INDIAN CREEK HIGH SCHOOL
STUDENT SERVICES CENTER

2018-2019

Indian Creek Academic
&
Career Planning Guide

POLICY NOTIFICATION STATEMENT

It is the policy of Indian Creek High School not to discriminate on the basis of race, color, religion, sex, national origin, age, limited English proficiency, or handicap, in its programs or employment policies as required by the Indiana Civil Rights Act (I.C. 22-9.1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

This guide gives details about academic planning for all students who plan to graduate from Indian Creek High School.

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SCHOOL STUDENT SERVICES PROGRAM

The Indian Creek School Student Services Program is an integral part of the total educational enterprise, addressing the needs of ***all*** students. The program is developmental by design, comprehensive in scope, and systematic in its implementation. ***All*** students benefit from participation in school counseling activities, which are designed to maximize each student's academic, career, and social-personal development, enabling the student to more fully reach their educational potential. The Indian Creek Student Services Program is comprised of five major components: 1) Individual academic and career guidance, 2) guidance curriculum in the classrooms, 3) teacher-advisor program, 4) individual and group counseling, and 5) program research and development.

SCHEDULING

SCHEDULING

During the winter, each high school student will participate in small group meetings, conducted by high school counselors, to discuss scheduling for the coming school year. The students will be given access to the Indian Creek Academic / Career Planning Guide, and a detailed description of the course selection system. After the student submits his/her requests, he/she should print the Course Request Sheet, take it home to be reviewed and signed by a parent/guardian (**parent/guardian signature required**), and return it to the Student Services Center. Students and parents/guardians may schedule an appointment with their student's counselor to discuss academic planning. Any changes that need to be made to the student's schedule must be completed by May 1, 2018. The Master Schedule is built upon these course requests for both first and second semester classes. Therefore, no changes will be made to students' schedules for either fall or spring semester after May 1, 2018.

SCHEDULE CHANGES

Students are expected to give careful consideration to course selections. ONCE A STUDENT HAS SUBMITTED HIS/HER COURSE REQUESTS, SCHEDULE CHANGES WILL BE MADE FOR THE FOLLOWING REASONS ONLY: 1) computer error, 2) course cancellation, 3) course conflict, 4) failure to meet a prerequisite 5) remedy improper placement as determined by administration, teachers, counselors and 6) administrative reasons. Alternate electives will be used in the event of a schedule conflict. **Please select alternate electives carefully**. No schedule changes may be requested after May 1, 2018.

MINIMUM CREDIT LOAD

Students are allowed only one noncredit course per semester. For most students this means a minimum of seven credits per semester. For C-9 students and some mentorship students this could result in six credits per semester. NOTE: For purposes of athletic eligibility, students must be enrolled in six credited courses and must have taken and passed at least six full credited subjects or the equivalent during his/her last grading period (semester grades take precedence over nine-weeks grades at the end of a semester).

INTRA-DEPARTMENT COURSE CHANGE

Students who have been misplaced in a class may receive permission to change to a comparable class within the same department. For example, students who are struggling in Geometry Honors may request to transfer to a regular Geometry class. In requesting, the student must show that he or she is putting forth 100% effort. This may be demonstrated through completion of all homework assignments, participation in class, involvement with tutoring, and requests for extra help during IRP or other opportune times during the school day. The student should speak with his/her teacher to initiate this process.

EIGHTH GRADE ORIENTATION TO HIGH SCHOOL

Eighth graders are introduced to the high school through three programs. 1) ICHS counselors meet with eighth grade parents for an 8th Grade Parent Night. 2) ICHS counselors meet with classroom groups of eighth graders during the spring semester to introduce the high school curriculum and explain the scheduling process. 3) ICHS counselors meet with small groups of students to discuss academic plans and complete their course requests. The course request

sheet is to be taken home and discussed with parent/guardian. **Parent/guardian signature is required on the course request sheet. No changes may be made to the schedule after May 1, 2018.**

JOHNSON COUNTY SPECIAL SERVICES

Special services classes are provided by N-H-J United School Corporation, Indian Creek High School. Special Services classes at Indian Creek provide individualized instruction for students. Students may be assigned to these classes following a meeting of a Case Conference Committee involving the student, teachers, counselors, parents, and school psychologist. The content of the instruction is in the area of the student's academic deficiency as decided by the Case Conference Committee. Typically, this instruction is in the area of English, mathematics, or other course work required for graduation. Students or parents may request an evaluation for enrollment in Special Services classes by contacting the Student Services Center.

SEVEN SEMESTER GRADUATION

During scheduling for the senior year, juniors interested in graduating after seven semesters fill out a *Seven Semester Graduation Application*. Students must be receiving a Core 40 Diploma or higher and must have passed ISTEP in Algebra and English. Students who are approved to graduate after seven semesters, must complete English 12, 2nd semester during the summer, at the student's cost. Seventh semester graduates will graduate in December of their senior year, but will not receive their diploma until the end of the regular school year. A letter stating that the student has completed graduation requirements will be issued at the student's request. Students who graduate at the seventh semester may not partake in any school activities except the senior awards program, prom, and graduation exercises. If seven semester graduates plan to attend college upon completion of their seventh high school semester, they should attend financial aid night during their junior year and file a FAFSA.

