOL DAYS before the last day of school. Once the course selections have been made, the changes cannot be made during the school year unless exceptions are considered with an approval by Principal.

The guidance office may need to use alternate classes if (1) an original class choice is not offered due to insufficient enrollment or (2) the student has selected two classes which conflict on the student's schedule.

COURSE LEVEL CHANGES

ISD students and parents should understand that course recommendations are given by teachers based on current and past student performance. When students and/or parents choose to select a course different from the recommendation, they are responsible for the decision. If they wish to make a change, they must follow the level change policy:

Level Change Policy

A level change request may start with a parent, student, or Homeroom Teacher. Any level change requires direct communication among the current course teacher, HR teacher, guidance counselor, and the parent. A change will require a principal's approval. Guidelines to consider when requesting a schedule change will include the student's current grade, test scores, and teacher observations.

New Student Course Changes

A student new to ISD is scheduled by the guidance counselor based on the information provided at the time of case conference and/or registration. As records are received and teachers become more familiar with the student's background, it may be necessary to change the student's schedule to accommodate needs. This change may involve level changes outside the normal window or the addition/deletion of a course from the student's schedule.

ADD AND/OR DROP COURSES

If a student wants to request a schedule change to add or drop a course, he/she must complete the Add/Drop form which includes the student's name, grade level, and course to add/drop. Schedule changes are not encouraged and requests will be given close scrutiny. All changes must be approved by the High School Principal. **There will be no schedule changes to accommodate teacher or friend preference.**

Class Add/Drops will be made for the following reasons:

- Request to take courses to qualify for the graduation track per case conference decision
- Failure of a course required for graduation (after the end of the semester in which the student is taking)

Students requesting to withdraw from a course, due to extenuating circumstances, must have a completed Add/Drop form turned in to their guidance counselor within the first FIVE days of the course.

Period Attendance:

A student missing 7 periods from one course will be withdrawn from that course. He/she will not receive credit for the course and will be withdrawn from the course and placed in a study hall.

RETAKE POLICY

A student must demonstrate proficiency in each course required for graduation. Students may repeat a course where they have received a "D+", "D", or "D-" in order to earn a better grade. The following rules will apply:

1. When repeating a course either failed "F" or already passed with a "D+", "D" or "D-", the original grade without a credit will remain on the transcript and the second grade will show on the transcript. The first grade will not affect the GPA. (Exception: If a student fails a previously passed course, both the "F" for the second grade and the first passing grade will appear on the transcript and the first passing grade will count toward cumulative GPA).

2. The retake must be for the exact same course and level previously taken. No additional credit will be earned for the second time the course is taken.

TESTS REQUIRED FOR GRADUATION: ISTEP+ ASSESSMENT

ISD students will take the ISTEP+ assessment in English 10, Algebra I, and Biology to meet graduation testing requirements. Students who do not meet state graduation standards will be given two additional opportunities during their Junior and Senior years to demonstrate proficiency. Students not passing the ISTEP+ assessment in English 10 will be required to take a remedial class.

	Pass	Pass+
English 10	360	589
Algebra 1	564	665
Biology	509	646

The State of Indiana has a unique expectation for the Biology exam: Students are required to take the exam, but do not have to meet a minimum score. The exam score reflects the student's learning and may be used as an evaluation tool for a semester grade and course placement.

Guidance for Required ISTEP+ Testing

Students who…	Take Algebra I ISTEP+	Take English 10 ISTEP+
have not completed the course	No	No
have completed the course at your school, but have not tested	Yes	Yes
have completed the course at another school, but have not taken or passed ISTEP+	Yes	Yes
have taken the course but failed ISTEP+	Yes	Yes
have passed ISTEP+, but failed the course and are retaking the course	No	No
have passed both ISTEP+ and the course, but want to retest to improve score	No	No
have taken ISTEP+ but received an UND (undetermined)	Yes	Yes

Please note: The English 10 ISTEP+ may be taken after the students complete the course for which they would receive their **second year of English credit**. Participation in the test is not dependent upon passing the course. For more information on the ISTEP+ Assessments, visit http://www.doe.in.gov/.

State law states that a student who successfully meets the Core 40 requirements may still graduate without passing ISTEP+ by successfully appealing the student's test results under State Board criteria (IC 20-32-4-4).

Evidence-Based Wavier
The student must have:

- Taken the graduation test in the subject area or areas in which the student did not achieve a passing score at the end of the sophomore year and 2 times every year during the student's junior and senior years in high school.
- Complete remediation opportunities.
- Maintain a minimum attendance rate of 95 percent.
- Maintain a minimum "C" average in the courses that make up thirty-four (34) credits specifically required for graduation.

A written recommendation with supporting details to support the request for the appeal from the student's teacher(s) in the subject area(s) in which the student has not achieved a passing score is required.

Or

Work Readiness Wavier
The student must have:

- Take ISTEP+ in each subject area in which you did not pass at least two times every school year.
- Complete remediation opportunities.
- Maintain a minimum attendance rate of 95 percent.
- Maintain a minimum "C" average in the courses that make up thirty-four (34) credits specifically required for graduation.
- Completes the career academic sequence; a workforce readiness assessment; and at least one career exploration internship, cooperative education, or a workforce credential.

OPT-OUT PROCESS FOR INDIANA'S GRADUATION REQUIREMENTS

Per Indiana Code 20-32-4-7, 8, 9, 10, Indiana's Core 40 curriculum provides the academic foundation for all students to succeed in college and the workforce. To graduate with less than Core 40, the following formal opt-out process must be completed: 1) Student's progress must be discussed by a team of the student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection). 2) The student's career and course plan is reviewed. 3) The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum. The student is required to complete the course and credit requirements for a general diploma and the career/academic sequence if the decision is made to opt-out of Core-40.

GRADUATION CEREMONY POLICY

Students must meet all graduation requirements set by the Indiana School for the Deaf and the State of Indiana. If a student who is under suspension, expulsion, or exclusion at the time of graduation may not participate in commencement ceremonies. All graduating students are required to attend commencement practice in order to participate in the commencement ceremony.

EDUCATIONAL RECORDS – REPORT CARDS AND TRANSCRIPTS

Parents and students are encouraged to use Skyward to check grades and to print report cards. Skyward user names and passwords are provided at registration. If you need your Skyward user name or password, please contact the High School Secretary. ISD has transitioned to electronic submission of transcripts. Students who need official transcripts sent to colleges and universities contact their guidance counselor.

ADVANCED PLACEMENT (AP) COURSES OFFERED AT INDIANA SCHOOL for the DEAF

The College Board sponsors The Advanced Placement Program. The Advanced Placement Program (AP) gives students the opportunity to take college-level courses and exams while they are still in high school. Students may earn college credit, accelerated placement, or both for college. Students showing an interest to take an AP course must have a cumulative GPA of 3.0 or with the Director of Instruction's permission.

Grade weights for all College Board Advanced Placement courses will be removed if students do not complete the scheduled AP examination for any reason. Cumulative class ranks and cumulative GPA's will be retroactively recalculated for students who do not complete the scheduled AP examination in order to remove any grade weight advantage the student may have received for the course.

A new law, PL 91, requires all Indiana public colleges and universities including all two and four year institutions to award college credits for Indiana secondary school students that earn a score of 3 or higher on College Board's Advanced Placement (AP).

Indiana public colleges and universities may require a score higher than 3 to award credits (score from 1 to 5) for a course that is required for a student's major. If a college or university chooses to do so, it must still award a student elective credits that count toward his/her overall degree requirements to graduate from college.

Students enrolled in AP courses have the opportunity to take the Advanced Placement exam in May.

