

**LaVile Jr. - Sr.
High School**



**2018 - 2019
Course Description
Guide**

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Union-North United School Corporation

Administration

Mr. Mitch Mawhorter, Superintendent
Mr. Nate McKeand, Principal

Counseling Department

Mrs. Deb Mosson, School Counselor 9-12 grade
Mrs. Beth Hawn, School Counselor 7-8 grade
Mrs. Jessica Maenhout, Counseling Department Secretary

Message from the Administration

Dear Students and Parents:

LaVille Jr.-Sr. High School is committed to preparing its students for a rapidly changing society. Our mission is to empower our students through academic achievement and to inspire them to excel in an atmosphere of success. Our vision personalizes education within challenging and safe environments to prepare students for college and career success.

Coupled with this mission is a shared responsibility between the school, student, and home to make wise choices and plan well for a four-year course of study that leads to continued education or employment. Students need to:

- Work hard at completing coursework
- Ask questions and seek help when necessary
- Take advantage of co-curricular and extra-curricular opportunities.

This Student Course Selection Handbook is intended as a planning tool that can assist students as they set goals and make informed plans for the future.

As students prepare for registration, they should consider completing these steps:

- Explore and identify plans for a career
- Read this Student Course Selection Handbook
- Develop a four-year plan with the help of the counselor and parents
- Seek information about specific courses from counselors and teachers
- Complete and sign the course registration sheet with the help of parents

Counselors, teachers, and parents are important sources of guidance for each student in the course selection process. These adults help students plan for, as well as understand graduation requirements. Finally, they serve as important sources of experience and wisdom. Students should keep in mind that ultimately the final selection of courses is that of the student. For that reason, students need to be active participants in the selection of courses and development of the career plan.

The staff of LaVille Jr.-Sr. High School and the Board of School Trustees is committed to continuous improvement of student performance. In keeping with this mission, students are expected to deliver their best effort in the classroom, to observe school rules, and to respect the rights of fellow students and staff members.

Student success is LaVille's success. LaVille Jr.-Sr. High School will continue to be a fine school in which all students can learn through active involvement and with the dedication of staff and community. Each student is instrumental in continuing the tradition of excellence for which LaVille Jr.-Sr. High School is recognized.

Sincerely,

Nate McKeand
Principal

Deb Mosson
School Counselor

LaVille Jr. Sr. High School Graduation Requirements

CORE 40 Diploma

These courses are recommended for students entering the job market and for those pursuing higher education. Students must meet the CORE 40 requirements and additional specific requirements of some universities to gain admission to the following 4-year state supported schools and their extension campuses: Ball State, Indiana, Purdue, and Indiana State.

Total Credits Required: 42

English/Language Arts.....8 credits
Honors English or English 9, 10, 11, 12 (2 credits each)

Social Studies.....6 credits
World History and Civilization OR Geography and History of the World (2 credits)
U.S. History (2 credits)
U.S. Government (1 credit)
Economics (1 credit)

Mathematics.....6 credits (6 credits must be earned in grades 9-12)
Algebra I (2 credits)...can be taken in eighth grade as a high school course and will be included in high school GPA
Geometry (2 credits)
Algebra II (2 credits)

NOTE: Students are required to take a mathematics OR a Quantitative Reasoning course each year they are in high school. Courses with Quantitative Reasoning designation are listed in course descriptions and on page 11.

Science.....6 credits
Biology I (2 credits)
Integrated Chemistry-Physics OR Chemistry I (2 credits)
Any 2 credits from the following:
Anatomy & Physiology
Chemistry, AP
Earth and Space Science I
Physics

Preparing for College and Careers.....1 credit

Health & Wellness Education.....1 credit

Physical Education I and II..... 2 credits

Directed Electives.....5 credits
World Languages (at least 4 credits in one language are recommended for college admission requirements), Fine Arts, Career/Technical.

Career Academic Sequence (recommended) / Electives..... 7 credits

CORE 40 with Academic Honors Diploma

Total Credits Required: 47

Earn a “C” or better in all courses that will count towards diploma

Have a cumulative grade point average of 7.5 / 12.0

English/Language Arts.....8 credits

Honors English or English 9, 10, 11, 12 (2 credits each)

Social Studies.....6 credits

World History and Civilization OR Geography and History of the World (2 credits)

U.S. History (2 credits)

U.S. Government (1 credit)

Economics (1 credit)

Mathematics.....8 credits (6 credits must be earned in grades 9-12)

Algebra I (2 credits)...can be taken in 8th grade as a high school course and will be included in high school GPA

Geometry (2 credits)

Algebra II (2 credits)

AND

Pre-Calculus / Trigonometry **OR** Finite Math (2 credits) or

Calculus (2 credits)

NOTE: Students are required to take a mathematics OR a Quantitative Reasoning course each year they are in high school. Courses with Quantitative Reasoning designation are listed in course descriptions and on page 11.

Science.....6 credits

Biology I (2 credits)

Integrated Chemistry-Physics OR Chemistry I (2 credits)

Any 2 credits from:

Anatomy & Physiology

Chemistry, AP/ACP

Earth and Space Science I

Physics

World Languages.....6 credits

(6 credits in one language or 4 credits each in two languages)

Fine Arts.....2 credits

Preparing for College and Careers.....1 credit

Health & Wellness Education.....1 credit

Physical Education I and II.....2 credits

Students must also complete one of the following:

A. Earn 4 credits in two or more AP courses and take corresponding AP exams

B. Earn 6 verifiable transcribed college credits in dual credit courses

C. One AP course and corresponding AP exam and 3 verifiable transcribed college credits in dual credit courses

D. Earn a SAT composite score of 1250 or higher and a minimum of 560 Math and 590 on EBRW.

E. Score a 26 composite ACT (students must take written part of ACT)

CORE 40 with Technical Honors Diploma

Total Credits Required: 47

Earn a “C” or better in all courses that will count towards diploma

Have a cumulative grade point average of 7.5 / 12.0

English/Language Arts.....8 credits

Honors English or English 9, 10, 11, 12 (2 credits each)

Social Studies.....6 credits

World History and Civilization OR Geography and History of the World (2 credits)

U.S. History (2 credits)

U.S. Government (1 credit)

Economics (1 credit)

Mathematics.....6 credits (6 credits must be earned in grades 9-12)

Algebra I (2 credits)... can be taken in 8th grade as a high school course and will be included in high school GPA

Geometry (2 credits)

Algebra II (2 credits)

NOTE: Students are required to take a mathematics OR a Quantitative Reasoning course each year they are in high school. Courses with Quantitative Reasoning designation are listed in course descriptions and on page 11.

Science.....6 credits

Biology I (2 credits)

Integrated Chemistry-Physics OR Chemistry I (2 credits)

Any 2 credits from:

Anatomy & Physiology;

Chemistry AP/ACP

Earth and Space Science I

Physics

Preparing for College and Careers.....1 credit

Health & Wellness Education.....1 credit

Physical Education I and II2 credits

Directed Electives.....5 credits

World Languages (at least 4 credits in one language are recommended for college admissions requirements)

Fine Arts

Career and Technical Education

Students must also:

1. Earn a minimum of six (6) credits in the college and career preparation courses designated in a state-approved college and career pathway and earn one (1) of the following:
 - A. Pathway designated industry-based certification or credential.
 - B. Pathway designated dual high school and college credit courses resulting in six (6) transcribed college credits.
2. Complete one (1) of the following:
 - A. One of the choices A-E for the Academic Honors Diploma
 - B. Earn the following minimum scores on WorkKeys: Reading for Information, Level 6; Applied Mathematics, Level 6; Locating Information, Level 5
 - C. Earn the following minimum score on Accuplacer: Writing, 80; Reading, 90; Math, 75
 - D. Earn the following minimum score on Compass: Algebra, 66; Writing, 70; Reading, 80

General Diploma - State with Local Requirements:

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

Total Credits Required: 42

English/Language Arts.....8 credits
Honors English or English 9, 10, 11, 12 (2 credits each)

Social Studies.....6 credits
World History and Civilization OR Geography and History of the World (2 credits)
U.S. History (2 credits)
U.S. Government (1 credit)
Economics (1 credit)

Mathematics.....4 credits (must be earned in grades 9-12)
Algebra I (2 credits)...can be taken in 8th grade as a high school course and will be included in high school GPA
2 additional credits (Algebra II, Geometry, or Business Math)

NOTE: Students are required to **earn** 2 credits in a Math or Quantitative Reasoning course during their junior or senior year. Quantitative Reasoning courses do not count as math credits. Courses with Quantitative Reasoning designation are listed in course descriptions and on page 11.