SIX SEMESTER GRADUATION

Students who plan to graduate after six high school semesters fill out a *Six Semester Graduation Application* during the scheduling for the junior year. Students must be receiving a Core 40 Diploma or higher, must have passed the ISTEP, and be approved by the NHJ School Board. Students who are approved should take English 11 during the summer (at the student's cost) and English 12 during the school year. Students should attend all senior activities and events, including Financial Aid Nights.

SCHOOL DAY SCHEDULING

Students at Indian Creek High School will carry a full schedule of classes every semester they attend. Early release of students will only be considered in cases of severe financial need where the student must contribute to the household income.

WITHDRAWAL PROCEDURES

Students who withdraw from Indian Creek High School must obtain a "Student Withdrawal Form" from the Student Services Center prior to the day of withdrawal. Students who are not intending to enroll at another school must have an *Exit Interview* with a building exit interview committee, with approval of reason for withdrawal. Students who are not 18 must show financial need, and receive parental permission to withdraw. If withdrawal is not approved, the student must continue his/her program of studies.

CLASS DESIGNATION

Class designation at Indian Creek High School is determined by the number of years the student has been in high school. Thus, a first year student is a freshman and a fourth year student is a senior. Students who attend high school for more than four years will be designated as fifth-year seniors, etc. While a certain number of credits are not required for class designation, most students will have earned a minimum of 12 credits following their freshman year, 24 credits following their sophomore year, and 36 credits following their junior year.

GRADE REPORTING

GRADING SYSTEM

The following grading system will be used: A+ (100) A (99-93) A- (92-90) B+ (89-87) B (86-83) B- (82-80) C+ (79-77) C (76-73) C- (72-70) D+ (69-67) D (66-63) D- (62-60)

SEMESTER GRADES

The semester grade is the average of the two marking periods and the semester exam, if applicable. Each marking period will count as 40% of the average while the exam will count as 20% of the average. If the exam is exempt, each marking period will count as 50%. Teachers may choose to average percentages or letter grades when determining averages.

INCOMPLETES

All class work is expected to be completed by the end of each grading period. Incompletes are only to be awarded for legitimate circumstances such as illness and will not be granted for a lack of student planning. Students who are absent on semester exam day are expected to make up the exam during the next available school day. All course work for approved incompletes must be turned in to the appropriate teacher(s) within 10 school days after the end of the marking period. Students may receive an **F** for any work that is not made up during the time period designated by the individual teacher. Report card incompletes may be changed to F's if the student does not turn in make-up work within the 10-day time limit.

EXTENSIVE ABSENCES AND HOMEWORK

If a student is absent for three or more consecutive days, the school will gather the student's homework assignments from the teachers if a call is made to the Attendance Office before 9 A.M. on the day the assignments are to be picked up. A parent or student designated by the parent may pick up the work at the end of the school day.

REPORT CARDS

Indian Creek High School operates on four nine-weeks grading periods. Report cards will be available on Infinite Campus following the end of the marking period. Hard Copies of the Report Card may be requested by contacting Student Services at 317-878-2113. Students should address questions concerning grades to the issuing teacher. If an error has been made, the teacher will then report the error to the Student Services Center.

ROUND TABLE MEETINGS / BUILDING BASED SUPPORT TEAMS

When a student, parent, teacher, or counselor have a concern about a student's progress in one or more classes, he or she may request a Round Table Meeting. The Building Based Support Team includes as many of the following persons as appropriate: Parents, student, teachers, counselor, and/or administrators. The meetings are held with a positive focus that is designed to be supportive of the student and his or her family. The purpose of the Round Table Meeting is to discuss concerns, focus on the student’s goals, identify problems, discuss possible solutions, and develop a plan of action (interventions), which are to be implemented within a certain time period. A reconvened Building Based Support Team may review the success of the interventions. If interventions are not successful, the Building Based Support Team may request special services testing and/or refer for S-504 (1973 Rehabilitation Act) review.

HIGH SCHOOL CREDIT

Each high school course receives one credit per semester with the following exceptions:

-Supervised Agriculture Experience	1 credit/summer
-Central Nine Courses	3-4 per program
-Study Hall, Special Services Resource	0 credits
-Drivers Education	0 credits

Students are allowed only one non-credit course each semester. More than seven (7) days of absence from any class during a single semester may result in a loss of credit for the semester. Special circumstances will be taken into consideration by the school administration. Students who lose credit in a class due to absences and who remain in the class will receive a grade of NC.

WITHDRAW / FAIL

A grade of WF (Withdraw/Fail) may be given for two reasons: 1) when the student is removed from a class for disciplinary reasons, and 2) when a student withdraws from a class after the first two weeks of the semester. A Withdraw/Fail appears on the report card and permanent records. A WF for the semester is included in the student's grade point average and class rank as an F.