Currently we offer two AP courses; English Literature and Composition, and English Language and Composition. For a complete course description and other information regarding AP courses go to:

http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

DUAL CREDIT COURSES AT INDIANA SCHOOL FOR THE DEAF

Dual credit courses allow ISD students to earn credit toward their high school diploma and a college degree. These courses seem expensive for a high school class, but they help families save money in the long run when compared to tuition at post-secondary institutions. Dual credit courses also prepare students for the rigor of college work, and help many students qualify for an Academic Honors Diploma.

ISD offers courses from Vincennes University (VU), Indiana University-Purdue University- Indianapolis (IUPUI), Ivy Tech (IVY), Rochester Institute of Technology (R.I.T – at no charge).

Some dual credit courses have criteria that must be met such as minimum test scores on the PSAT, SAT, or ACT test. Some courses require that university-specific tests must be passed in order to qualify for dual credit. Those courses are mostly offered to students who are on Academic Honors Diploma and/or when they are on or above grade level. Guidance Counselor must be informed at least 2 months prior to registration.

Some courses may transfer as college hours, but not do transfer as the identical course at another university. This is "undistributed credit." Usually, a class will transfer into the accepting university. Check the http://www.transferin.net for more information about transferability questions. Textbooks for dual credit courses are decided by the universities. Cost per credit hour is set by the university and can change.

LIFE SKILLS PROGRAM DESCRIPTION

The Life Skills Program offers opportunities for students who are Deaf and have additional disabilities to learn various skills needed to be a successful, independent and functional citizen after high school. Students in this program will obtain a Certificate of Completion upon graduation. The program offers both functional academics and life skills for students who perform significantly below grade-level and have individualized goals. Instruction increases from classroom to community based instruction as student approaches graduation in order to facilitate a transfer of skills from theory to practice. The approach used to support teaching functional academic and life skills to persons who exhibit a range of learning characteristics and abilities include the following but are not limited to:

- Adapting/modifying materials to give students access to the curricular topic by developing and applying concrete competencies related to the world outside school through real-world tasks.
- Following the student's interest or strength – making learning meaningful
- Exercising literacy structure with high expectations that tie communication with literacy materials and accessible activities that are geared towards the student's individual level
- Utilizing systematic and direct instruction to engage the student with hands-on functional approach using real-life examples. use

LIFE SKILLS PROGRAM COURSES

Life Skills Program courses are designed as a 4-year cumulative program that is individualized to each student based on individual goal, needs and skills. Emphasis is on courses related to real-world experiences: Language Arts (reading, writing and communication), Math, Science, Social Skills, community based learning, occupational competence and some elective courses where appropriate.

COMMUNITY BASED INSTRUCTION (CBI)

Community-based Instructed is for students who wish to increase their functional or life skills. Students have hands-on experiences daily in cooking, utilizing tools, household chores, laundry, shopping, and learning office skills such as using a copier. Students also work at least three hours per week on a job site in the community with support of ISD personnel to learn skills they can use in multiple job settings. Students are given opportunities to experience and utilize everyday skills/services out in the community such as postal services, library, community agencies, community events, and vocational opportunities.

COLLEGE AND CAREER READINESS

Colleges have different entrance requirements so ISD students need to check with the admission office of the college and visit the individual college websites when planning their high school programs. Most colleges have college catalogs available online on their websites. Most colleges require at least 28 of the credits earned for high school graduation to be related to academic courses. Be aware that college entrance requirements do change. The 11th grade and 12th grade years are when students should take the SAT and ACT college readiness tests.
Juniors can earn scholarships through the National Merit program by taking the PSAT Examination. Please visit https://www.collegeboard.org/ and http://act.org/ for more information about the SAT and ACT programs.

To prepare for college, ISD students should:

- Take recommended college preparatory courses. The preferred curriculum for the best preparation for college is the Academic Honors Diploma. Indiana Core 40 is the minimum standard to be followed.
- Maintain the best possible grade point average (GPA).
- Take the PSAT test in the fall of the sophomore year.
- Apply to colleges **early** during the fall of your senior year. Complete the college application before December 1st. Some colleges require early application.
- During senior year, meet with your VR counselor and complete intake.
- During senior year, complete the FAFSA form after January 1st and submit by March 10th, to be considered for state and federal financial aid. Visit https://fafsa.ed.gov/ for more information on the FAFSA. Vocational rehabilitation requires you to fill out FAFSA if you seek VR support.

Note: PSAT is offered in the Fall during the 10th grade and ACT for Juniors and Seniors is offered 4 times a year (October, December, February and April).

GRADES 9 AND 10 COLLEGE AND CAREER PLANNING AT ISD

ISD firmly believes that the ninth and tenth grades are crucial with regards to college and career planning. Students at this level learn through challenges and successes and through trial and error where their main strengths lie, guiding them toward career decisions. The school's curriculum at this stage is designed as a formative and evaluative program, guiding each student to decide on a **Career Major Pathway** starting in the eleventh grade.

All ninth and tenth grade students will take English, mathematics, social studies, science, physical education and health. They are also offered a variety of electives to hone their skills in areas of interest, establishing a firm base for later career choices and diploma level aspirations.

Ninth grade students undergo the PLAN assessment, a midpoint assessment of progress for the ACT's college and career readiness system. They will also participate in an assessment via Accuplacer through the College Board. Accuplacer identifies academic strengths and weaknesses in each subject area and offers interactive online tools in order to help a student improve her/his skills. All students take the Accuplacer during their tenth grade year.

Electives chosen during these foundation years should reflect the career cluster and diploma level desired.

GRADES 11 AND 12 COLLEGE AND CAREER PLANNING AT ISD

In the eleventh and twelfth grades, students will work with their parents, Homeroom Teacher, and guidance counselor to hone and define their career decisions through their Career Major Pathway. Proper planning is required to ensure that students receive in high school the necessary training and education in order to pursue his individual plan. The student, parents, and the school are committed to correctly placing each student in the courses and sequence of the chosen Career Pathway.

Because by this stage most students will be on the way to a career goal, special emphasis will also be placed on life skills training, since ISD believes that every child has the right to not only the full range of career opportunities, but to the fullest range of independence possible. ISD has a partnership with Jobs for America's Graduates (JAG). JAG is a state-based, national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. JAG's mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities, or to enroll in a postsecondary institution that leads to a rewarding career.

JAG students receive adult mentoring while in school and one year of follow-up counseling after graduation. Indiana's program consistently graduates approximately 95 percent of participants and many students choose to continue their education after high school. The JAG program is funded through grants provided by the Indiana Department of Workforce Development. This is a two year program for juniors and seniors.

Eleventh grade students will take several transition surveys and life skills assessments in order for ISD staff to address needs related to personal finance, transportation, politics, etc.

Twelfth grade students will be given the Transition-to-Work Inventory.

INTERDISCIPLINARY COOPERATIVE EDUCATION (ICE)

ISD is committed to preparing its students through the philosophy of Interdisciplinary Cooperative Education (ICE). ICE encompasses all career and technical program through an interdisciplinary approach to training for employment. To be successful, the ICE approach requires two key elements.

Classroom-based **related instruction** must be planned around activities related to the students' career plans in a career cluster area. Related instruction must coincide with the students' on-the-job training. Related instruction must include units related to general occupational competencies, specific occupational competencies, and specific job competencies.

This approach also requires **on-the-job training** in an occupation related to the individual student's career objectives. The student receiving on-the-job training is to be supervised by experienced employees who serve as job coaches/mentors for the trainee student. The student must have a pre-determined training plan and agreement to follow which will be used in his training/evaluation. The student who requires one-on-one will not be considered for the career training program. Instead, this student will participate in an alternative program offered by ISD.

The on-the-job training component is recommended for twelfth-grade students with a minimum 4 credits in a logical sequence of courses from his career pathway serving as a prerequisite. The student can earn six credits for the year as a direct elective for the General, Core 40, Core 40 with Academic Honors, or the Core 40 with Technical Honors diplomas.