Science.....4 credits
Biology I (2 credits)
2 additional credits (Integrated Chemistry-Physics, Earth and Space Science I,
Animal Science, Chemistry I, Physics I)

Preparing for College and Careers.....1 credit

Health & Wellness Education1 credit

Physical Education I and II2 credits

Career Academic Sequence.....6 credits

Flex Credit.....5 credits

To earn Flex Credits a student must complete one of the following:

-Additional courses to extend the career academic sequence

-Courses involving workplace learning

-High school/college dual credit courses

-Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages, Fine Arts

Electives.....5 credits

Indiana Certificate of Completion - Course of Study
(Effective for students who enter high school in 2018-19, class of 2022)

To earn the Indiana Certificate of Completion a minimum total of Credits /Applied Units Required: 40

English/Language Arts.....8 credits / applied units
Including a balance of literature, composition, vocabulary, speech/communication

Social Studies.....4 credits / applied units
Including a balance of history, civics and government, geography, economics

Mathematics.....4 credits / applied units
Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance

NOTE: 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

Health & Wellness Education1 credit / applied unit

Physical Education I and II2 credits / applied units

Employability.....10 credits / applied units
-Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, intro to post-secondary options

-Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self-advocacy

Electives.....7 credits / applied units

Certificate of Completion Transition Portfolio....Students must fulfill at least one 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- work-based learning experience or part time employment
3. Work Ethic Certificate: Earn a Work Ethic Certificate
(criteria to be locally determined)
4. Other Work Related Activities: As determined by the case conference committee.

Academic Planning

Indiana CORE 40 Expectations: In the State of Indiana, students entering the ninth grade must work toward completing the requirements of CORE 40. CORE 40 was developed in collaboration with leaders in higher education and business. It is a group of high school courses that will help prepare students for success, whether pursuing a career that requires four or more years of college, one or two years of post-secondary education in a business or technical college, or training through an apprenticeship program. Indiana's CORE 40 includes courses beyond those required for graduation from high school, reflecting the belief that students need more than the minimum to be successful.

Students must complete the CORE 40 to be considered for admission to Indiana's four-year colleges, and the same courses are strongly recommended for admission to a two-year college or entry into the workplace. Completion of CORE 40 courses is also considered important preparation for passing the ISTEP+ Grade 10.

Course Selection: When planning their schedule, students should keep in mind four sets of requirements: graduation requirements, academic program requirements, course prerequisites, and college and admissions requirements. Together with your parents, your counselors, and your teachers, develop a four-year program of study using the Four-Year Planning worksheet contained in this booklet. Information found on the following pages concerning graduation requirements, academic programs, and elective course offerings can be utilized to help with your decision-making and planning.

Course Retake Policy

Retaking a Failed course:

- A student may earn credit for a failed course by repeating that course.
- Grades from both attempts of the class will appear on the student's transcript but only the passing grades will be figured into the student's grade point average.

Auditing a Course (Retaking a Course in which credit was already earned):

- When a student retakes a class in which they have already earned a credit it is considered an AUDIT. Another credit cannot be earned. The class may, however, be repeated to improve the grade previously earned (for example when a higher grade is needed or desired for the Academic Honors Diploma) or to gain a better mastery of the content.
- Students may retake a course for a higher grade regardless of the grade received during the original attempt.
- A student must retake the course the next school year or the next possible opportunity.
- A course can be retaken only if space is available and class size does not exceed recommended capacity.
- Retakes cannot be done through the credit recovery program unless approved by the principal and school counselor.
- Grades from both attempts of the class will appear on the student's transcript.
- Once the course is retaken and completed only the higher of the two grades will be figured into the student's grade point average.

Schedule Change Policy: The counseling office works annually with individual students and parents to help structure an appropriate progression of courses throughout high school. Once the parents, students, and counselor agree on course selections (spring of the year) and the selection form bears parental signature, the master schedule building begins. The schedules students make in the spring determine staff needs and curriculum plans for next year. Therefore, students are asked not to initiate changes to schedule selection because of minor reconsiderations. Counselors will work with students prior to the end of the current school year in order to resolve schedule conflicts.

- Schedules cannot be changed **after the first 5-days of class of each semester**.
- Schedule changes may be made by the counseling department if necessary due to
 - Failure to meet course prerequisites
 - Failure to meet graduation requirements
 - Credits earned during summer school
- Requests for teacher changes or lunch changes will not be honored
- If a student drops a class after the first 5 days of the semester, they will receive a grade of "WF" for the semester. A "WF" counts the same as an "F" and will appear on their transcript.

Weighted Grades: Several honors and advanced level courses are given weighted grades. A weighted grade will receive an additional one point when being figured into averages. For example, an “A” will earn 12 points and an “A+” will earn 13 points. A weighted course will meet most or all of the following criteria: be an upper level course (third or fourth year); be classified as enriched or advanced; be academically rigorous; and be a course into which students must earn academic placement. Weighted grade courses are as follows: Honors English 9-12, AP Chemistry, Physics, Anatomy and Physiology, Honors Algebra I, Honors Geometry, Honors Algebra II, Honors Pre-Calculus, Calculus, Spanish III, Spanish IV, U.S. History Honors, AP World History.

Graduation Information

- Graduation Exams.

Class of 2019 and beyond: Each student will be required to pass the ISTEP+ Grade 10 Eng/LA and Math tests in order to graduate with any type of diploma. The ISTEP+ Grade 10 will be given at the end of 10th grade with retesting opportunities during the junior and senior year.

- CORE 40 is Indiana’s required high school curriculum, and all students are expected to complete CORE 40 as a graduation requirement. In order to graduate with anything less than this important preparation, a student must formally opt out with parental consent. Contact a school counselor for more specific information about this formal process.
- Students must attend school for at least seven semesters.
- Students planning to graduate at the end of their seventh semester must complete all required courses before the end of the seventh semester. If a student does not complete his/her required courses on time, that student must finish those courses as a full-time student during the eighth semester.
- Up to three (3) credits may be accepted from an accredited correspondence school or home school program for regular high school credit. Additional correspondence courses or home school work for credit must be approved by the principal.
- All graduation requirements must be met before a student participates in commencement exercises. It is ultimately the parents’ and students’ responsibility to see that all course work for graduation requirements is complete.

Additional Information

Earning Credits: Each semester of a class has a potential credit to earn. To actually earn the credit, a student must PASS the class with the grade of a “D-” or above. The final semester grade (hence the credit earned) is comprised as follows:

- First nine weeks = 40%
- Second nine weeks = 40%
- Final Exam = 20%

Each 9-weeks grades as well as semester grades are figured based upon percentages and the following scale

Grading Scale:

| | | | | |
|--------------|-------------|-------------|-------------|-----------|
| A+ = 98-100% | B+ = 88-89% | C+ = 78-79% | D+ = 68-69% | F = 59-0% |
| A = 93-97% | B = 83-87% | C = 73-77% | D = 63-67% | |
| A- = 90-92% | B- = 80-82% | C- = 70-72% | D- = 60-62% | |

12-Point G.P. A. Scale: The following is the official 12-point scale used at LaVille Jr.-Sr. High School:

| | | | | |
|---------|--------|--------|--------|-------|
| A+ = 12 | B+ = 9 | C+ = 6 | D+ = 3 | |
| A = 11 | B = 8 | C = 5 | D = 2 | F = 0 |
| A- = 10 | B- = 7 | C- = 4 | D- = 1 | |

Class Rank: The valedictorian (ranked first) and salutatorian (ranked second) of the senior class as well as the Top Ten, will be named after the seventh semester. The grade point averages will be rounded up to the thousandth place. If there are any ties for ranking at that point, those students will be named as co-holders of the position for which they are tied. The final eighth semester rankings will not change the official valedictorian or salutatorian, but may change the final class rank.

- G.P.A. rounding examples: 3.6565 = 3.657 3.6564 = 3.656

Post-Secondary Classes: LaVille seniors may participate in post-secondary credit classes at approved, accredited institutions with the prior approval of the principal. Students may earn high school credit as well as post-secondary credit. In order to participate, the following criteria must be met:

- A student may not enroll in a course at the post secondary level if that course is offered at LaVille High School unless a schedule conflict exists or course cancellation occurs.
- A student may not enroll in a post-secondary level course that he/she has already taken and received credit for at the secondary school.
- A student is ineligible if participation in the program would cause a delay in graduation.
- Students and parents are required to provide their own transportation and are responsible for the financial obligations of the post-secondary credit.
- Students will be required to sign a release form with the university so that progress/grades can be shared with the LaVille Counseling Office.

Dual Credit Courses: Dual Credit courses are courses taught at the college level but here at LaVille. Students may earn both high school and transcribed college credit (if a grade of “C” or better is earned) for completion of these courses. In most cases students will be responsible for paying for the college credit. All payments for college credits will go through the college issuing the credits. Students must meet certain criteria to enroll in some of these courses. The following courses have the potential for dual credit and are offered at LaVille High School:

- U.S. History Honors (H106/H105; IU 3 credits each)
- Calculus (M215; IU 5 credits)
- Agribusiness Management (AGRI 102; Ivy Tech 3 credits)
- Agriculture Power, Structure & Technology (AGRI 106; Ivy Tech 3 credits)
- Animal Science (AGRI 103; Ivy Tech 3 credits)
- Digital Electronics (EECT 112; Ivy Tech 3 credits)
- English 12, Honors (ENGL 111 / ENGL 206; Ivy Tech 3 credits each)
- Introduction to Engineering Design PLTW (PLTW DESN 101; Ivy Tech 3 credits)
- Landscape Management (LAND 103; Ivy Tech 3 credits)
- Natural Resources (AGRI 115; Ivy Tech 3 credits)
- Principles of Engineering PLTW (PLTW DESN 104; Ivy Tech 3 credits)

Advanced Placement Courses: Advanced Placement (AP) courses are taught at the college level, but here at LaVille. In order to earn college credit, a student must attain a specific score on the AP Exam taken at the end of the year and attend one of the many colleges and universities, which recognize students’ participation in the College Board’s Advanced Placement program. Students enrolled in an AP course are required to take the related national Advanced Placement examination in the spring. If the cost of an exam is not underwritten by the State of Indiana, the student will have to pay the test fees. The following AP courses are offered at LaVille High School:

- AP Chemistry
- AP World History

Quantitative Reasoning Courses: Students are required to take Quantitative Reasoning Courses. Core 40, AHD, and THD students need to take a Math or QR course every year of high school. General Diploma students must earn 2 credits in a QR course during their junior or senior year.