TRANSFER CREDITS

Students may take high school courses through accredited high school programs and transfer those credits to Indian Creek High School. It is the responsibility of the student to request the issuing school to send an official transcript of the grades and credits earned to Indian Creek. Students may transfer no more than two credits per semester. All transfer credits must be received by the Indian Creek Student Services Center prior to May 1st of the student's graduation year. Seven Semester Graduates must transfer all credits to Indian Creek prior to conclusion of the first semester of the student's graduation year. Students may NOT take outside credits to avoid taking a required course at Indian Creek High School.

NEW STUDENT/TRANSFER CREDITS

New students to ICHS will have all of their accredited credits transferred to ICHS in accordance with state guidelines. Homeschooled students will go through a review process and ICHS will transfer as many credits as possible. The review process will include (but is not limited to) a review of the courses, curriculum, and testing results. ICHS final exams may be administered in order to transfer non-accredited or homeschool credits. Weighted courses will only be transferred as weighted if the course is weighted at ICHS. In addition, if a course from the previous school is not weighted, but the course at ICHS is weighted, the course will transfer in as a weighted course.

CREDITS EARNED IN EIGHTH GRADE

Indian Creek Middle School students are currently able to take Algebra I and Spanish I for high school credit during the eighth grade year. These credits will not count toward the six math credits required for graduation with CORE 40 and the CORE 40 with Technical Honors Diploma. These credits will, however, count towards the eight math credits required for the Indiana Academic Honors Diploma. For Core 40 with Technical Honors Diploma and Core 40 with Academic Honors Diploma, students must take three years of math in the high school setting. The student must earn a semester grade of C- or above for the Algebra 1 to count towards the Indiana Academic Honors Diploma. Credits earned for 8th grade Algebra will be used in determining the high school grade point average (GPA) and class rank. These credits will be recorded on the first semester of the ninth grade transcript. Credits earned in the 8th grade are not recognized as high school credits by the NCAA Eligibility Center.

AUDIT
Indian Creek students may audit classes as discussed below. Grades for audited classes are recorded on the report card and transcript. However, no credit is given and the grade is not used in calculating the grade point average (GPA) and class rank. A student may only audit up to four (4) semester-long classes over their 4-year course of study at Indian Creek High School.

Repeating a class: Students may opt to repeat a class. After the course has been repeated, the lower of the two grades (A through F) is recorded as an audit, which means that it receives no credit and it does not affect the grade point average calculation. The higher of the two grades is given credit, and is used in determining the class rank and grade point average. Students who wish to audit a class must fill out an Audit Form. This form must be turned in with the student's Course Selection Sheet in the year prior to auditing the course.

Juniors and seniors with GPA's higher than 4.0: Juniors and seniors whose GPA is above a 4.0 may take one non-weighted class as an audit during each semester of their junior and senior years. Students who wish to do this MUST fill out a Four-Point-Plus Audit Form, which MUST be turned in with the student's Course Selection Sheet in the year prior to the course.

INDEPENDENT STUDY
Independent study is an option available for motivated students. This option is only available under special circumstances. An application process, which allows for specialized curriculum design by the teacher, is required. The student and supervising teacher must meet regularly outside of class time and the student must have a class period in his/her schedule for the independent study class. Applications are available in the Student Services Center.

DUAL CREDIT
High School students may take courses for both high school and college credit. We currently offer dual-credits through Ivy Tech. Students must qualify for the college credits through PSAT, SAT, ACT or Accuplacer scores and complete a Dual Credit Application form.
High school students may also take dual credit courses off-campus during the school year and/or summer. Please see your counselor for more details.

PASS/FAIL
Special Services students and Section 504 (Rehabilitation Act of 1973) students may take regular education classes as pass/fail if that condition is written into the student's Individual Education Plan. A grade of Pass is given credit as a passing grade but is not averaged in when figuring the student's grade point average or class rank. Regular education students may not take courses as pass/fail unless approved by the principal.

INDIAN CREEK LEARNING CENTER
The mission of the Indian Creek Learning Center is to provide an Alternative to the general education setting in order to better meet the diverse needs of our student population. Students may be placed in the Learning Center for a number of reasons and for various lengths of time. The ultimate goal is graduation with a high school diploma. Students who are interested in attending the ICLC should meet with his/her counselor during the week of their scheduling appointments. Students should earn a minimum of 7 credits per semester at the ICLC and must follow the same attendance and discipline procedures as ICHS students follow. Juniors will attend Central Nine Career Center and seniors will have the choice between attending Central Nine Career Center or participating in a volunteer/work program

NHJ EMPOWER
NHJ Empower is an online learning program available to all Indian Creek High School students. Students may elect to take courses online to earn high school credit toward their diploma. Coursework is counted in the same manner as a traditional course. Students should consider online courses through NHJ Empower to advance in their studies and overcome schedule challenges. NHJ Empower courses can be scheduled for any block of the day or as an overload. To enroll in an NHJ Empower course, students must complete an application and attend a mandatory informational meeting with their parents. If approved, students and their parents will also sign a contract for participation in this program.