J. EVERETT LIGHT CAREER CENTER

The Indiana School for the Deaf has been working in conjunction with Washington Township Schools' J. Everett Light Career Center to provide intensive vocational training to students who identify that they would like to leave high school with national board certification in their chosen vocational field. The J. Everett Light program lasts for two years. Some programs have specific prerequisites for enrollment. See your Guidance Counselor for specific grade level requirements.

JEL Career Center classes relate academic subjects to the "real world of work". Students learn in a classroom specifically designed to resemble the related work atmosphere. The Career Center uses state-of-the-art equipment, computer programs and teaching techniques to give students the "hands on" experiences that students usually don't experience until they enroll in post-secondary institutions.

Students can earn elective high school credits for JELCC courses. Upon passing a course for the semester, a student can earn three credits for a three-hour course and two credits for a two-hour course. ISD will add these credits to the transcript. Additional information may be found on their website www.jelcc.com.

POST-SECONDARY ENROLLMENT PROGRAM

A student can enroll in courses offered by an accredited public or private college or university located in Indiana that grants a baccalaureate or associate degree on a full-time or part-time basis during grade 11, grade 12 or both. Any ISD student who wishes to participate in the post-secondary enrollment program must inform his/her counselor at least 2 months prior to registration for class, including dual credit courses. Academic credit granted for course work successfully completed by a student under this program may qualify as high school credit or credit at the university according to contract with the institution for dual credit.

All grades earned in courses taken through the post-secondary enrollment program that are not equivalent to ISD's grade-weighted courses will be listed on the student's transcript with the school records indicating that the credits were earned at an eligible institution with resulting credit for meeting graduation at ISD. The grade would not be included in the GPA. For courses that are equivalent or the same as grade-weighted courses, grade weight will be assigned under the following condition:

Courses or the equivalent of such courses that yield credit resulting in a weighted grade at ISD will have a grade-weight assigned upon receipt of the transcript at ISD.

For example, a Biology course taught at a university would be equivalent to the course content of AP Biology. It would result in a weighted grade on the high school transcript since AP Biology at ISD offers a weighted grade.

Courses eligible for grade weighting will have the grades included in the GPA.

CORRESPONDENCE CREDIT/ONLINE COURSES

An ISD student who wants to take a course through correspondence or online will discuss this option with a high school guidance counselor and/or LEA. This discussion should be an individual basis with LEA involvement. The high school guidance director must give written approval for the acceptance of correspondence or online credit toward graduation requirements. A maximum of eight credits by correspondence, evening school, or online courses may be applied toward graduation. Students should not enroll in more than two correspondence or online classes at a given time. Correspondence or online credit should be completed during the ISD high school semester calendar timeline. Cost of online or correspondence courses is the responsibility of the family. Only courses that are offered by accredited institutions approved by the State of Indiana will be approved.

ATHLETIC ELIGIBILITY

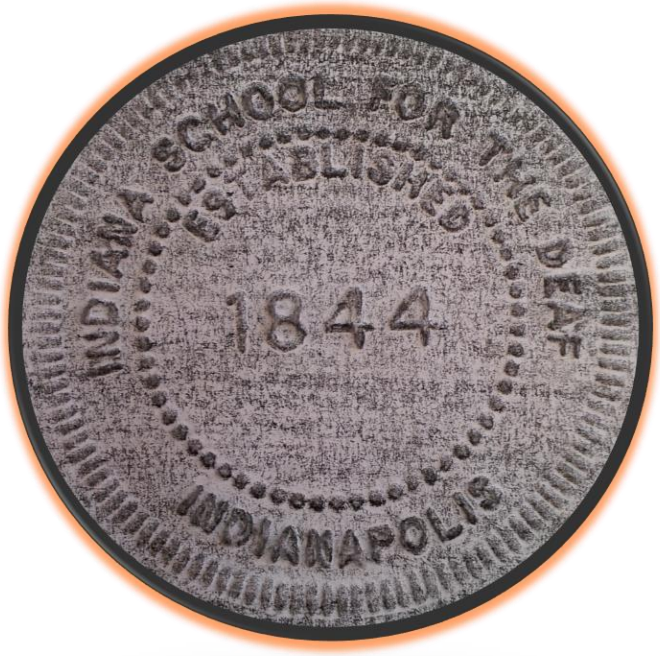
To be eligible scholastically, students must have received passing grades and earned credits at the end of their last grading period (quarterly) in school in at least seventy percent (70%) of the maximum number of full credit subject that a student can take and must be currently enrolled in at least seventy percent (70%) of the maximum number of full credit subjects that a student can take. Students must pass 5 out of 7 classes at Indiana School for the Deaf.

INDIANA SCHOOL FOR THE DEAF

HIGH SCHOOL

COURSE TITLES and DESCRIPTIONS

2018-2019 SCHOOL YEAR


INDIANA SCHOOL FOR THE DEAF
ESTABLISHED
1844
INDIANAPOLIS

5008 ANIMAL SCIENCE (ANML SCI)

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

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 1-3 credit(s) per semester, maximum of 6 credits
- Fulfills a Life Science or Physical Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

5136 LANDSCAPE MANAGEMENT I (LAND MGMT I)

Landscape Management provides the student with 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, 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. Students will also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program**.**

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 1-3 credit(s) per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit
- Qualifies as a quantitative reasoning course

4350 DIGITAL CITIZENSHIP (DIGI CITI)

Digital Citizenship prepares students to use computer technology in an effective and appropriate manner. Students develop knowledge of word processing, spreadsheets, presentation and communications software. Students establish what it means to be a good digital citizen and how to use technology appropriately.

- Recommended Grade Level: Grade 9
- Credits: 1 credit per semester, maximum of 1 semester, maximum of 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

4512 BUSINESS MATH (BUS MATH)

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

- Recommended Grade Level: 10-11
- Recommended Prerequisite: Algebra I
- Credits: A two-credit course over two semesters

4516 COMPUTER ILLUSTRATION AND GRAPHICS (COMP ILL GRPH)

Computer Illustration and Graphics introduces students to the computer's use in visual communication. The focus of the course is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, produce vector illustrations, graphics and logos, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design products that impart information and ideas. Advanced instruction might also include experiences in silk screening and air brush techniques as well as activities in designing product packaging and commercial displays or exhibits.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Information Communications and Technology or Introduction to Communications
- Credits: 1-3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit

4528 DIGITAL APPLICATIONS AND RESPONSIBILITY (DIG APPS RESP)

Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: None

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

4540 PERSONAL FINANCIAL RESPONSIBILITY (PRS FIN RSP)

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

- Recommended Grade Level: Grade 9 - 12
- Credits: 1 credit per semester, maximum of 1 semester, maximum 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

4574 WEB DESIGN (WEB DESIGN)

Web Design is a course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing.

Instructional strategies should include peer teaching, collaborative instruction, project-based learning activates and school community projects.

- Recommended Grade Level: Grade 11- 12
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit

4801 COMPUTER SCIENCE I (COM SCI I)

Computer Science I introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment.

- Recommended Grade Level: 10, 11, 12
- Required Prerequisites: Introduction to Computer Science or teacher confirmation of student demonstration of mastery of the Intro to Computer Science standards
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

4803 INTRODUCTION TO COMPUTER SCIENCE (INTO CS)

Introduction to Computer Science allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

- Recommended Grade Level: 9, 10

- Recommended Prerequisites: None
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

5230 INFORMATION TECHNOLOGY SUPPORT (COMP TECH)

Information Technology 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. Through hands on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems.

- Recommended Grade Level: Grade 11-12
- Credits: 1-3 credits per semester, maximum of 2 semesters, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit

5394 PREPARING FOR COLLEGE AND CAREERS (PREP CC)

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

- Recommended Grade Level: Grade 9
- Credits: 1 credit per semester, maximum of 1 semester, maximum 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
-

5986 RADIO AND TELEVISION I (RAD TV I)

Radio and Television I focuses on communication, media and production. Emphasis is placed on career opportunities, production, programming, promotion, sales, performance, and equipment operation. Students will also study the history of communication systems as well as communication ethics and law. Students will develop oral and written communication skills, acquire software and equipment operation abilities, and integrate teamwork skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, field trips, and internships.