The following are Quantitative Reasoning Courses offered at LaVille High School:

- Aerospace Engineering (PLTW)
- Agribusiness Management
- AP Chemistry
- Business Math
- Chemistry I
- Digital Electronics (PLTW)
- Economics
- Introduction to Accounting
- Physics I
- Precision Machining (a vocational course)
- Principles of Engineering (PLTW)
- Landscape Management

Transfer Students: Students who transfer to LaVille Jr.-Sr. High School must show adequate school attendance records involving the dates prior to the requested entry date. Students transferring from a private religious affiliated school will be given credit for the Religion courses appearing on their transcript. Grades will be figured into a student's grade point average. Religion credits, however, will NOT count towards the credits required for graduation.

If a student has been withdrawn from an academic program for more than three weeks prior to entry at LaVille, the student will not be granted credit for the classes taken in the current semester of entry

Transfer Grades: Students who earn credits from other schools will have those grades transferred to their LaVille Jr. Sr. High School transcript as transcribed from the school where the credit was earned. It will also be noted from what institution those credits were earned.

Withdrawing from LaVille: Students who choose to withdraw to complete their high school diploma requirements in an alternative school program will relinquish their involvement with LaVille Jr.-Sr. High School, including activities such as the Junior-Senior Prom, commencement, and other senior activities. Likewise, their diploma will not be issued by LaVille Jr.-Sr. High School. This sort of withdrawal from the local school corporation is considered the same as any other withdrawal from LaVille.

LaVille Jr.-Sr. High School
CORE 40
Four Year Planning Worksheet

NAME _____ CLASS OF _____

- Grade 9:**
1. English 9 (2 credits)
 2. Algebra I (2 credits)
 3. Geography History of the World OR World History and Civilization (2 credits)
 4. PE I and II (2 credits)
 5. Integrated Chemistry Physics OR Earth Space Science (2 credits)
 6. _____
 7. _____

- Grade 10:**
1. English 10 (2 credits)
 2. Algebra II (2 credits)
 3. Biology (2 credits)
 4. Preparing for College and Careers / Health (1 credit each)
 5. _____
 6. _____
 7. _____

- Grade 11:**
1. English 11(2 credits)
 2. Geometry (2 credits) _____
 3. U.S. History
 4. Science (2 credits) _____
 5. _____
 6. _____
 7. _____

- Grade 12:**
1. English 12 (2 credits)
 2. U.S. Government / Economics (1 credit each)
 3. Math or Quantitative Reasoning _____
 4. _____
 5. _____
 6. _____
 7. _____

**LaVille Jr.-Sr. High School
Diploma Declaration**

Student's Name _____
(please print)

DIPLOMA CHOICES

CORE 40 with Academic Honors CORE 40 with Technical Honors CORE 40 Diploma

CAREER INTERESTS: Career Academic Sequences

Learn more about career clusters and career academic sequences at <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

I have an interest in the following Career Cluster:

- | | |
|--|---|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Hospitality and Human Services |
| <input type="checkbox"/> Architecture and Construction | <input type="checkbox"/> Information Technology |
| <input type="checkbox"/> Arts, A/V Technology & Communications | <input type="checkbox"/> Manufacturing |
| <input type="checkbox"/> Business & Marketing | <input type="checkbox"/> Public Safety |
| <input type="checkbox"/> Education & Training | <input type="checkbox"/> Science, Technology, Engineering & Mathematics |
| <input type="checkbox"/> Health Science | <input type="checkbox"/> Transportation |

Career Possibilities (occupational profiles can be found at www.learnmoreindiana.org):

ASSESSMENTS: I plan to take the following assessments while in High School:

- PSAT
- SAT Reasoning Test
- ACT Test
- AP Exams
- Workforce Readiness Exam

COLLEGE INTERESTS:

Degrees: (mark the appropriate program[s] to direct your high school studies)

- Direct Entry to Employment
- Two-Year Associate Degree
- Four-Year Bachelor Degree
- Military

College Possibilities:

I understand that I have chosen a four-year program of study for high school graduation and that I agree to follow the required courses for this program. I further understand that once each year during scheduling, I may re-evaluate my declaration and make changes agreed upon by parents, the counselor, and myself.

Student Signature _____ Parent Signature _____ Date _____

Indiana College and Career Pathways

The Indiana College and Career Pathways provide an aligned sequence of secondary and postsecondary courses many of which lead to industry-recognized credentials or technical certifications. Listed below are the Indiana Career Clusters and Pathways. Those pathways that have a sequence of courses available at LaVille (including vocational programs that are part of the North Central Area Cooperative and taught elsewhere) are noted with a +.

Career Clusters (*Pathways*)

Agriculture

(+Agribusiness, +Horticulture and Landscape Management, +Life Sciences)

Architecture & Construction

(Commercial & Residential Facilities, +Construction Trades, Drafting & Design)

Arts, A/V Technology & Communications

(Web & Digital Communications, +Performing Arts, +Visual Arts, and +Interactive Media / Radio or TV)

Business & Marketing

(+Business Administration)

Education & Training

(+Education & Early Childhood)

Health Science

(Biomedical, Dental, +Healthcare Specialties, +Nursing)

Hospitality & Human Services

(+Cosmetology, +Culinary Arts, Hospitality Management, Human & Social Services)

Information Technology

(+Programming, +PC Networking and Support)

Manufacturing

(Advanced Manufacturing, Logistics & Supply Chain Management, +Precision Machining and +Welding)

Public Safety

(+Criminal Justice, +EMT / Paramedic, and Fire & Rescue)

Science, Technology, Engineering & Mathematics (STEM)

(+Engineering)

Transportation

(Automotive Collision Repair, +Automotive Technology, Aviation, Diesel Service Technology, Recreational & Mobile Equipment, and Tractor Trailer Operations)

AGRICULTURE EDUCATION

Introduction to Agriculture, Food, and Natural Resources 5056

Prerequisite: None

Grade Level: 8-9

Credit: 2 credits, 2 semesters

Description: Introduction to Agriculture, Food and Natural Resources is highly recommended as a prerequisite to and a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience and career opportunities in the area of agriculture, food and natural resources.

Animal Science 5008

Prerequisite: None

Grade Level: 9-12

Credit: 2 credits, 2 semesters

(Qualifies as a Life or Physical Science credit for the General Diploma only)

Dual Credit Potential: AGRI 103, Ivy Tech

Description: Animal Science provides students with an overview of the animal science field. 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.

Natural Resources 5180

Prerequisite: None

Grade Level: 9-12

Credit: 2 credits, 2 semesters

Dual Credit Potential: AGRI 115, Ivy Tech

Description: This course provides students with a background in natural resources. Hands-on learning activities in addition to leadership development, supervised agricultural experience and career exploration encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, animal wildlife and safety.

Landscape Management I 5136

Prerequisite: None

Grade Level: 9-12

Credit: 2 credits, 2 semesters

Quantitative Reasoning Course

Dual Credit potential: LAND 103, Ivy Tech

Description: 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.

Agribusiness Management 5002

Prerequisite: None

Grade Level: 10-12

Credit: 2 credits, 2 semesters

Quantitative Reasoning Course

Dual Credit Potential: AGRI 102, Ivy Tech

Description: Agribusiness Management provides foundational concepts in agribusiness. This course introduces students to the principles of business organization and management from a local and global perspective while incorporating technology. Concepts covered in the course include food and fiber, forms of business, finance, marketing, management, sales, leadership development, supervised agricultural experience career opportunities in the area of agribusiness management.

Agriculture Power, Structure and Technology 5088

Prerequisite: None

Grade Level: 11-12; 10th grade with teacher approval

Credit: 2 credits, 2 semesters

Can be taken a 2nd year at an advanced level

Dual Credit Potential: AGRI 106, Ivy Tech

Description: Agriculture Power, Structure and Technology is a lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in concert while incorporating technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in the area of agriculture power, structure and technology.

Supervised Agriculture Experience (SAE) 5228

Prerequisite: available to 9th graders that have taken the Fundamentals of Ag in 8th grade

Grade Level: 9-12

Credit: 1 credit per semester taken (Summer school is one semester only)

Description: Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should experience and apply what is learned in the classroom, laboratory, and training site to real-life situations. Students work closely with their agricultural science and business teacher(s), parents, and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated.