WEC (Work Ethic Certification)
This program is geared towards assisting senior students with earning their Work Ethic Certification. This program implements the IMPACT skills which are identified as integrity, motivation, professionalism, adaptability, communication, and teamwork. Through WEC, students will gain knowledge and insight on personal and professional communication skills that are vital in students working towards employment later in their future. Along with this certification, employers around our community are offering students special incentives if they complete WEC. In order to earn the Work Ethic Certification, students must meet specific requirements including demonstration of the IMPACT skills which will be earned by teacher and staff recognition of the appropriate skills (integrity, motivation, professionalism, adaptability, communication, and teamwork).

Seniors must: maintain a minimum GPA of 2.0, have a 98% attendance rate, maximum of one behavioral referral, and participate in at least 6 hours of community service.

GRADE POINT AVERAGE
Indian Creek's official grade point averages are figured at the end of each marking period. All classes except audited classes are used in figuring the GPA. Pluses and minus and weighted grades are used in the GPA calculation. GPA's are calculated at the following times:

Honor Roll:	1st Nine Weeks / 1st Semester / 3rd Nine Weeks / 2nd Semester
Class Rank:	1st Semester and 2nd Semester
Athletics:	1st Nine Weeks / 1st Semester / 3rd Nine Weeks / 2nd Semester

FIGURING GRADE POINT AVERAGES
1. Add up the "Total Quality Points" for each course the student has taken which is to be included in the GPA you are figuring. Each included letter grade receives the number of Quality Points shown below:

A+	4.3	B	3.0	C-	1.7	F	0.0
A	4.0	B-	2.7	D+	1.3		
A-	3.7	C+	2.3	D	1.0		
B+	3.3	C	2.0	D-	0.7		

If the course is WEIGHTED, add one to the Quality Points. In addition to all AP courses, the following are weighted courses at ICHS:

English:	English 9 Honors, English 10 Honors
Social Studies:	Honors Courses
Math:	Honors Geometry, Honors Algebra II, Finite Math, Pre-Calculus
Science:	Honors Courses, Chemistry II, Biology II, Physics
World Language:	Levels III & IV
Transfer Credits:	Approved by the Principal & Dept. Chair

2. Add up the total number of "Credits Attempted," (include failed courses)

3. Divide the Total Quality Points by the Total Number of Credits Attempted. Grade point averages are rounded to the nearest thousandth place.

CLASS RANK
Class ranks are figured after each semester. Students receive a print out of their class rank and grade point average shortly after the end of the semester. Valedictorian and Salutatorian are based on seventh semester class ranks.

HONOR ROLL
Honor Roll grade point averages are figured as described in the Grade Point Average sections. Honor Rolls are assigned as follows:

4.0 Honor Roll	GPA > or = 4.000
A Average Honor Roll	GPA > or = 3.700
Academic Honor Roll	GPA > or = 3.300

GRADUATION

GRADUATION
It is the responsibility of each student to plan with his or her parents and counselor for graduation. **Seeing that all required courses and total credits are in order is the responsibility of each student**.
Note: Counselors conduct periodic graduation checks with students but the ultimate responsibility to meet all graduation, CORE 40, CORE 40 with Technical Honors, and/or Core 40 with Academic Honor's diploma requirements lies with the student.

GRADUATION DATE
Indian Creek High School will graduate students who meet all graduation requirements. Students who graduate at the end of the first semester will receive their diploma during the May/June Commencement Ceremony. Upon request, the seven semester graduates may obtain a letter on school letterhead, which indicates they have fulfilled their graduation requirements prior to the Commencement Ceremony. Seniors who will not or do not complete the graduation requirements prior to the Commencement Ceremony will not participate in the Commencement Ceremony but will be allowed to participate in the senior picnic and the senior slide show.

GRADUATION REQUIREMENTS
Indiana's CORE 40 curriculum provides the academic foundation all students need to succeed in college and the workforce. The Core 40 diploma is a state required minimum for high school students. In addition to the below information, students are required to pass the following local requirements: Preparing for College and Careers, Digital Citizenship, and Personal Financial Responsibility. Beginning with the class of 2020, Digital Citizenship will no longer be required. Beginning with the class of 2021, Personal Financial Responsibility will no longer be required. To graduate with less than CORE 40, the following formal opt-out process must be initiated after the student has completed six semesters of high school:

- The student, the student's parent/guardian, the student's math teacher, an administrator, and the student's counselor (or another staff member who assists students in course selection) meet to discuss the student's progress.
- The student's career and course plan is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the CORE 40 curriculum.
- If the decision is made to opt-out of CORE 40, the student is required to complete the course and credit requirements for the Indian Creek General Diploma and the career/academic sequence the student will pursue will be determined.

INDIAN CREEK COURSE OF STUDY

The Indian Creek High School course of study provides students with the rigorous academic background students need for college admissions, coupled with course work in one of four career cluster areas designed to introduce the students to the world of work. Aware that each student brings a variety of learning styles to the classroom, teachers use a variety of teaching methods aimed at addressing all learning styles.