- Recommended Grade Level: Grade 11-12
- Credits: 1-3 credits per semester, maximum of 2 semesters, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit

Career and Technical Education (CTE) course titles and descriptions can be found in other subject headings:

- Agricultural Education
- Business, Marketing, & Information Technology Education
- Cooperative Education
- Engineering and Technology Education
- Family and Consumer Sciences

5902 ICE - INTERDISCIPLINARY COOPERATIVE EDUCATION (ICE)
(Including Related Instruction and On-The-Job Training)

Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. This approach is especially valuable in enriching the small school's career and technical education program where a traditional cooperative program of clustered occupations cannot be identified because of varied student interest and diverse training stations. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The following two components must be included as part of the Interdisciplinary Cooperative Education course.

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

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

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

- Recommended Grade Level: 12
- Required Prerequisite: A minimum of 4 credits in a logical sequence of courses from program areas related to the student's career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

4790 INTRODUCTION TO COMMUNICATIONS (INT COMM)

Introduction to Communications is a course that specializes in identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use, and asses systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major goals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Using the base knowledge student will use the design process to solve design projects in each communication area.

• Credits: 1 credit per semester, maximum of 2 credits

• Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

4792 INTRODUCTION TO CONSTRUCTION (INT CONST)

Introduction to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

- Recommended Grade Level: Grade 10
- Credits: 1 credit per semester, 2 semester maximum, maximum of 2 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

4800 COMPUTERS IN DESIGN AND PRODUCTION (COMP DES)

Computers in Design and Production is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills for electronics, manufacturing, precision machining, welding, and architecture career pathways. Students apply ingenuity using tools, materials, processes, and resources to create solutions as it applies in the electronics, manufacturing, precision machining, welding, and architecture. The content and activities should be developed locally in accordance with available advanced technologies in the school. Course content should address major technological content related to topics such as: Architectural drawing and print design, design documentation using CAD systems; assignments involving the interface of CAD, CNC, CAM, and CIM technologies; computer simulation of products and systems; publishing of various media; animation and related multimedia applications; 3-D modeling of products or structures; digital creation and editing of graphics and audio files; control technologies; and automation in the modern workplace.

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: none Indiana Department of Education 79 High School Course Titles and Descriptions

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

4802 INTRODUCTION TO ENGINEERING DESIGN non-PLTW (INT ENG DES)

Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students progress from completing structured activities to solving openended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented. NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.

- Recommended Grade Level: 9
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

5538 DIGITAL ELECTRONICS (DIG ELEC)

Digital Electronics is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry software will be used to develop and evaluate the product design. This course engages students in critical thinking and problem-solving skills, time management and teamwork skills. **NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.**

- Recommended Grade Level: Grade 10-12
- Credits: 1 credit per semester, 2 semesters maximum, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

1002 ENGLISH 9 (ENG 9)

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

- Recommended Grade Level: Grade 9
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1004 ENGLISH 10 (ENG 10)

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

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

1006 ENGLISH 11 (ENG 11)

English 11, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 11 and the *Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

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

1008 ENGLISH 12 (ENG 12)

English 12, an integrated English course based on Indiana's Academic Standards for English/Language Arts for Grade 12 and the *Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: English 11 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1010 LANGUAGE ARTS LAB (LANG LAB)

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

- Recommended Grade Level: Grades 9-12
- Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels.
- Counts as an English/Language Arts Elective only for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is for students who need additional support in all the language arts (reading, writing, speaking and listening), especially in writing.

NOTE: The course may also be used for students who need extra preparation to take Advanced Placement classes or college placement examinations.

NOTE: Students are strongly encouraged to combine American Literature with a composition course that they take before, concurrently, or after the course.

1026 CLASSICAL LITERATURE (CLASS LIT)

Classical Literature, 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 Greek and Roman Empire literature by the major authors, such as Aristotle, Cicero, Dante, Euripides, Homer, Ovid, Plato, Plutarch, Sappho, Sophocles, St. Augustine, Virgil, and others. Students examine a variety of literary genres, such as tragedy, comedy, epic, lyric, novel, oratory, and others. Students analyze themes as they relate to the transition from oral to literate cultures, the emergence of cities and empires, the use of mythology, and the rise and fall of democracy. Students analyze how classical literary patterns, themes, and conventions have influenced modern literature.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 10
- Credits: 1 credit

- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1028 DRAMATIC LITERATURE (DRAMA LIT)

Dramatic Literature, 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 plays and literary art as different from other literary genres. Students view live, televised, or filmed productions and stage scenes from plays or scripts. Students examine tragedies, comedies, melodramas, musicals or operas created by important playwrights and screenwriters representing the literary movements in dramatic literature. Students analyze how live performance alters interpretation from text and how developments in acting and production have altered the way we interpret plays or scripts. Students analyze the relationship between the development of dramatic literature as entertainment and as a reflection or influence on the culture.

- Recommended Grade Level: Grades 11 or 12
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1034 FILM LITERATURE (FILM LIT)

Film Literature, 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 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. FILM LITERATURE PROJECT:
Students complete a project, such as doing an historical timeline and bibliography on the development of film or the creation of a short- subject film, which demonstrates knowledge, application, and progress in the Film Literature course content.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.

1054 CONTEMPORARY LITERATURE (CONTEM LIT)

Contemporary Literature, 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 how post-1950s literature from around the world, such as North and South America, Europe and Great Britain, the Middle East, and post-colonial Africa and Asia, addresses contemporary issues. Students examine multiple genres to develop a sense of how particular genres are used today to represent ideas and events. Students analyze different theories and methods of textual criticism especially theories popular currently. Students analyze how the interpretations and themes of contemporary literature read in this course relate to the time period and to historical issues.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 10
- Credits: 1 credit

- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1056 AP ENGLISH LANGUAGE AND COMPOSITION (LNG/COMP AP)

AP English Language and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. There is no prescribed sequence of study.

- Recommended Grade Level: 11, 12 (College Board does not designate when this course should be offered).
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for grades 11 or 12 for all diplomas

1058 AP ENGLISH LITERATURE AND COMPOSITION (LIT/COMP AP)

AP English Literature and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

- Recommended Grade Level: 11,12
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for grades 11 or 12 all diplomas

1060 ETYMOLOGY (ETYMOLOGY)

Etymology, a language studies course based on *Indiana's Academic Standards for English Language Arts* and the *Common Core State Standards for English Language Arts*, is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (*Latin, Greek, Germanic, Romance Languages*). Students analyze meanings of English words by examining roots, prefixes, suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation.
ETYMOLOGY PROJECT: Students complete a project, such as doing a case study on specific words or creating an historical timeline of the development of specific words, which demonstrates knowledge, application, and progress in Etymology course content.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: 4 credit in English Language Arts
- Credits: 1 credit

- Fulfills an English Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.

1070 DEBATE (DEBATE)

Debate, a course based on Indiana's Academic Standards for English/Language Arts and the *Common Core State Standards for English/Language Arts*, is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking). DEBATE PROJECT: Students complete a project, such as a mock debate or trial, participation in a forum, competition, or tournament, or an argument supporting or opposing different sides of a major issue, which demonstrates knowledge, application, and presentation progress in the Debate course content.

- Recommended Grade Level: Grades 11 or 12
- Credit: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1074 CRITICAL THINKING AND ARGUMENTATION (CRIT THINK)

Critical Thinking and Argumentation, a course based on the Indiana Academic Standards for English/Language Arts, is a study of deductive and inductive logic, including logical fallacies, and should challenge students to think critically, analytically, and philosophically. Students learn to formulate thoughtful inquiry questions, connect ideas or concepts, challenge ideas and concepts, and rephrase ideas when appropriate. Active class participation is essential, including persistent questioning, rational discussion, and reasoned argumentation. Students make comments that reflect the development of logic (a line of reasoning), represent a clear point of view, and involve evidence of support (data, examples, anecdotes, documents, information from a variety of sources). Students use the same Standard English conventions for oral speech that they use in their writing. Course can be offered in conjunction with a composition and literature course, or schools may embed Indiana Academic Standards for English/Language Arts within curriculum.