BUSINESS, MARKETING AND INFORMATION TECHNOLOGY EDUCATION

Introduction to Business 4518

Prerequisite: None

Grade Level: 9-12 (recommended for grades 9 and 10)

Credit: 2 credits, 2 semesters

Description: Introduction to Business introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

Preparing for College and Careers 5394

Prerequisite: None

Grade Level: Required for 10th grade

Credit: 1 credit, 1 semester

Description: 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. Special attention will also be given to the topic of personal financial responsibility. 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.

Applied Preparing for College and Careers 5394A

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as an Elective or Employability for the Certificate of Completion

Description: See description for Preparing for College and Careers.

Introduction to Accounting 4524

Prerequisite: Algebra I
Grade Level: 10-12
Credit: 2 credits, 2 semesters
Quantitative Reasoning Course

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

Business Law and Ethics 4560

Recommended Prerequisite: Introduction to Business
Grade Level: 10-12
Credit: 1 credit, 1 semester

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

Business Math 4512

Prerequisites: None
Grade Level: 10-12
Credit: 2 credits, 2 semesters (Qualifies as a math credit for General Diploma only)
Quantitative Reasoning Course

Description: Business Math is a 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.

Applied Business Math 4512A

Recommended Grade Level: 10, 11, 12

Applied Units: 4 units maximum

Counts as an Elective for the Certificate of Completion

Fulfills a Mathematics requirement for the Certificate of Completion

Qualifies as an applied math course for the Certificate of Completion

Description: See description for Business Math.

Introduction to Entrepreneurship 5967

Prerequisites: None

Grade Level: 9-12

Credit: 1 credit, 1 semester

Description: Introduction to Entrepreneurship provides an overview of what it means to be an Entrepreneur. Students will learn about starting and operating a business, marketing products and services, and how to find resources to help. This course is ideal for students interested in starting their own art gallery, salon, restaurant, etc.

Principles of Business Management 4562

Recommended Prerequisite: Introduction to Business

Grade Level: 11-12

Credit: 1 credit, 1 semester

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

Principles of Marketing 5914

Recommended Prerequisites: Introduction to Business

Grade Level: 11-12

Credit: 1 credit, 1 semester

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

Sports and Entertainment Marketing 5984

Prerequisites: None

Grade Level: 11-12

Credit: 2 credits, 2 semesters

Description: Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Students may be involved in producing and marketing activities for athletic and entertainment programs at the high school.

ENGINEERING AND TECHNOLOGY EDUCATION

Introduction to Engineering Design (PLTW) 4812

Prerequisite: Algebra I with a C or better and English grades of C or better

Grade Level: 9-12

Credit: 2 credits, 2 semesters

Dual Credit Potential: DESN 101, Ivy Tech

Description: 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 advance from completing structured activities to solving open-ended 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.

Principles of Engineering (PLTW) 4814

Prerequisite: Introduction to Engineering Design (PLTW)

Grade Level: 10-12

Credits: 2 credits, 2 semesters

Qualifies as a Quantitative Reasoning Course

Dual Credit Potential: DESN 104, Ivy Tech

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

Aerospace Engineering (PLTW) 4816

Prerequisite: Introduction to Engineering Design and Principles of Engineering

Grade Level: 11-12

Credits: 2 credits, 2 semesters

Qualifies as a Quantitative Reasoning Course

Description: Aerospace Engineering should provide students with the fundamental knowledge and experience to apply mathematical, scientific, and engineering principles to the design, development, and evolution of aircraft, space vehicles and their operating systems. Emphasis should include investigation and research on flight characteristics, analysis of aerodynamic design, and impact of this technology on the environment. Classroom instruction should provide creative thinking and problem-solving activities using software that allows students to design, test, and evaluate a variety of air and space vehicles, their systems, and launching, guidance and control procedures.

Digital Electronics (PLTW) 4826

Prerequisite: Introduction to Engineering Design and Principles of Engineering

Grade Level: 11-12

Credits: 2 credits, 2 semesters

Qualifies as a Quantitative Reasoning Course

Dual Credit Potential: EECT 112, Ivy Tech

Description: 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

ENGLISH / LANGUAGE ARTS

Basic Skills Development / English 10 0500

Prerequisite: None

Grade Level: 10-12

Credit: 1 credit per semester (elective credit only)

Description: Basic Skills Development / English 10 provides an opportunity for daily individualized instruction designed to for preparation or remediation for the ISTEP+ Grade 10 Eng/LA exam. The goal is to help students be successful on this graduation exam.

English 9 1002

Prerequisite: None

Grade Level: 9

Credit: 2 credits, 2 semesters

Description: English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grade 9, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write, responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

Applied English 9 1002A

Recommended Grade Level: 9-10

Applied Units: 4 units maximum

Counts as an English/Language Arts Requirement for the Certificate of Completion

Description: 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.

English 9, Honors 1002H

Prerequisite: Teacher recommendation; “B” average in English 8, H or “A” average in Eng. 8

Grade Level: 9

Credit: 2 credits, 2 semesters

Weighted Course

Description: In addition to the English 9 course of study, an emphasis is placed on higher level thinking skills, independent study, and research skills. Students taking the academic course must have a well-developed sense of personal responsibility and a genuine desire for academic excellence.

English 10 1004

Prerequisite: English 9 or enrolled in English 9

Grade Level: 10

Credit: 2 credits, 2 semesters

Description: English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grade 10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

Applied English 10 1004A

Recommended Grade Level: 9-10

Applied Units: 4 units maximum

Counts as an English/Language Arts Requirement for the Certificate of Completion

Description: 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.

English 10, Honors 1004H

Prerequisite: Teacher recommendation; “B” average in English 9, H or “A” average in Eng. 9

Grade Level: 10

Credit: 2 credits, 2 semesters

Weighted Course

Description: This course is designed for students who demonstrate advanced aptitude in language arts. Besides studying the material prescribed in the English 10 course of study, students are asked to work at accelerated levels in literature, grammar, and writing. Independent learning is encouraged.

English 11 1006

Prerequisite: English 9 and 10 (Student must have passed one and be enrolled in the other)

Grade Level: 11

Credit: 2 credits, 2 semesters

Description: English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grade 11, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

Applied English 11 1006A

Recommended Grade Level: 11-12

Applied Units: 4 units maximum

Counts as an English/Language Arts Requirement for the Certificate of Completion

Description: 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.

English 11, Honors 1006H

Prerequisite: Qualifying Scores on PSA or Accuplacer

Grade Level: 11

Credit: 2 credits, 2 semesters

Weighted Course

Dual Credit Potential: ENG 111, Ivy Tech (3 Credit)

Description: This course is designed for students at the 11th grade level who have manifested mastery of and maturity in English skills throughout high school. American literature serves as the basis for using higher level thinking skills in both writing and discussion. Besides studying the material prescribed in the English 11 course of study, students are asked to work at accelerated levels.

English 12 1008

Prerequisites: English 9, 10, 11

Grade Level: 12

Credit: 2 credits, 2 semesters

Description: English 12, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grade 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

Applied English 12 1008A

Recommended Grade Level: 11-12

Applied Units: 4 units maximum

Counts as an English/Language Arts Requirement for the Certificate of Completion

Description: 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.

English 12, Honors 1008H / Adv Eng, LACC 1124

Prerequisite: Qualifying Scores on PSAT or Accuplacer

Grade Level: 12

Credit: 2 credits, 2 semesters

Weighted Course

Dual Credit Potential: ENGL 111 / ENGL 206, Ivy Tech (3 Credits Each)

Description: This course is designed for students who demonstrate advanced aptitude in language arts. Besides studying the material prescribed in the English 12 course of study, students are asked to work at accelerated levels in literature, grammar, and writing. Independent learning is encouraged.

Journalism / Advanced Journalism 10801 / 10802

Prerequisite: Teacher Recommendation and application

Grade Level: 10-12

Credit: 1 per semester taken, 2 credits maximum

Description: Journalism, a course based on the Indiana Academic Standards for English/Language Arts, is a study of news elements, journalism history, First Amendment law, ethics, fact and opinion, copy editing, news, and features as they apply to print and digital media products. It includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns and digital media writing forms. For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, photojournalism and emerging media development and design. By the end of the semester, students write, shoot and design stories for print and digital media products.

Student Media (Yearbook) 1086

Prerequisite: Grade of B or higher in English; Teacher recommendation with application

Grade Level: 9-12 (Beginner, Intermediate, Advanced)

Credit: 1 per semester taken

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

(Students may repeat this course and earn a total of 8 credits)

Description: Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers and yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

Mass Media / Adv Mass Media (Broadcasting) 10841 / 10842

Prerequisite: Application required

Grade Level: 9-12

Credit: 2 credits, 2 semesters

Description: Mass Media, a course based on the High School Journalism Standards and the Mass Media and Media Literacy Standards, is the study of the importance of mass media as pervasive in modern life at the local, national, and global levels. It includes a study of the impact of constant and immediate news, entertainment, and persuasive messages on everyday life. Students use course content to become knowledgeable consumers of mass media in preparation for their roles as informed citizens in a democratic society. For the second credit: Students continue to critically analyze mass media products and messages as they influence societal rules. By the end of the semester, students complete a multimedia project comparing different aspects of a topic of interest or concern. The project demonstrates knowledge, application, and progress in Mass Media course content.