MATHEMATICS SEQUENCE

Students who take a rigorous math sequence will find they are better prepared for college, technical schools, and/or work. The CORE 40 curriculum requires students to remain in the math sequence until they complete six to eight math credits from the list of math courses described on page 10. Most four-year colleges require students to take math through and including Algebra II for admission however, some public universities in Indiana now require a seventh semester of math which should be either pre-calculus, trigonometry, or calculus. **NOTE: Students must earn 6 credits of Core 40 Math in High School, while 8th grade credits will count on the student's transcript, students still must complete 6 credits in 9th-12th grades.**

Grade	Math Course	Math Course	Math Course
8	Algebra		
9	Geometry (or Honors)	Algebra (or Advanced)	
10	Algebra II (or honors)	Algebra II (or Honors)	Algebra (or Advanced)
11	Pre Calc/Finite/AP Stats	Geometry (or honors)	Algebra II (or Honors)
12	Calculus	Pre Calc/Finite/AP Stats	Geometry (or honors)

INDIANA COLLEGE AND CAREER PATHWAYS

The Indiana College and Career Pathways provide an aligned sequence of secondary and postsecondary courses leading to an industry-recognized credential, technical certification, or an associate or baccalaureate degree at an accredited postsecondary institution for careers that are high wage and/or high demand in Indiana. Most pathways require students to complete the requirements at C-9 Career Center.

NATURAL RESOURCES

Introduction to Agriculture, Food and Natural Resources
Plant and Soil Science
Natural Resources Management

COSMETOLOGY

Preparing for College & Careers
Principles of Business Management
Interpersonal Relationships
Cosmetology at C9

HOSPITALITY MANAGEMENT

Nutrition and Wellness and Advanced Nutrition and Wellness
Introduction to Culinary Arts
Culinary Arts and Hospitality
Advanced Culinary Arts or Advanced Hospitality Management

NURSING or HEALTH CAREER SPECIALITIES

Preparing for College and Careers
Interpersonal Relationships & Child Development
Health Sciences Education I
Health Sciences Education II

DENTAL CAREERS

Interpersonal Relationships
Nutrition and Wellness
Dental Careers I
Dental Careers II

TESTING

PSAT – NMSQT

The PSAT, published by The College Board, is a preliminary SAT as well as the qualifying exam for the National Merit Scholarship Competition. This test is given during the fall semester. Sophomores and juniors take this test to prepare for college admission tests and in addition, juniors can qualify for the National Merit Scholarship.

POST-SECONDARY PLANNING

OPTIONS: Students have many options for life after high school. These options include:

Four-Year College	Technical School	Apprenticeship Program
Two-Year College	Military	Workforce

All of these options are viable and worthwhile depending on the interests and needs of the student. Each student is encouraged to obtain additional education beyond a high school diploma. Labor market trends indicate that very few jobs will be available for students with no job skill training or post-secondary education. The U.S. Bureau of Labor makes the following predication based on a careful study of data.

CAREER PLAN
The State of Indiana requires that each student develop a career plan before the end of grade 9. This career plan will be developed in the *Preparing for College and Career* class under the direction of the high school counselors. The completed plan will be available online.

RESOURCES
Many resources concerning colleges and technical schools are available to help students with decisions about and preparation for college, technical schools, apprenticeships, military, or work. Listed below are some of the resources available to Indian Creek students as they prepare for post-secondary activity.

Books - The Library Media Center also has many reference books for your use on post-secondary options, college admission testing (SAT, ACT), financial aid, and admissions.

Learn More Resource Center- Learn More Resource Center provides answers to all your college, tech school, apprenticeship, financial aid, and career questions. Learn More Resource Center is also on the worldwide web at www.learnmoreindiana.org

TransferIN- To find out additional information on AP and Dual-Credit courses and how to transfer those to colleges, log on to their website at http://www.transferin.net/index.aspx

Attend Student Services-Sponsored Events: We put on parent nights throughout the school year for high school students. We also hold an 8th grade parents night for incoming freshmen. Log onto our website for more details.

Our website: We will regularly updated our website with important information. You can log on by visiting: http://www.ichs.indiancreekschools.com/#!calendar/c1bey

COLLEGE ADMISSIONS REQUIREMENTS
Students interested in college should plan their high school curriculum to 1) be admissible to college, and 2) to provide an academic foundation to assure success in college. The National Association of College Admission Counselors recommends:

English	4 years
Math	4 years (including Algebra, Geometry, Algebra II, Pre-Calculus/Finite Math) NOTE: some public universities in Indiana now require a seventh semester of math which should be either pre-calculus, trigonometry, finite, or calculus
Science	3-4 years
Social Studies	3 years
World Language	2-3 years
Fine Arts & Career Electives	

COLLEGE / TECHNICAL SCHOOL APPLICATIONS
The Student Services department is available to assist students in completing post-secondary applications. After students complete their necessary applications, they should request a transcript. Counselors are willing to write letters of recommendation for students. **Students must complete a Senior Profile prior to asking for a letter of recommendation. Students must give counselors a minimum of a 7 day period to write a thorough recommendation.** Students who do not follow this process may not be able to receive a letter of recommendation from his/her counselor by the necessary deadline.