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

1076 SPEECH (SPEECH)

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

- Recommended Grade Level: Grades 9-12
- Credit: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.

1080 JOURNALISM (JRNALISM)

Journalism, 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 communications history including the legal boundaries and the ethical principles that guide journalistic writing. It includes a comparison study of journalistic writing to other types of writing. Students prepare for a career path in journalism by working on high school publications or media staffs.

- Recommended Grade Level: Grades 9, 10, 11, or 12
- Credits: 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma
- English/Language Arts credit (1080): If Journalism course work addresses *Indiana's Academic Standards for English/Language Arts* and the student also takes a two-credit English Advanced Placement course plus corresponding AP exams or a two-credit English dual credit course, up to two (2) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

1090 COMPOSITION (COMP)

Composition, 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 and application of the rhetorical (effective) writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9 and English 10
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1092 CREATIVE WRITING (CREAT WRIT)

Composition, 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 and application of the rhetorical (effective) 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. CREATIVE WRITING PROJECT: Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.

- Recommended Grade Level: Grades 11 or 12
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1094 EXPOSITORY WRITING (EXPOS WRIT)

Expository Writing, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language*, is a study and application of the various types of informational writing intended for a variety of different audiences. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. EXPOSITORY WRITING PROJECT: Students complete a project, such as an extended essay or report explaining the main idea or thesis by using the expository strategies of classification, illustration by example, definition, comparison and contrast, process analysis (descriptions or explanations that provide instructions for the reader), cause and effect, definitions, or some combination of these strategies, which demonstrates knowledge, application, and writing progress in the Expository Writing course content.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 10
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1120 DEVELOPMENTAL READING (DEV READNG)

Developmental Reading is a supplemental course that provides students with individualized instruction designed to support success in completing language arts course work aligned with *Indiana's Academic Standards for English/Language Arts* in Grades 9-12 *and the Common Core State Standards for English/Language Arts*, focusing on the Reading Standards (Standards 1, 2, and 3).

- Recommended Grade Level: Grades 9-12
- Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is for students who need additional support in vocabulary development and reading comprehension.

NOTE: The course may also be used for students who need extra preparation to take Advanced Placement classes or college placement examinations.

4540 PERSONAL FINANCIAL RESPONSIBILITY (PRSFINRSP)

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

- Credits: 1 credit per semester, maximum of 1 semester, 1 credit maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

5330 ADULT ROLES AND RESPONSIBILITIES (ADULTEROLES)

Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of adult roles and responsibilities. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to individual and family life.

- Credits: 1 credit per semester, maximum of 2 semesters, 2 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

5350 INTRODUCTION TO HOUSING AND INTERIOR DESIGN (INT HSINT DES)

Introduction to Housing and Interior Design is an introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and the types of housing available. Developmental influences on housing and interior environments will also be considered. Basic historical architectural styling and basic furniture styles will be explored as well as basic identification of the elements and principles of design. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Presentation techniques will be practiced to thoroughly communicate design ideas. Visual arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. A project based approach will be utilized requiring higher-order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries.

- Credits: 1 credit per semester, maximum of 2 semesters, 2 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

5362 CHILD DEVELOPMENT (CHLD DEV)

Child Development is an introductory course that 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. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

- Credits: 1 credit per semester, maximum of 1 semester, 1 credit maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

5364 INTERPERSONAL RELATIONSHIPS (INTRP RLT)

Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of interpersonal relationships. Direct, concrete language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

- Recommended Grade Level: 9, 10, 11, 12
- Credits: 1 credit per semester, 1 credit maximum
- Qualifies as one of the F&CS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Local programs have the option of offering a second version of the course that is focused more on family relations. Such a course may be differentiated from the regular course offering by using a subtitle in addition to *Interpersonal Relationships.* A student may earn credits for both versions of the course. No waiver is required in this instance.

5380 INTRODUCTION TO FASHION AND TEXTILES (FSHNTX)

Introduction to Fashion and Textiles is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design, and production; and consumer skills. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of

design; selection, production, alteration, repair, and maintenance of apparel and textile products; product research, development, and testing; and application of technical tools and equipment utilized in the industry. Visual arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

- Credits: 1 credit per semester, 2 semesters maximum, 2 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

5420 FASHION AND TEXTILES CAREERS I (FSHN TXT I)

**formerly Fashion and Textiles Careers I, II, III*

Fashion and Textiles Careers I focuses on knowledge and skills needed for occupations and continuing education related careers in fashion, apparel, and other textiles management, production, and services. Instruction and laboratory experiences may include basic commercial applications of design, production, and selection of apparel and textile products; demonstration and instruction of related tools and equipment; and commercial maintenance of apparel and textile products. Intensive laboratory experiences are a required component of this course of study. Work based experiences in the fashion and textiles industry are strongly encouraged and are required for students who take this course for multiple credits per semester. This course is a core component of four-year career plans for the career clusters of Personal & Commercial Services; Manufacturing & Processing; and Art, A/V Technology & Communications. It is recommended for students with interests in apparel, textiles, and fashion career pathways and provides the foundation for continuing study that leads to related careers.

- Credits: 1-3 credits per semester, maximum of 2 semesters, 6 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

5421 FASHION AND TEXTILES CAREERS II (FSHNTX II)

Fashion and Textiles Careers II builds on the content knowledge and skills of Fashion and Textiles Careers I and prepares students for occupations and higher education programs of study related to the entire spectrum of the career clusters that encompass careers in fashion, apparel, and other textiles management, production, and services. Instruction and laboratory experiences may include commercial applications of principles of design, production, and selection of apparel and textile products; product research, development, and testing; demonstration and instruction of related tools and equipment; and commercial maintenance of apparel and textile products. Intensive laboratory experiences with commercial applications are a required component of this course of study. Work based experiences in the fashion and textiles industries are strongly encouraged and are required for students who take this course for multiple credits each semester. This course is a core component of four-year career plans for the career clusters of Personal & Commercial Services; Manufacturing & Processing; and Art, A/V Technology & Communications. It is recommended for students with interests in apparel, textiles, and fashion career pathways and provides the foundation for study in higher education that leads to related careers.

- Credits: 1-3 credits per semester, maximum of 2 semesters, 6 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

5438 INTRODUCTION TO CULINARY ARTS AND HOSPITALITY

Introduction to Culinary Arts and Hospitality is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended. Topics include basic culinary skills in the foodservice industry, safety and sanitation,

nutrition, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course.

- Credits: 1 credit per semester, maximum of 2 semester, 2 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

5440 CULINARY ARTS AND HOSPITALITY MANAGEMENT (CULART HOSP)

Culinary Arts and Hospitality Management prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hospitality courses. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; application of sanitation and safety principles to maintain safe and healthy food service and hospitality environments; use and maintenance of related tools and equipment; and application of management principles. Intensive, teacher monitored standards-based laboratory experiences with commercial applications are required and may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged. Articulation with postsecondary programs is encouraged.