FAMILY AND CONSUMER SCIENCES (FACS)

Interpersonal Relationships 5364

Prerequisite: None

Grade Level: 9-12

Credit: 1 credit, 1 semester

Description: 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.

Applied Interpersonal Relationships 5364A

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as an Elective or Employability for the Certificate of Completion

Description: See description for Interpersonal Relationships

Introduction to Fashion and Textiles 5380

Prerequisite: None

Grade Level: 9-12

Credit: 1 or 2 credits, 1 or 2 semesters

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

Description: 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.

Nutrition and Wellness 5342

Prerequisite: None

Grade Level: 9-12

Credit: 1 credit, 1 semester

Description: Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. 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 nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied. This course is the first in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

Advanced Nutrition and Wellness 5340 / 53402

Prerequisite: Nutrition and Wellness

Grade Level: 10-12

Credit: 1 or 2 credits, 1 or 2 semesters

Description: Advanced Nutrition and Wellness is a course, which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. Advanced Nutrition and Wellness is an especially appropriate course for students interested in careers in the medical field, athletic training and dietetics. This course builds on the foundation established in Nutrition and Wellness, which is a required prerequisite. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes. Topics include extensive study of major nutrients, nutritional standards across the lifespan, influences on nutrition/food choices, technological and scientific influences, and career exploration in this field. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety and sanitation. This course is the second in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

Adult Roles and Responsibilities 5330

Prerequisite: None

Grade Level: 9-12

Credit: 1 credit, 1 semester

Description: 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 postsecondary education in all career areas related to individual and family life.

Applied Adult Roles and Responsibilities 5330A

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as an Elective or Employability for the Certificate of Completion

Description: See description for Roles and Responsibilities

Introduction to Housing and Interior Design 5350

Prerequisite: None

Grade Level: 9-12

Credit: 1 credit, 1 semester

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

Description: 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 including aesthetics, criticism, history and production, are 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.

Child Development 5362

Prerequisite: None

Grade Level: 10-12

Credit: 1 credit, 1 semester

Description: Child Development is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. 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.

Advanced Child Development 5360

Prerequisite: Child Development

Grade Level: 11-12

Credit: 2 credits, 2 semesters

Description: Advanced Child Development is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 4 through age 8 (grade 3). It builds on the Child Development course, which is a prerequisite. Advanced Child Development includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, 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. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

FINE ARTS

Drawing (L) 4060

Prerequisite: None

Grade level: 9-12

Credits: 2 credits, 2 semesters

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

Description: 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, studios, and identify art-related careers.

Painting (L) 4064

Prerequisite: None

Grade level: 9-12

Credit: 2 credits, 2 semesters

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

Description: 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.

Sculpture (L) 4044

Prerequisite: None

Grade level: 9-12

Credits: 2 credits, 2 semesters

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

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

Ceramics (L) 4040

Prerequisite: none

Grade level: 9-12

Credit: 2 credits, 2 semesters

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

Description: Ceramics class will focus on hand building techniques, glazing, firing processes, art criticism, and art history. Students will view and critique works of master ceramists, past and present, as well as work created in class. Students will be assigned some specific ceramics construction processes. Upon completion of this course, students will be able to use hand building to create functional and artistic pieces, glaze pots, and understand the stages clay goes through from the slip stage to glaze firing. Students will be able to recognize ceramic styles from the past and from current trends in the ceramic arts.

Visual Communication (L) 4086

Required: Teacher Approval

Grade level: 10-12

Credit: 1 credit, 1 semester

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

Description: Visual Communication is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. 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. *This course is geared for advanced art students and portfolio development.*

Beginning Concert Band (L) 4160

Prerequisite: Middle School Band and/or Department Approval

Grade Level: 9-12 (First year of high school band)

Credit: 1 credit per semester taken

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

Description: In the course, students will get a comprehensive study of instrumental music through experiences in playing a variety of historically and culturally significant music in large groups, small groups, and individual settings along with music history, culture, theory, composition, improvisation, and ear training. Students will prepare for and give public performances including formal concerts, contests, designated home sporting events, parades, and other opportunities in the community. All students will be expected to practice instruments on a regular basis, and many of the rehearsals and performances outside the school day will be required. Students will work alone and with others to continuously develop tone, intonation, balance and blend of the ensemble, rhythms, range, expression and proper technique on their instruments. Students will receive continuous evaluation of progress through daily rehearsals, assignments, and tests as well as evaluation of performances. Creativity will be encouraged throughout the course. Students who are actively involved in the class will get the benefits music has to offer including developing cognitive skills, psychomotor skills, and affective domains.

Intermediate Concert Band (L) 4168

Prerequisite: Beginning Concert Band and/or Department Approval

Grade Level: 10-12 (Second year of high school band)

Credit: 1 credit per semester taken

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

Description: In addition to the course description for Beginning Concert Band, intermediate level students will be expected to play their instruments at a higher level than Beginning Concert Band students. Students will demonstrate a higher level of musical knowledge and expression through performance. Students will get more advanced instruction in music theory and ear training, and evaluation will reflect the expectation of higher level of musical knowledge, understanding, and performance.

Advanced Concert Band (L) 4170

Prerequisite: Intermediate Concert Band and/or Dept. Approval

Grade Level: 11-12 (Third or Fourth year of high school band)

Credit: 1 credit per semester taken

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

Description: In addition to the course description for Beginning Concert Band, advanced level students will be expected to play at a higher level than Intermediate Concert Band students. Students will demonstrate a higher level of musical knowledge and expression through performance. Students will be expected to be leaders in their sections as well as the group. Students will receive more advanced instruction in music theory and ear training, and evaluation will appropriately reflect the expectation of a higher level of musical knowledge, understanding, and performance.

Jazz Ensemble (L) 4164

Prerequisite: Currently enrolled in Band

Grade Level: 10-12

Credit: 1 credit per semester

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

Description: Jazz Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom.

Beginning Chorus (L) 4182

Prerequisite: None

Grade Level: 9-12 (First year of high school chorus)

Credit: 1 credit per semester taken

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

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

Intermediate Chorus (L) 4186

Prerequisite: Beginning Chorus

Grade Level: 10-12 (Second year of high school chorus)

Credit: 1 credit per semester taken

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

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

Advanced Chorus (L) 4188

Prerequisite: Intermediate Chorus

Grade Level: 11-12 (Third or Fourth year of high school chorus)

Credit: 1 credit per semester taken

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

Description: Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Instruction is provided in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in all performance opportunities, including those outside of the school day that support and extend learning in the classroom. Students in Advanced Chorus have a repertoire of the highest caliber. Mastery of basic choral technique must be evident. Areas of refinement include a cappella singing, sight-reading, and critical listening skills.

Choral Chamber Ensemble – Madrigals (L) 4180

Prerequisite: Audition

Grade Level: 9-12

Credit: 1 credit per semester taken

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

Description: During the first semester, this course provides the advanced choral students a thorough socioeconomic study of the Renaissance Period through the madrigal. All music is memorized and performed in authentic costume, language, style, and setting. During the second semester, various other musical styles are explored and performed. Focus is on vocal technique and performance. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in all performance opportunities, including those outside of the school day, that support and extend the learning in the classroom.

Music History and Appreciation 4206

Prerequisite: Currently enrolled in a Band or Choir

Grade Level: 9-12

Credit: 1 credit, 1 semester

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

Description: Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluation music and music performance; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

Music Theory and Composition (L) 4208

Prerequisite: Currently enrolled in Band or Choir

Grade Level: 9-12

Credit: 1 credit, 1 semester

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors Diploma

Description: Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instructions in other basic elements of music.

HEALTH and PHYSICAL EDUCATION

Physical Education I (L) 3542

Prerequisite: None

Grade Level: 9-12

Credit: 1 credit, 1 semester

Required

Description: Physical Education I emphasizes health-related fitness and the development of the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least four of the following different movement forms: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics, (9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based skill evaluations.

APPLIED PHYSICAL EDUCATION I 3542A

Recommended Grade Level; 9, 10, 11, 12

Applied Units: 2 units maximum

Counts as the Health & Wellness requirement for the Certificate of Completion

Description: Applied Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides 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 individual progress and performance-based skill evaluation.

Physical Education II (L) 3544

Prerequisites: None

Grade Level: 9-12

Credit: 1 credit, 1 semester

Required

Description: Physical Education II continues to emphasize a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and to increase their knowledge of fitness concepts. It includes at least four different movement forms without repeating those offered in Secondary Physical Education I. Movement forms may include: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics, (9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers.

APPLIED PHYSICAL EDUCATION II 3544A

Recommended Grade Level; 9, 10, 11, 12

Applied Units: 2 units maximum

Counts as the Health & Wellness requirement for the Certificate of Completion

Description: Applied Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not covered 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 individual progress and performance-based skill evaluation.