INDIVIDUAL PLANNING APPOINTMENTS

Once each year, counselors will initiate appointments with each student for the purpose of academic planning. Students select courses to support their graduation plans. Students will review the requirements for their anticipated diploma and update their five year plan.

Students may request additional appointments with their counselor by signing up in the Student Services Center. Topics may include personal/social development, postsecondary planning, crisis intervention, etc.

SPORTS AT DIVISION I OR DIVISION II COLLEGES

The National Collegiate Athlete Association (NCAA), an organization that establishes rules on eligibility, recruiting, and financial aid for athletes, regulates many college athletic programs. If you are planning to enroll in college as a freshman and participate in Division I or Division II athletics, you must be certified by the NCAA Eligibility Center. **You should start the certification process at the end of your sophomore year.** Clearinghouse requirements have changed recently and will continue to change over the next 2-3 years. Students should log on to the Clearinghouse Web site at http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp and follow the links for prospective student-athletes.

For assistance in obtaining NCAA Eligibility Center information, contact the ICHS Student Services Center or the ICHS Athletic Director.

COURSE DESCRIPTIONS

NHJ EMPOWER

Special Note: Each of these courses require an application and will be available online, only. If approved, students and their parents will also sign a contract for participation in this program. These courses follow the same deadlines as any other ICHS course. To be accepted into an Empower course, students and parents must attend a mandatory informational meeting, to be held after students submit their course requests.

NHJ EMPOWER AGRIBUSINESS MANAGEMENT 5002: this is a course taught strictly online. In person course meetings will be limited to test proctoring. This yearlong course introduces students to principles of business and management through an agriculture setting. This course will be set up to run through all aspects of a running and managing a business of your own. Mock businesses will be set up and students will be required to research and design required media that will cover the following topics: forms of business, finances, marketing, management, sales, and business loans.

OPEN TO:	Grades: 10-12
PREREQUISITES:	Application and Introduction to Agriculture, Forestry, and Natural Resources is recommended
FULL YEAR COURSE:	

NHJ EMPOWER AP PSYCHOLOGY 1558: This course is designed to explore the systematic and scientific study of the behavior and mental processes of human beings. Throughout this school year, we are going to critically analyze, discuss, question, and discover why and how we think, act, and feel the way we do. Upon completion, you will be introduced to psychological facts, principles, and phenomena associated with each of the major subfields within psychology ultimately answering the question: "What makes you, you?"

OPEN TO :	Grades 11 and 12
PREREQUISITES :	Application**,** Pass English ECA
FULL YEAR COURSE	

NHJ EMPOWER- AP LANGUAGE AND COMPOSITION 1058: This is an online course. There will be no brick and mortar class for this course. This course is approved by the College Board and structured as a college level class. Students who pass the AP exam at the end of the course are eligible for college credit at any university that participates in the AP program. The class focuses on close reading and writing about American literature. Students are required to do extensive reading and writing assignments.

OPEN TO:	Grade 12
Prerequisites:	1. No grade lower that a 'B' in any previous English class, teacher recommendation, ECA Scores, PSAT/SAT Scores, Star Reading at or above 12th grade. 2. Application
FULL YEAR COURSE	Weighted Course

NHJ EMPOWER-INTRODUCTION TO HOUSING & INTERIOR DESIGN 5350: This is a completely online class!!! If you like decorating rooms or dream of designing homes, this is the class for you! Introduction to Housing and Interior Design is a comprehensive study of housing choices and interior design. Topics of study include architectural design, floor plans, kitchen design, principles of design, color schemes, furniture selection and arrangement, accessories, window treatments, and lighting. Project-based instruction includes scale drawings with a portfolio of interior design illustrations. There is an application process required to enter this course. If selected, the students and parent will be required to sign a permission slip due to the responsibilities of this course.

OPEN TO:	Grade 10-12
PREREQUISITES:	Application
ONE SEMESTER COURSE	
NOTES:	27 maximum students

NHJ EMPOWER- MARINE BIOLOGY (Advanced Science, 3092): Whether an organism is lurking in the deep shadows of the ocean, or socializing in a school of fish, how do the fields of anatomy, physiology, and behavioral ecology unite the diversity of a marine ecosystem? In this course, Marine Biology, you will study how ocean life exists in the midst of salinity, pressure, and water circulation. To begin this journey, you will first explore how marine environments are arranged. Then, several fields will be examined, such as: food chains, anatomy and physiology of organisms, behavioral ecology, and current topics in the field. Marine Biology is only offered as an online course and students will meet with the teacher to take a final exam at the conclusion of each semester. The course is weighted, therefore students should be highly self-disciplined.