- Credits: 2-3 credits per semester, 2 semesters maximum, 6 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit

4000 INTRODUCTION TO TWO-DIMENSIONAL ART (L) (2D ART)

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

- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

4002 INTRODUCTION TO THREE-DIMENSIONAL ART (L) (3D ART)

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

- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

4004 ADVANCED TWO-DIMENSIONAL ART (L) (ADV 2D ART)

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

- Recommended Prerequisites: Introduction to Two-Dimensional Art (L) or Three-Dimensional Art and teacher recommendation
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as Directed Elective or Elective for the General, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

4006 ADVANCED THREE-DIMENSIONAL ART (L) (ADV 3D ART)

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

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three- Dimensional Art (L)
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

4024 ART HISTORY (ART HIST)

Art History is a course based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

4040 CERAMICS (CERAMICS)

Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

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

4046 FIBER ARTS (L) (FBR ARTS)

Fiber Arts is a course based on the Indiana Academic Standards for Visual Art. Students in fiber arts engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create fiber art works utilizing processes such as loom and off-loom construction, dyeing, coiling, and stitchery. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

4060 DRAWING (L) (DRAWING)

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

- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

4062 PHOTOGRAPHY (L) (PHOTOGRAPH)

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

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

- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

4064 PAINTING (L) (PAINTING)

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

- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

4066 PRINTMAKING (PRNTMKG)

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

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

4082 DIGITAL DESIGN (L) (DIG DESIGN)

Digital Design is a course based on the Indiana Academic Standards for Visual Art. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multi-media, digitized imagery, computer animation, and web design. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

4242 THEATRE ARTS (L) (THTR ARTS)

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.

- Credits: a 1-semester course for 1 credit. The nature of this course allows for two successive semesters (Theatre Arts I and Theatre Arts II) of instruction at this level, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

3056 HEALTH & WELLNESS EDUCATION (HLTH&WELL)

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

- Credits: 1 credit, 1 semester course
- Fulfills the Health & Wellness requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas

3542 PHYSICAL EDUCATION I (L) (PHYS ED)

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

- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

3544 PHYSICAL EDUCATION II (L) (PHYS ED II)

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

- Recommended Prerequisites: Physical Education I
- Credits: 1 credit per semester

- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

3560 ELECTIVE PHYSICAL EDUCATION (L) (ELECT PE)

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

- Credits: 1 credit per semester, trimester or upon mastery of course standards. There is no maximum amount of credits that may be earned provided that there is no course or skill level duplication.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

PREREQUISITES
The ISD mathematics curriculum is defined by successful completion of sequential math courses. Mastery of sequential mathematical skills and concepts is of primary importance. Algebra I is the foundation of the mathematics curriculum. To advance to the next sequential course, students must demonstrate proficiency in Algebra I concepts. Students who do not pass Algebra I will be placed in a credit recovery, as a means to gain proficiency, as they continue with their required Math courses.

2516 ALGEBRA I Lab (ALG I Lab)
Algebra Enrichment is a mathematics support course for *Algebra I*. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of *Algebra Enrichment* align with the critical areas of *Algebra I*: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas *Algebra I* contains exclusively grade-level content, *Algebra Enrichment* combines standards from high school courses with foundational standards from the middle grades.

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

2520 ALGEBRA I (ALG I)
Algebra I formalizes and extends the mathematics 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.

- Credits: A two credit course
- Fulfills the Algebra I/Integrated Mathematics I requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

2527 CALCULUS (CALC) Calculus expands a student's knowledge of topics like functions, graphs, limits, derivatives, and integrals. Additionally, students will review algebra and functions, modeling, trigonometry, etc. Calculus is made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: Pre-Calculus and Trigonometry
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas

2522 ALGEBRA II (ALG II)

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.

- Recommended Prerequisite: Algebra I and Geometry
- Credits: A two credit course
- Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

2532 GEOMETRY (GEOM)

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 INCC 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.

- Recommended Prerequisite: Algebra I
- Credits: A two credit course
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma
- Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination; and taught by higher education faculty
- Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school.
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

2560 MATHEMATICS LAB (MATH LAB)

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with *Indiana's Academic Standards for Mathematics*. It is recommended that *Mathematics Lab* is taken in conjunction with a Core 40 mathematics course, and the content of *Mathematics Lab* should be tightly aligned to the content of its corresponding course. *Mathematics Lab* should not be offered in conjunction with *Algebra I* or *Integrated Mathematics I*; instead, schools should offer *Algebra Enrichment* or *Integrated Mathematics Enrichment* to provide students with rigorous support for these courses.

- Credits: A one to eight credit elective course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Clarifying information can be appended to the end of the course title to denote the content covered in each course

  Example: *Mathematics Lab* used to support students in *Algebra II* can be recorded on the transcript as *Mathematics Lab – Algebra II.*

2562 CALCULUS AB, ADVANCED PLACEMENT (CALC AB AP)

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. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf

- Recommended Prerequisite: Pre-calculus/Trigonometry
- Credits: A two credit course, one credit per semester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Note: *TI 83 or TI 84 graphing calculator required for this course*

2564/2566 PRE-CALCULUS/TRIGONOMETRY (PRECAL/TRIG)

Pre-Calculus/Trigonometry is a two-credit course that combines the material from *Trigonometry* and *Pre-Calculus* into one course. 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. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses.

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

Note: *TI 83 or TI 84 graphing calculator required for this course*

0500 BASIC SKILLS DEVELOPMENT (BAS SKLS)

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.

- Credits: One credit per semester up to 8 credits
- Counts as an Elective for all diplomas

0514 HUMANITIES (HUMANITIES)

A course in humanities provides for the study of content drawn from history, philosophy, literature, languages, and the arts. This course also includes an in-depth study of specific disciplines in these and related subject areas that could include: (1) linguistics; (2) archeology; (3) jurisprudence; (4) the history, theory, and criticism of the arts; (5) the history and philosophy of science; (6) ethics; (7) comparative religions; and (8) other aspects of the social sciences which relate to understanding life and the world.

The emphasis of the course work is on developing an understanding of the content of the course and how to actually apply it to the human environment. Particular attention is given to the relevance of these applications in regard to the current conditions of life.

- Credits: One credit per semester up to 2 credits
- This course may qualify for AHD credit if it meets the standards for specific language arts, social studies, or fine arts courses and is taught by teachers licensed in the specific subject areas.
- Counts as an Elective for all diplomas

0520 PEER TUTORING (PEER TUTR)

Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-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.

- Credits: One credit per semester up to 2 credits
- Counts as an Elective for all diplomas

0522 CAREER INFORMATION AND EXPLORATION (CARR INFO)

The course in Career Information and Exploration provides students opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) decision making and planning. Opportunities are provided for students to observe various job situations through field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students.

- Credits: One or two semester, one credit per semester
- Counts as an Elective for all diplomas

0524 COMMUNITY SERVICE (COMM SERV)

Community Service is a course created by public law IC 20-30-14 allowing juniors and seniors the opportunity of earning up to two high school credits for completion of approved community service projects or volunteer service that "relates to a course in which the student is enrolled or intends to enroll."

For each student who wishes to earn credit for community service or volunteer service under this law, the student, a teacher of the student, or a community or volunteer service organization must submit an application to the high school principal including:

1. The name of the community service organization or volunteer service organization the student intends to assist.
2. The name, address, and telephone number of the director or the supervisor of the community service organization or volunteer service organization and, if different from the director or supervisor, the name, address, and telephone number of the individual assigned by the community or volunteer service organization to supervise the student at the activity site.
3. The nature of the community service or volunteer service performed by the student with a certification that the service performed by the student is voluntary.
4. The total number of hours the student intends to serve the community service organization or volunteer service organization during the school year.
5. A written statement by the director or the supervisor of the community service organization or volunteer service organization certifying that the information included in the application is an accurate reflection of:
    a. the student's expectations with regard to the number of hours of service contemplated to be performed; and
    b. the community service organization's or the volunteer service organization's need to acquire the student's service.
6. A description of:
    a. the educational or career exploration benefits the student and the school should expect to gain from the student's community or volunteer service participation; and
    b. the service and benefit the community or volunteer service organization expects to gain from the student's participation.
7. A description of how the community or volunteer service activity relates to a course in which the student is enrolled or intends to enroll.
8. The manner and frequency in which the student and the community or volunteer service activity will be evaluated.
9. The name of the certificated school employee who will be responsible for monitoring and evaluating the student's activity and performance, including assigning to the student a grade for participation under this section.
10. Any other information required by the principal.
    - Grade Levels: 11-12
    - A one or two credit course
    - Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
    - Students must submit an application for this course by November 1st
    - More information is available at http://www.ai.org/legislative/ic/code/title20/ar30/ch14.html#IC20-30-14-1