Elective Physical Education- Weights and Conditioning (L) 3560

Prerequisite: Pass PE I and PE II

Grade Level: 10-12

Credit: 1 per semester taken (may earn up to 6 credits total in Elective PE courses)

Description: Elective Physical Education is a course based on selected standards from Indiana's Academic Standards for Physical Education. This course promotes a physically demanding program, that includes weight training and fitness activities designed to enhance speed, agility, flexibility, jumping, and coordination for all students. Students will also learn important biomechanics and fitness terminology. Students are given strength and fitness tests periodically. Each semester students will have new performance goals. Weight training will help to refine skills and attitudes that promote lifelong fitness.

Elective Physical Education- Recreation Sports (L) 35602

Prerequisite: Pass PE I and PE II with a C or above or with teacher permission

Grade Level: 10-12

Credit: 1 per semester taken (may earn up to 6 credits in Elective PE Courses)

Description: This class is based off of specific standards from Indiana’s Academic Standards for Physical Education. The goal of this class is to maintain appropriate levels of cardiovascular endurance, muscular strength and endurance, flexibility, and appropriate body composition necessary for a healthy life. Sport and Recreation promotes a lifetime of physical activity using team sports, dual sports, individual physical activities, and recreational activities. It includes the study of physical development as well as promoting attitudes that support lifelong fitness. Students will have the opportunity to engage in physical activity that will help them to achieve their desired level of fitness.

Health and Wellness Education 3506

Prerequisite: None

Grade Level: 10-12 (required for sophomores)

Credit: 1 credit, 1 semester

Required

Description: High School health education 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.

Applied Health and Wellness Education 3506A

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

Description: See description for Health and Wellness Education

MATHEMATICS

Basic Skills Development / Algebra I 0500

Prerequisite: None

Grade Level: 9-12

Credit: 1 credit per semester taken (elective credit only)

Description: Basic Skills Development / Algebra I provides an opportunity for daily and individualized instruction designed for preparation or remediation for the ISTEP+ Grade 10 Math exam. The goal is to help students be successful on the exam.

Algebra I Lab 2516

Prerequisite: Must be enrolled in Algebra I during the same academic year

Grade Level: 9-12

Credit: 2 credits, 2 semesters

Description: Algebra I Lab is a mathematics support course for Algebra I. Algebra I Lab is taken while students are concurrently enrolled in Algebra I. This 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 I Lab 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 I Lab combines standards from high school courses with foundational standards from the middle grades.

Algebra I 2520

Prerequisite: None

Grade Level: 9-12

Credit: 2 credits, 2 semesters

Description: Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These 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 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.

Applied Algebra I 2520A

Recommended Grade Level: 9, 10, 11, 12

Applied Units: 4 units maximum

Counts as a Math Requirement for the Certificate of Completion

Description: 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.

Geometry 2532

Prerequisite: Algebra I

Grade Level: 9-12

Credit: 2 credits, 2 semesters

Description: 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. Geometry is made up of seven strands: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. 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.

Applied Geometry 2532A

Recommended Grade Level: 9, 10, 11, 12

Applied Units: 4 units maximum

Counts as a Math Requirement for the Certificate of Completion

Description: Applied Geometry formalizes and extends students' geometric experiences from the middle grades. These critical areas comprise the Geometry course: Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. 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.

Geometry, Honors 2532H

Prerequisites: Teacher recommendation; “A” average in Algebra I or “B” average in Algebra I, H;
Evaluative Criteria

Grade Level: 9; exception by department approval

Credit: 2 credits, 2 semesters

Weighted Course

Description: This course is for highly motivated mathematics students. Compared to Geometry, the pace of this course is accelerated and the content covered is more advanced. Geometry is the study of relationships of lines, angles, polygons, and circles and it 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. A special focus is on triangles, right triangles and quadrilaterals. Formulas for areas and volumes are developed. Many problems require the use of algebra. Learning the structure of mathematical systems and the nature of proof is emphasized. Geometry is essential for higher math courses. Students will do projects throughout the year that reflect concepts learned in this course.

Algebra II 2522

Prerequisite: Algebra I, Geometry

Grade Level: 9-12

Credit: 2 credits, 2 semesters

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

Algebra II, Honors 2522H

Prerequisites: Teacher recommendation; “A” average in Geometry or “B” average in
Geometry H, Evaluative Criteria,

Grade Level: 10; exception by department approval

Credit: 2 credits, 2 semesters

Weighted Course

Description: This course is for highly motivated mathematics students. Compared to Algebra II, the pace of this course is accelerated and the content is more advanced. 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. Students will also be expected to do an advanced project each nine weeks.

Pre-Calculus / Trigonometry 2564 / 2566

Prerequisites: Geometry and Algebra II with grades of B-
Grade Level: 11-12, exception by department approval.
Credit: 2 credits, 2 semesters

Description: Pre-Calculus/Trigonometry is a two-credit course that combines the material from Trigonometry and Pre-Calculus into one course. *Pre-Calculus* extends the foundations of algebra and functions developed in previous courses 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. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. 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.

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

Pre-Calculus / Trigonometry, Honors 2564H / 2566H

Prerequisites: Teacher Recommendation; “A” average in Algebra II or “B” average in Algebra II H, Evaluative Criteria,

Grade Level: 11, exception by department approval.

Credit: 2 credits, 2 semesters

Weighted Course

Description: This course is for highly motivated mathematics students. Compared to Pre-Calculus/ Trigonometry, the content covered is more advanced. Pre-Calculus/Trigonometry is a two-credit course that combines the material from Trigonometry and Pre-Calculus into one course. See description above.

Finite Mathematics 2530

Prerequisite: Geometry and Algebra II

Grade Level: 11 and 12

Credit: 2 credits, 2 semesters

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

Calculus 2527

Prerequisite: Pre-Calculus Honors, teacher recommendation, on track for CORE 40 diploma, ranked in the upper half of class, have a GPA of 7.0 or higher on a 12-point scale

Required: IU ACP Application & tuition (\$125)

Grade Level: 12

Credit: 2 credits, 2 semesters

Weighted Course

Dual Credit Potential: M215, Indiana University (5 college credits if a grade of “C-“ is earned)

Description: 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.

Multidisciplinary

Interdisciplinary Cooperative Education: Classroom Instruction 5902

Interdisciplinary Cooperative Education: On-the-Job Training 5902B

Prerequisite: Application and Interview Required

Grade Level: 12

Credit: 6 credits total (1 for class / 2 for OJT), 2 semesters

Description: Interdisciplinary Cooperative Education consists of two inseparable parts: ICE Class and OJT (On-the-Job Training). ICE is a year-long class that studies work- and life-related topics by completing several projects and a portfolio. OJT is designed to provide students a job of their choice, but only if the job meets the safety, educational, and administrative recommendations set up in the State of Indiana ICE guidelines. Teacher/coordinators monitor the student after his/her placement. The ICE program is both a class and job. As a result the student will earn a classroom grade and an OJT grade. Most students in the ICE program will leave school early to go to work. A minimum of 15 hours per week is required for the job which must be a paid position.

College-Entrance Preparation 0532

Grade Level: semester 1 – grade 11; semester 2 – grade 10

Recommended Prerequisite: Algebra II (or concurrent enrollment in Algebra II)

Credits: 1 per semester taken

Counts as an Elective credit for all diplomas.

(Student may repeat this course and earn a total of 4 credits)

Description: College-Entrance Preparation utilizes individual student score reports from the PSAT, PLAN, and/or ACCUPLACER to prepare students for the SAT, ACT, ACCUPLACER and/or Compass college readiness assessments. Based on student score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science 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 better prepare students for overall college-readiness. Being “college ready” means being prepared for any postsecondary education or training experience, including readiness for study at two-year 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.

Credit Recovery Program 9998

Prerequisite: Counselor recommended and approved

Grade Level: 10-12

Credit: 1 credit per course completed

Description: The LaVille Jr.-Sr. High School Credit Recovery Program is designed to provide an alternative method of instruction for at-risk students to help them recover high school credits which they have not obtained. We will use an internet-based computer program called APEX. This program is based on the Indiana State Standards and allows flexibility for individual teachers to align their curriculum with that offered in the program. This program will be located on the campus of LaVille Jr.-Sr. High School and students will be placed in the program during the course of the school day.

Students in this program are eligible to recover credit from their core courses (English, social studies, math, and/or science) and sometimes for elective course work as well. Students may earn up to one (1) credit for successful completion of a semester course. Students who qualify for this program have attempted a class during the regular school year but were unsuccessful in passing. If a student has not attempted the class in a normal school setting, he/she will not be allowed in the program.

Students will not be allowed to select credit recovery during the course selection process. Rather, students will be allowed to take credit recovery as they meet the counselor one-on-one, particularly after second semester is complete.

Peer Tutoring 0520

Prerequisite: Application

Grade Level: 10-12

Credit: 1 credit per semester; up to 2 credits

Description: 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.

Note: Students will be assigned to the Special Education classroom only for Peer Tutoring

SCIENCE

Earth and Space Science I (L) 3044

Prerequisites: None

Grade Level: 9-12

Credit: 2 credits, 2 semesters

Description: Earth and Space Science I is a course focused on the following core topics: universe; solar system; Earth cycles and systems; atmosphere and hydrosphere; solid Earth; 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.

Applied Earth and Space Science 3044A

Recommended Grade Level: 9, 10, 11, 12

Applied Units: 4 units maximum

Counts as an Elective or Science Requirement for the Certificate of Completion

Description: 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.