OPEN TO:	Grades 11, 12
PREREQUISITES:	Grade of C- or higher in Biology I and Chemistry I. Application Process Required
FULL YEAR COURSE:	

INDIAN CREEK LEARNING CENTER

CAREER EXPLORATION INTERNSHIP 0530 : The Career Exploration Internship course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a cooperative education program in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

AGRICULTURE DEPARTMENT

A = School Years: 2019-2020/ 2021-2022 **B = School Years 2018-2019/ 2020-2021**

ROTATION A COURSES	***ROTATION B COURSES***
Intro to Agriculture Food and Natural Resources	*Intro to Agriculture Food and Natural Resources*
Animal Science	*Animal Science*
Horticulture	*Landscape Management*
Agriculture Power, Structure and Technology	*Agriculture Power, Structure and Technology*
Natural Resources	*Plant and Soil Science*
Leadership Development in Action	*Leadership Development in Action*
Supervised Agricultural Experience	*Supervised Agricultural Experience*

FFA

FFA is the career and technical student organization, which is an integral part of the vocational program of instruction in agricultural education. The many activities of the FFA parallel the methodology of the instructional program and are directly related to occupational goals and objectives. As an integral part of the instructional program, district and state level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills, and attitudes they have acquired in the agricultural science and agricultural business education program of instruction. Students shall be rewarded / recognized for their competence. Agricultural education students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts and state by participating in national FFA activities. Instructional activities of the FFA require participation of Agricultural Science and Agricultural Business Education students as an integral part of the Agricultural Education course of instruction, and, therefore, may be considered an appropriate use of the allotted instructional time; however, vocational student organization activities may not disrupt the instructional time of other academic courses.

INTRODUCTION TO AGRICULTURE FOOD AND NATURAL RESOURCES 5056: This yearlong course offered every year is considered the stepping stone for the rest of the Agriculture program offered at Indian Creek. This course offers introductions to multiple areas of agriculture that includes but is not limited to the following topics; careers in Agriculture, FFA, how to run a meeting, animal science, plant and soil science, horticulture, landscape management, natural resources, and supervised agricultural experiences. This course will spend some time discovering leadership qualities which could include personality tests, identifying strengths and weaknesses, setting SMART goals, and building and presenting speeches. FFA topics covered will include the history of the organization, the FFA Creed, opportunities in FFA, and the impact FFA has on Agriculture.

OPEN TO:	Grades 9-10 or permission of instructor
PREREQUISITES:	None
FULL YEAR COURSE:	First semester must be taken before second semester unless student has permission of instructor
NOTES:	Priority goes to students interested in FFA Intended to be the first course in the agriculture sequence

AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY 5088: This is a yearlong shop-based course in which students develop an understanding of basic principles in the following areas; hand tool identification, electricity, plumbing, carpentry, and concrete. There will be a large focus on safety as well as a more in-depth concentration on metal technology and welding, career opportunities in agriculture power, structure, and technology, small engines, post-secondary education in the field of agriculture power, structure, and technology, as well as supervised agriculture experience.

OPEN TO:	Grades 10-12
PREREQUISITES:	Introduction to Agriculture Food and Natural Resources.
FULL YEAR COURSE	
NOTES:	May be taken for multiple semesters/years but requires an application

ANIMAL SCIENCE 5008: This is a yearlong course offered every year that provides students with an overview of the animal science field. This course will cover both large and small animal production. Topics covered include anatomy and physiology, genetics, reproduction, animal nutrition, common diseases and parasites, management practices for each specie, and common products from each specie. We will also discuss current social and political issues related to animal agriculture.

OPEN TO:	Grades 10-12
PREREQUISITES:	None
FULL YEAR COURSE:	First semester must be taken before second semester unless student has permission of instructor

CTSO LEADERSHIP 5237: This course is a project-based course where students dive into leadership development. These students MUST be a member of FFA or another Career and Technical Education Student Organization. We will look into a number of leadership aspects including but not limited to: leadership styles, strengths and weaknesses, SMART goals, development of leadership skills, create a vision statement, develop of timelines, and overall understanding of the Development of Leadership Skills. This course is a project-based course in which students integrate higher order thinking, communication, leadership, and management processed to conduct Career and Technical Student Organization leadership projects at the local, state, or national level. Each student will create a vision statement, establish standards and goals, design and implement an action plan and timeline, reflect on their accomplishments, and evaluate results.

OPEN TO:	Grades 10-12
PREREQUISITES:	Intro to Ag, Fundamentals and Natural Resources preferred. This course requires an application or permission of Instructor
FULL YEAR COURSE:	First semester must be taken before second semester

unless student has permission of instructor

NOTES: 1 credit per semester, maximum of 6 credits

NHJ EMPOWER AGRIBUSINESS MANAGEMENT 5002: This is a course taught strictly online. In person course meetings will be limited to test proctoring. This yearlong course introduces students to principles of business and management through an agriculture setting. This course will be set up to run through all aspects of a running and managing a business of your own. Mock businesses will be set up and students will be required to research and design required media that will cover the following topics: forms of business, finances, marketing, management, sales, and business loans.