0530 CAREER EXPLORATION INTERNSHIP (CARR EXP)

The *Career Exploration Internship* course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a cooperative education program where students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through various departments. In addition to their workplace learning activities, students

participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher, for the purpose of helping the student make the connection between academic learning and their work-related experiences. Specific instructional objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

- Recommended Grade Level: 9-10
- A 2-credit course over 1 semester.
- This course may be taken for an additional semester to allow students to explore a second career area.
- 150 hours of workplace and classroom activities are required for the two credits. Of the 150 hours, 18-36 hours must be spent in classroom activities. Schools on block schedules may proportionately adjust the total number of hours to meet the local standard, provided that students spend at least one hour a week in classroom activities.
- This course is exploratory in nature and, as such, does not qualify for reimbursement under the career-technical (vocational) funding formula.

0532 COLLEGE-ENTRANCE PREPARATION (COL-ENT PREP)

College-Entrance Preparation utilizes individual student score reports from the PSAT and/or the PLAN to prepare students for the SAT, ACT, the Accuplacer and Compass assessments. Based on these score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science (all sections of college admission and placement exams). As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment. Teachers are encouraged to use a curriculum with longitudinal, successful results. Course may also include college selection and application units, to best prepare students for overall college-readiness. Being "college ready" means being prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e., a certificate, license, Associate's or Bachelor's degree). Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

- Credits: a 1 semester course; 1 credit
- Counts as an Elective credit for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

3520 DRIVER EDUCATION (L) (DRIVER ED)

Driver Education provides students with the knowledge needed to assist them in developing the skills, habits, and attitudes necessary to interact safely and effectively with other highway users in a wide variety of environments, situations, and conditions. This course should always provide a combination of classroom instruction and behind-the-wheel experiences in on-street environments. Whenever possible, the on-street observations and behind-the-wheel experiences should be supplemented with off street, multiple-car driving range and simulation experiences as listed in IAC 5116-6-7. The Driver Education course also provides for, but is not necessarily limited to, student learning related to: (1) driving skills, (2) traffic laws, (3) the laws of nature, (4) driving attitudes, (5) occupant protection, (6) the effect of physical and mental conditions of the driver, (7) vehicle purchase, (8) insurance and maintenance, (9) the ecology and energy efficiency of various transportation modes, (10) energy efficient driving techniques, and (11) sharing the roadway with other users, including motorcyclists and pedestrians. Driver Education classes are small in which have limited availability for students.

- Credits: A one credit course
- For any approved program, the student must complete both phases (classroom and laboratory) of the program in not more than three (3) consecutive semesters.
- Counts as an Elective for all diplomas

3010 ENVIRONMENTAL SCIENCE (L) (ENVSCI)

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

- Recommended Prerequisite: Two credits in Core 40 and AHD science coursework
- Credits: A two credit course
- Fulfills the life science requirement for the General diploma. Fulfills Core 40 science credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

3024 BIOLOGY I (L) (BIO I)

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

- Credits: A two credit course
- Counts as life science Course for the General diploma, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

3030 LIFE SCIENCE (L) (LIFE SCI)

Life Science is an introduction to biology course. Students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles. Students explore the functions and processes of cells within all living organisms, the sources and patterns of genetic inheritance and variation leading to biodiversity, and the relationships of living organisms to each other and to the environment as a whole.

- Credits: A one credit course
- Fulfills the life science requirement for the General Diploma only or counts as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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

Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation 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.

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

3064 CHEMISTRY I (L) (CHEM I)

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.

- Recommended Prerequisite: Algebra II (can be taken concurrently)
- Credits: A two credit course
- Fulfills the requirement for physical science for the General diploma. Fulfills Chemistry credit for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

3102 PHYSICAL SCIENCE (L) (PHY SCI)

Physical Science is a course in which students develop problem solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related Earth and space science concepts and principles that are related to students' interests and that address everyday problems. Students enrolled in Physical Science will explore the structure and properties of matter, the nature of energy and its role in chemical reactions and the physical and chemical laws that govern Earth's interconnected systems and forces of nature.

- Credits: A one credit course
- Fulfills the physical science requirement for the General Diploma only or counts as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

5276 ANATOMY AND PHYSIOLOGY (A & P)

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional united of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

- Recommended Prerequisites: Biology
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Fulfills a Core 40 Science course requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma

1504A APPLIED ECONOMICS (APP ECON)

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

- Credits: 1 semester course, one credit
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diplomas

1512 CURRENT PROBLEMS, ISSUES, AND EVENTS (CPIE)

Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studies from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

- Credits: 1 semester, 1 credit. Course may be repeated for credit if the content of the course changes.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1514 ECONOMICS (ECON)

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

- Credits: 1 semester course, 1 credit
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma
- Qualifies as a Quantitative Reasoning course for the General diploma only

1516 ETHNIC STUDIES (ETH STUDIES)

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

- Credits: 1 semester course, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1520 INTERNATIONAL RELATIONS (INTL RELAT)

International Relations provides a survey of the formal relations among sovereign states in the international system, emphasizing the operation of diplomacy. The procedures for settlement of disputes and various methods of international conflict resolution are included. This course examines power, interdependence, global development, and international organizations.

- Credits: 1 semester course, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

International Club

The belief of the International Club is to promote awareness and appreciation for the diverse cultures. The goal is to provide students with an opportunity to travel internationally. Acquisition and understanding of a culture is best encountered when experiencing it first-hand. The club, offered on the odd-numbered year, is open to students who are in Grades 10-12. Students are expected to raise funds both individually and as a group for the trip expenses.

The students who are interested in participating in the International Club are required to take two elective courses: International Relations (1520) and Ethnic Studies (1516) or Topics in History (1538) to be eligible for the International Club.

1532 PSYCHOLOGY (PSYCH)

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.

- Credits: 1 or 2 semester course. 1 credit per semester.
- Counts as an Elective for the General and Core 40 diplomas

1534 SOCIOLOGY (SOCIOLOGY)

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

- Credits: 1 semester, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1538 TOPICS IN HISTORY (TOP HIST)

Topics In History provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth- century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.

- Recommended Prerequisites: United States History or History and World Civilizations
- Credits: 1 semester/1 credit. This course may be repeated if the material in the course is different from one semester to the next. Topics in History can address different topics in World History or U.S. History.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1540 UNITED STATES GOVERNMENT (US GOVT)

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students 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, politic, and civic activities and the need for civic and political engagement of citizens in the United States.

- Recommended Grade Level: Grades 11 or 12
- Credits: 1 semester, 1 credit
- Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

1542 UNITED STATES HISTORY (US HIST)

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.

- Credits: 2 semester course, 1 credit each semester
- Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

1546 WORLD GEOGRAPHY (WORLD GEO)

World Geography allows students to study the interaction of humans and their environments in a world setting. Students study global patterns of physical and cultural characteristics, including the Earth/sun relationship, atmospheric and oceanic circulation, landforms, climate, vegetation, population, economic and political structures, culture, cultural diffusion, and international and interregional connections. Using maps, geographic representations and technology such as geographic information systems (GIS) students will examine spatial relationships, the interaction of physical and cultural characteristics of designated places, areas, or regions. Students are expected to apply knowledge of geographic concepts and uses of geography to inquiry, research, and participatory processes. Guiding course content are the themes of location, characteristic of place, human/environmental interaction, movement between places, and

regions. Emphasized are elements of the National Geography Standards: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems and Environment and Society.