Integrated Chemistry-Physics (L) 3108

Recommended Prerequisite: Algebra I (may be taken concurrently with this course).

Grade Level: 9

Credit: 2 credits, 2 semesters

Description: Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity; uniform acceleration, Newton's Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. Instruction should focus on developing students 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

Biology I (L) 3024

Prerequisite: None

Grade Level: 9-12

Credit: 2 credits, 2 semesters

Description: Biology I is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; 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.

Applied Biology 3024A

Recommended Grade Level: 9, 10, 11, 12

Applied Units: 4 units maximum

Counts as a Science Requirement for the Certificate of Completion

Description: 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.

Anatomy and Physiology 5276

Prerequisites: C or better in both semesters of Biology I. (Concurrent enrollment in Biology I and Anatomy and Physiology requires written permission from biology teacher.)

Grade Level: 11-12 (10th with permission from teacher)

Credit: 2 credits, 2 semesters

Weighted Course

Description: 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. It introduces students to the cell, which is the basic structural and functional unit 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.

Chemistry I (L) 3064

Prerequisite: Biology, “C” or better in Algebra I

Grade level: 10-12

Credit: 2 credits, 2 semesters

Qualifies as a Quantitative Reasoning Course

Description: Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. 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.

Chemistry, Advanced Placement 3060

Prerequisites: Chemistry I with a minimum grade average of B

Grade Level: 11-12

Credit: 2 credits, 2 semesters

Weighted Course

Qualifies as a Quantitative Reasoning Course

Testing: Students will take the College Board AP Chemistry exam at the end of the year

Description: Chemistry, Advanced Placement is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. Students take the AP Chemistry exam upon conclusion of the course.

Physics (L) 3084

Prerequisite: Pre-Calculus or concurrent enrollment

Grade Level: 11-12

Credit: 2 credits, 2 semesters

Weighted Course

Qualifies as a Quantitative Reasoning Course

Description: Physics I is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. 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.

SOCIAL STUDIES

Geography and History of the World 1570

Prerequisite: None

Grade Level: 9-12

Credit: 2 credits, 2 semesters

Description: Geography and History of the World is designed to enable students to use geographical tools, 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, planning for the future, and documenting and presenting findings orally 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/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

Applied Geography and History of the World 1570A

Recommended Grade Level: none

Applied Units: 4 units maximum

Counts as a Social Studies Requirement or Elective for the Certificate of Completion

Description: See description for Geography and History of the World

Topics in History: Major American Conflicts I 1538

Prerequisite: None

Grade Level: 9-12

Credit: 1 credit, 1 semester

Description: This course is designed to cover four of America's major conflicts, specifically, the Civil War, Spanish American War, and World War I. Students will also study the conflict between Native Americans and the government, focusing on the Plains Indians after the Civil War. While battle history will obviously be a part of this course, it will not be the main focus. Instead, students will also be looking at social, moral, economic, and political implications of each of these conflicts as well. Since there is no assigned textbook for this class, there will be a variety of web, primary, and secondary sources used to learn this material. Students will be viewing videos pertaining to each conflict but will also be doing quite a bit of individual research with the aid of their computers.

Topics in History: Major American Conflicts II 1539

Prerequisite: None

Grade Level: 9-12

Credit: 1 credit, 1 semester

Description: This course is designed to cover four of America's major conflicts, specifically, World War II, the Korean War, the Vietnam War, and the Persian Gulf War. Students will also be studying the Cold War, which begins with the end of WWII and continues until the fall of the Soviet Union in the early 90s. While battle history will obviously be a part of this course, it will not be the main focus. Instead, students will also be looking at social, moral, economic, and political implications of each of these conflicts as well. Since there is no assigned textbook for this class, there will be a variety of web, primary, and secondary sources used to learn this material. Students will be viewing videos pertaining to each conflict but will also be doing quite a bit of individual research.

World History and Civilization 1548

Prerequisite: None

Grade Level: 9-12 (9th grade students must have teacher permission)

Credit: 2 credits, 2 semesters

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

World History, Advanced Placement 1576

Prerequisite: On track for CORE 40 diploma, ranked in the upper half of class, have a GPA of 7.0 or higher on a 12-point scale

Grade Level: 10-12

Credit: 2 credits, 2 semesters

Weighted Course

Testing: Students will take the College Board AP World History exam at the end of the year

Description: World History, Advanced Placement is a course that provides students with the content established by the College Board. The course will have a chronological frame from the periods 8000 B.C.E. to the present. AP World History focuses on five overarching themes: Interaction Between Humans and the Environment, Development and Interaction of Cultures, State-Building, Expansion, and Conflict, Creation, Expansion, and Interaction of Economic Systems, Development and Transformation of Social Structures.

Ethnic Studies 1516

Prerequisites: None

Recommended Grade Level: None

Credit: 1 Credit, 1 Semester

Counts as an Elective for all diplomas

Description: 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.

Indiana Studies 1518

Prerequisites: None

Recommended Grade Level: None

Credits: 1 semester course, 1 credit per semester

Counts as an Elective for all diplomas

Description: Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

Psychology 1532

Prerequisite: None

Grade Level: 11-12 (10th grade students may take this course if they are in Honors English or Honors Math classes)

Credit: 1 credit, 1 semester

Description: Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas. History & Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development looks at all the changes through one's life; physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

Sociology 1534

Prerequisite: None

Grade Level: 11-12 (10th grade students may take this course if they are in Honors English or Honors Math classes)

Credit: 1 credit, 1 semester

Description: 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 describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students 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 also analyze the role of individuals in the community and social problems in today's world.

United States History 1542

Prerequisite: None

Grade Level: 11

Credit: 2 credits, 2 semesters

Description: United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, 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 as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students 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.

Applied United States History 1542A

Recommended Grade Level: none

Applied Units: 4 units maximum

Counts as a Social Studies Requirement or Elective for the Certificate of Completion

Description: See description for United States History

United States History, Honors 1542H

Prerequisite: On track for CORE 40 diploma, ranked in the upper half of class, have a GPA of 7.0 or higher on a 12-point scale; have passed the ISTEP+ Grade 10 Eng/LA exam

Required: IU ACP application & tuition (\$125)

Grade Level: 11

Credit: 2 credits, 2 semesters

Weighted Course

Dual Credit Potential: H106 and H106, Indiana University, 3 college credits each
(if a grade of “C-“ or better is earned)

Description: Advanced College Project United States History provides students with a college-level survey of U.S. History from the Age of Exploration to the present. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives. The class will be structured much like a college course, with a reading list and syllabus for the entire semester given on the first day of class. Students will be responsible for a substantial amount of reading outside of class. Class time will be focused on particular themes in history as they relate to the chapter of the week. The first semester will conclude with the Civil War, and the second semester will continue from Reconstruction to the present. Students who meet the admission requirements of Indiana University will be able to pay for 6 college credits at a reduced fee. *In order to be enrolled in the 2nd semester of this course a student must earn a “C” or better the 1st semester.

United States Government 1540

Prerequisite: None

Grade Level: 12 (required)

Credit: 1 credit, 1 semester

Description: 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 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 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 included. 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, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

Applied United States Government 1540A

Recommended Grade Level: 11, 12

Applied Units: 2 units maximum

Counts as a Social Studies Requirement or Elective for the Certificate of Completion

Description: See description for United States Government

Economics 1514

Prerequisite: None

Grade Level: 12 (required)

Credit: 1 credit, 1 semester

Qualifies as a Quantitative Reasoning Course

Description: Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.

Applied Economics 1514A

Recommended Grade Level: none

Applied Units: 2 units maximum

Counts as a Social Studies Requirement or Elective for the Certificate of Completion

Description: See description for Economics

VOCATIONAL PROGRAMS

The following vocational programs are located in area schools and communities. They are available to LaVille juniors and seniors who are able to meet their graduation requirements in a half-day of school attendance. The other half-day they will spend at their vocational education site. Students are responsible for their own transportation to the vocational class location. An application is required for all vocational programs. Please speak to a counselor for further details about each program and an application.

Automotive Services Technology I and II 5510 / 5546

Prerequisite: Vocational Application

Grade Level: 11-12

Credit: 3 periods per day, 3 credits per semester

Location / Time: Knox SCILL Center, AM or PM

Dual Credit Potential

Description: 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 program offers A.S.E. certification and hands-on experience with the latest technology in automotive diagnostics and repair. Offers state certificate of technical achievement. 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.

Construction Trades I and II 5580 / 5578

Prerequisite: Vocational Application

Grade Level: 11-12

Credit: 3 periods per day, 3 credits per semester

Location / Time: John Glenn, AM or PM

Dual Credit Potential

Description: 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

Cosmetology I and II 5802 / 5806

Prerequisite: Vocational Application

Grade Level: 11-12 (2 year program)

Credit: 4 periods per day, 4 credits per semester

Location / Time: Knox Beauty College, 12:30-4:30;

Vogue Beauty College Mishawaka, Tue-Fri 12:30-5:00 and Saturday 8:00-4:00

Description: In the cosmetology program students receive instruction in the basics of hair care and styling, and the business of running a salon. Students receive group classroom instruction and also practice their skills on patrons in a working salon. Offers state certification. Once state exams have been successfully completed in June following the second year, the student is qualified to establish a business or practice cosmetology in an existing facility.