- Credits: 1 semester, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1556 EUROPEAN HISTORY, ADVANCED PLACEMENT (EUR HST AP)

European History, Advanced Placement is a course based on content established by the College Board. Topics include: (1) intellectual and cultural history, (2) political and diplomatic history, and (3) social and economic history. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Credits: A 1 or 2 semester course, 1 credit per semester
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1570 GEOGRAPHY AND HISTORY OF THE WORLD (GEO-HST WLD)

Geography and History of the World is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions.

Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction.

Using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

- Credits: 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

5510 AUTOMOTIVE SERVICES TECHNOLOGY I (AUTO TECH I)

Automotive Services Technology I is a one year course that encompasses the sub topics of the NATEF/ ASE identified areas of Steering & Suspension and Braking Systems. This one year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This one year offering must meet the NATEF program certifications for the two primary areas offered in this course. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. Mathematical skills will be reinforced through precision measuring activities and cost estimation/ calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

- Recommended Prerequisites: Introduction to Transportation
- Credits: 2-3 credits per semester, maximum of 2 semesters, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit

5530 3D COMPUTER ANIMATION AND VISUALIZATION (3D CMP AN)

3D Computer Animation and Visualization prepares students to use computer applications and related visual and sound imaging techniques to create and manipulate images and information. The course includes instruction in three-dimensional solid model creation, sketching, and storyboarding, time and motion study, color and lighting studies, and camera positioning. Using current computer animation software that reflects industry standards, students should produce projects for commercial applications in one or more of the following areas: engineering, architectural, or industrial design; marketing; video production; internet design; electronic gaming; and, education and training.

- Recommended Grade Levels: 11-12
- Recommended Prerequisites: None
- Credits: 2-3 credits per semester, maximum of 6 credits
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

5550 GRAPHIC DESIGN AND LAYOUT (GRAPH DES LT)

Graphic Design and Layout includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in various printing processes as well as activities in designing product packaging and commercial displays or exhibits.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Computer Illustration and Graphics
- Credits: A 2-3 credit course per semester, maximum of two semesters, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas This course is aligned with postsecondary courses for Dual Credit

5572 GRAPHIC IMAGING TECHNOLOGY (GRAPH TECH) Graphic Imaging Technology will include organized learning experiences that focus on theory and laboratory activities in pre-press, press and finishing operations. Emphasis will be placed on elements of design and layout leading to computerized electronic image generation, plate preparation, pressroom operations, and finishing techniques. Instructional activities will enhance student's language arts skills through the use of proofreading, spelling, and punctuation exercises. The course will include actual production processes in conjunction with classroom assignments embracing the technologies of printing, publishing, packaging, electronic imaging, and their allied industries.

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

5580 CONSTRUCTION TECHNOLOGY I (CONST TECH I)

Construction Technology I includes classroom and laboratory experiences covering the formation, installation, maintenance, and repair of buildings, homes, and other structures. This course also covers the use of working drawings and applications from the print to the work. Students will explore the relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching. Elementary aspects of residential design and site work will also be covered. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop the skills needed for layout and construction processes of floor and wall systems from blueprints and professional planning documents. Instruction will be given in the following areas, administrative requirements, definitions, building planning, foundations, wall coverings, roof and ceiling construction, and roof assemblies. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration's Safety & Health Standards for the construction industry.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Introduction to Construction
- Credits: 2-3 credits per semesters, maximum of 2 semesters, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit

5593 BUILDING FACILITIES AND MAINTENANCE I (BF MANT I)

Building and Facilities Maintenance I prepares students to perform routine care and maintenance activities in commercial and institutional buildings. Activities should include classroom and laboratory experiences concerned with all phases of the care and cleaning of buildings, fixtures and furnishings, including all types of building interiors such as linoleum, plastic, terrazzo, tile, and wood floors; rugs; and plastic, wood panel, paint, and synthetic wall coverings. Emphasis should be placed on the selection and use of professional supplies needed for care and maintenance as well as OSHA safety standards and appropriate guidelines in working with various chemicals and processes.

- Recommended Grade Levels: 11
- Recommended Prerequisites: Introduction to Construction
- Credits: 1-3 credits per semester, maximum of 2 semesters, 6 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

5640 ARCHITECTURAL DRAFTING AND DESIGN I (ARCH DDI)

Architectural Drafting and Design I gives students a basic understanding of the detailing skills commonly used by drafting technicians. Areas of study include: lettering, sketching, proper use of equipment, geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to ANSI standards. This course includes the creation and interpretation of construction documents. Methods of geometric construction, three-dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing. This course also provides students with a basic understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. Students will gain valuable hands-on experience with Auto CAD. They will be expected to complete several projects relating to command topics. Topics include: 2D drawing commands, coordinate systems, editing commands, paper and model space, inquiry commands, layers, plotting, text, and basic dimensioning.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Computers in Design and Production
- Credits: 2-3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit

2156 AMERICAN SIGN LANGUAGE I (ASL I)

American Sign Language I is a course that introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional-notional approach, and discusses cultural features of the deaf community. Emphasis is placed on development of receptive and expressive language skills. Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogues; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and examine other methods developed to write ASL, including Sign Writing. Students also learn to recognize the difference between the pathological and psychological definitions of deafness, recognize the widespread use of ASL throughout the United States, and develop an understanding of the relationship between languages and cultures as a whole.

- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

2190 LANGUAGE FOR HERITAGE SPEAKERS I

- Language for Heritage Speakers I is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.
  • Recommended Grade Level: 9-12
  • Recommended Prerequisites: None, or placement as determined at local level
  • Credits: A 2-credit course
  • Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

2192 LANGUAGE FOR HERITAGE SPEAKERS II (LHS II)

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Language for Heritage Language Learners I, or placement as determined at local level
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas •
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

2194 LANGUAGE FOR HERITAGE SPEAKERS III (LHS III)

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Language for Heritage Language Learners II, or placement as determined at local level
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

1002A APPLIED ENGLISH 9

Applied English 9 is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Recommended Grade Level: 9-10
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

1004A APPLIED ENGLISH 10

Applied English 10 an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Recommended Grade Level: 9-10
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

1006A APPLIED ENGLISH 11

Applied English 11, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade appropriate multimedia presentations and access online information.

- Recommended Grade Level: 11-1
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

1008A APPLIED ENGLISH 12

Applied English 12, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade appropriate multimedia presentations and access online information.

- Recommended Grade Level: 11-12
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

1120A APPLIED DEVELOPMENTAL READING

Applied Developmental Reading is a supplemental course that provides students with individualized, specially designed instruction to support success in completing course work aligned with the Indiana Academic Standards or Content Connectors for English/Language Arts.

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

1010A APPLIED LANGUAGE ARTS LAB

Applied Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support skills and content aligned to Indiana Academic Standards or Content Connectors for English/Language Arts.. All students should be concurrently enrolled in an English course or have met the ELA requirements for the Certificate of Completion.

- Recommend Grade level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts an Elective for the Certificate of Completion

3508A APPLIED CURRENT HEALTH ISSUES

Applied Current Health Issues, an elective course that can be aligned to Indiana's Academic Standards for Health & Wellness, focuses on specific health issues and/or emerging trends in health and wellness, but not limited to: personal health and wellness; non-communicable and communicable diseases; nutrition; mental and emotional health; tobacco-prevention; alcohol and other drug-prevention; human development and family health; health care and/or medical treatments; and national and/or international health issues. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

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

2520A APPLIED ALGEBRA I

Applied Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 4 strands: Numbers Sense, Expressions and Computation; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; and Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of the Algebra content connectors.

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

3024A APPLIED BIOLOGY I

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

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

3044A APPLIED EARTH SPACE SCIENCE I

Applied Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation and experimentation by conducting investigations and evaluating and communicating the results of those investigations. Course may include a variety of learning experiences and tools support the process of investigation, data collection and analysis.

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