Criminal Justice I and II 5822 / 5824

Prerequisite: Vocational application, Good communication skills

Grade Level: 11-12

Credit: 3 periods per day; 3 credits per semester

Location / Time: Ancilla College, PM only

Dual Credit Potential

Description: The Criminal Justice course will study the criminal justice system as a whole and its role in our lives. Each major part of the system will be examined including the police, courts, and corrections system. The class will study use of force issues and defensive tactics. First aid and CPR certifications are also part of the class. Mock trials and discussions of various situations will be utilized to apply concepts to real situations. Guest speakers from various agencies of the criminal justice system will be incorporated so as to discuss their careers and roles in enforcing the laws of the land. The Criminal Justice course addresses the need for future community leaders to be prepared to work in those organizations that provide our nation with the foundation for a safe society.

Culinary Arts and Hospitality I 5440

Prerequisite: Vocational Application

Grade Level: 11-12

Credit: 3 periods per day, 3 credits per semester

Location / Time: Ancilla College / 12:30-3:00

Dual Credit Potential

Description: Culinary Arts and Hospitality I 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; ; apply basic principles of sanitation and safety in order to maintain safe and healthy food service and hospitality environments; use and maintain related tools and equipment; and apply management principles in food service or hospitality operations. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two.

Culinary Arts and Hospitality II: Culinary Arts 5346

Prerequisite: Culinary and Hospitality I, Vocational Application

Grade Level: 12

Credit: 3 periods per day, 3 credits per semester

Location / Time: Ancilla College / 12:30-3:00

Dual Credit Potential

Description: Culinary Arts and Hospitality II: Culinary Arts prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry, including (but not limited to) food production and services; food science, dietetics, and nutrition; and baking and pastry arts. Major topics for this advanced course include: basic baking theory and skills, introduction to breads, introduction to pastry arts, nutrition, nutrition accommodations and adaptations, cost control and purchasing, and current marketing and trends. Instruction and intensive laboratory experiences include commercial applications of principles of nutrition, aesthetic, and sanitary selection; purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; baking and pastry arts skills; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; and related research, development, and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two.

Early Childhood Education I and II 5412 / 5406

Prerequisite: Vocational Application

Grade Level: 11-12

Credit: 3 periods per day, 3 credits per semester

Location / Time: Kaleidoscope Children's Center Plymouth, AM or PM

Dual Credit Potential

Description: This is a three-credit class that prepares students to work with children aged birth-9 – a time of dramatic skill building and growth. This course helps prepare the student for a career working with children in the fields of education, special education, social work, psychology, nursing, and child care. Students report to their field placement assignment four days a week and receive class instruction one day per week. Students receive hands-on experience in working with young children through developmentally appropriate activities and interactions in their field placement assignment in a local preschool or kindergarten classroom. Weekly classes provide students with a greater knowledge of all areas of child development, new research in the field, and best practices. Qualifying first year students can earn nine college credits at no cost from Ivy Tech State College, which may be transferred to other colleges. Second year students receive three additional transferable college credits and are eligible for a CDA (Child Development Associate) credential.

Graphic Imaging Technology 9970

Prerequisite: Vocational Application

Grade Level: 11-12

Credit: 2 periods per day; 2 credits per semester

Location / Time: Knox High School, time TBA

Description: The Graphic Imaging Technology course will provide students with an overview of graphic communications systems as currently used in the graphic communications industry. Emphasis during the first semester is a printing survey and the processes used to produce printed and photographic communication products including photography, offset lithography, screen printing, vinyl cutting, and dye sublimation. The second half of first semester will include a choice of photography or a comprehensive study of page layout techniques used in the graphics design digital environment. Second semester focuses on how to work with multiple colors, how to become proficient in Adobe Illustrator, and how to produce the widely different layouts needed for different forms of printing. Projects during second semester include offset lithography, screen-printing, and vinyl cutting. All work is hands-on and done in a lab. Students will produce some projects of their own choosing.

Health Science Education I 5282

Prerequisite: Vocational Application

Grade Level: 11-12

Credit: 3 periods per day, 3 credits per semester

Location / Time: Plymouth High School, AM or PM

Dual Credit Potential

Description: Health Science Education I is a three (3) credits per semester course. The class content includes a core of entry level skills common to one specific health career such as patient nursing care, dental care, animal care, medical laboratory, and public health. Course content includes an introduction to health care systems, anatomy, physiology, and medical terminology. During the second semester, instruction is integrated with core entry-level skills. The concept of coping with illness is also introduced. In addition, this course includes work ethics and job seeking skills such as job applications, resumes, and interviews. An in-school laboratory provides hands-on, simulated experiences. The pre-planned activities provide an opportunity for the students to apply the knowledge, skills, and attitudes learned in the classroom. Actual instruction and supervision, usually provided on a one-to-one basis, is given by qualified health practitioners in the clinical setting, based on pre-determined specific learning competencies. The American Heart Association teaches cardiopulmonary resuscitation during the first two weeks of class. Students may earn six (6) hours of college credit through IVY Tech North Central.

Health Science Education II 5284

Prerequisite: Vocational Application

Grade Level: 12

Credit: 3 periods per day, 3 credits per semester

Location: Plymouth High School, PM only

Dual Credit Potential

Description: This class is self-initiated with help of instructors as needed. Figuring amount of medication to be administered by using a given order and doing conversions from household measurements to metric system are studied. Students must know how to read written orders and do mathematical problems without calculators. This class involves reading scenarios and discussing with peers what one would do in a given situation regarding medical laws and ethics. Students will write papers regarding medical/legal situations. Health Science Education II will build on Health Science Education I. Students do a clinical rotation at the nursing home and work with actual patients. Students must possess great communication skills and not be afraid to work with real patients. State certification may be earned after completing a written exam and a skills exam for the C.N.A. Students may earn five (5) hours of college credit through IVY Tech North Central.

Industrial Automation and Robotics I and II 5610 / 5612

Prerequisite: Vocational Application

Grade Level: 11-12

Credit: 3 periods per day, 3 credits per semester

Location: Knox High School, times to be announced

Dual Credit Potential

Description: This is a highly technical course. Students will gain skills to design and build basic robots that use sensors and actuators to solve specific problems and complete specific tasks. This course will provide fundamental knowledge and skills in basic lasers, pneumatics, hydraulics, mechanics, basic electronics, and programmable logic controllers along with an understanding of career pathways in this sector.

Networking I 5234

Prerequisite: Vocational Application, Good communication and basic keyboarding skills

Grade Level: 11-12

Credit: 3 periods per day, 3 credits per semester

Location / Time: Plymouth High School, Tuesdays/Thursdays, AM only

Description: Networking I introduces students to local and wide area networks, home networking, networking standards using the IEEE/OSI Model, network protocols, transmission media and network architecture / topologies. Security and data integrity are introduced and emphasized throughout this course, which offers students the critical information needed to successfully move into a role as an IT professional supporting networked computers. Concepts covered will include TCP / IP client administration, planning a network topology, configuring the TCP/IP protocol, managing network clients, configuring routers and hubs, as well as creating a wireless LAN.

Networking II: Infrastructure 4588

Prerequisite: Vocational Application, Good communication and basic keyboarding skills

Grade Level: 12

Prerequisite: Networking I

Credit: 3 periods per day, 3 credits per semester

Location / Time: Plymouth High School, Tuesdays/Thursdays, AM only

Description: This course focuses on learning the fundamentals of networking, routing, switching and related protocols. Students will learn both the practical and conceptual skills that build the foundation for understanding basic networking, routing and switching. Students are introduced to the two major models used to plan and implement networks: OSI and TCP/IP. The OSI and TCP/IP functions and services are examined in detail. Students will also learn how a router addresses remote networks and determines the best path to those networks, employing static and dynamic routing techniques.

Precision Machining I and II 5782 / 5784

Prerequisite: Vocational application

Grade Level: 11-12

Credit: 3 periods per day; 3 credits per semester

Location / Time: Plymouth High School, AM or PM

Dual Credit Potential

Qualifies as a Quantitative Reasoning Course

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

Welding Technology I and II 5776 / 5778

Prerequisite: Vocational application

Grade Level: 11-12

Credit: 3 periods per day; 3 credits per semester

Location / Time: Plymouth High School , AM or PM

Dual Credit Potential

Description: Welding Technology I includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. This course is designed for individuals who intend to make a career as a Welder, Technician, Sales, Designer, Researcher or Engineer. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

WORLD LANGUAGES

Spanish I 2120

Prerequisite: None

Grade Level: 9-12

Credit: 2 credits, 2 semesters

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

Spanish II 2122

Prerequisite: Spanish I

Grade Level: 10-12

Credit: 2 credits, 2 semesters

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

Spanish III 2124

Prerequisite: Spanish II
Grade Level: 11-12
Credit: 2 credits, 2 semesters
Weighted Course

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

Spanish IV 2126

Prerequisite: Spanish III
Grade Level: 12
Credit: 2 credits, 2 semesters
Weighted Course

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