OPEN TO: Grades: 10-12
PREREQUISITES: Introduction to Agriculture, Forestry, and Natural Resources- Recommended
FULL YEAR COURSE:

SUPERVISED AGRICULTURAL EXPERIENCE 5228: Supervised Agricultural Experiences is offered each summer. This course is designed to provide an opportunity for students to take what they have learned in the classroom and gain real-life experience in an agriculture field. This could be a paid or unpaid position and could include working with parents, neighbors, local businesses, or the students-owned business. The students will work closely with the agriculture science and business teacher, parents, and their employers to get the most out of the SAE program.

SUPERVISED AGRICULTURAL EXPERIENCE CONT:

OPEN TO: Grades 9-12
PREREQUISITES: Application Process with Instructor
ONE SEMESTER COURSE
NOTES: 1 Credit per Semester, May be repeated for credit

ROTATION "A" ELECTIVES

HORTICULTURAL SCIENCE 5132: This year-long course, offered during Rotation A, will give students a background in Horticulture. The course will address the new technology involved in the production, processing, and marketing of Horticultural plants and products. We will cover plant reproduction and propagation, the growth of plants, different growing media, and all aspects of growing plants in a greenhouse setting. Spring semester will spend a large portion of time in the greenhouse in a lab-based setting planting, transplanting, and caring for plants. Students will also find ways to control pests in a greenhouse setting.

OPEN TO: Grades 9-12
PREREQUISITES: Introduction to Agriculture, Forestry and Natural Resources- Recommended.
FULL YEAR COURSE: First semester must be taken before second semester

NATURAL RESOURCES 5180: Natural Resources is a year long course offered during Rotation A that provides students a background in all aspects of natural resources. This class will include hands-on activities that well help develop a stronger understanding in this field. Students will investigate wildlife and their environment. They will conduct experiments to recognize environmental concerns. Topics covered in this course include but not limited to: soil, the water cycle, air quality, outdoor recreation, forestry, the 50 trees of Indiana, wetlands, animal wildlife, safety, and careers. This is offered during the rotation "A".

OPEN TO: Grades 9-12
PREREQUISITES: None
FULL YEAR COURSE: Introduction to Agriculture, Forestry, and Natural Resources- Recommended
NOTES: This course may be available for dual credit

ROTATION "B" ELECTIVES

LANDSCAPE MANAGEMENT I 5136: This yearlong course is offered in Rotation "B" provides students with an overview of the landscape management field of agriculture. This course will include hands-on activities including landscaping different areas of the school grounds. Areas of landscape management included in this course are as follows: planning and designing landscape,

landscape construction, maintenance schedules, equipment identification, and plant and hardscape selection.

OPEN TO:	Grades 9-12
PREREQUISITES:	Introduction to Agriculture, Forestry, and Natural Resources- Recommended
FULL YEAR COURSE:	First semester must be taken before second semester Unless student has permission of instructor.

PLANT AND SOIL SCIENCE 5170: This yearlong course offered during Rotation "B" provides students a basic understanding of plant science and soil science. This course will include some hands-on activities that could include trips to the greenhouse and around the school grounds. Topics covered in this course include but are not limited to: components of soil, development of soil, soil uses and functions, soil tillage and conservation, soil drainage, plant taxonomy, plant growth, plant propagation, plant functions, environmental factors effecting plant growth and soil erosion, fertilizer applications, and careers in Plant and Soil Science.

OPEN TO:	Grades 9-12
PREREQUISITES:	Introduction to Agriculture, Forestry, and Natural Resources- Recommended
FULL YEAR COURSE:	First semester must be taken before second semester

ART DEPARTMENT

A = School Years: 2017-2018/ 2021-2022 **B = School Years 2018-2019/ 2020-2021**

ROTATION A COURSES	***ROTATION B COURSES***
Introduction & Advanced 2D Art	Introduction & Advanced 2D Art
Introduction & Advanced 3D Art	Introduction & Advanced 3D Art
Painting/Drawing	Painting/Drawing
Visual Communications	Visual Communications
Photography/Digital Design	Sculpture

INTRODUCTION TO TWO-DIMENSIONAL ART 4000: This is an introductory course that will enhance the student's knowledge of the Elements of Art and Principles of Design and will help them incorporate that knowledge into increasing their artistic abilities. The students will work with a variety of two-dimensional media, including pencil, pastels, charcoal, pen and ink, marker, and watercolor. In addition to increasing their skills they will learn how to evaluate their own artwork and work to improve upon their art skills. The students will also learn about famous artists, art styles and art's role in history.

OPEN TO:	Grades 9-12
ONE SEMESTER COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course

ADVANCED TWO-DIMENSIONAL ART 4004: This class is a continuation of the first semester class 2-d Art. Students will delve deeper into learning various skill sets and focus more on the Principles of Design. A few of the projects included are drawing people, cartoons and working with watercolor. Students will continue to learn about various artists and major movements during history.

OPEN TO:	Grades 9-12
PREREQUISITES:	Intro to 2-D Art
ONE SEMESTER COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course

INTRODUCTION TO THREE-DIMENSIONAL ART 4002: This is a basic class for the student interested in art, but feel they might not have drawing skills. In this class the students will learn about the Elements of Art and Principles of Design and how to use both to create unique works of art. The students will work with a variety of art media including clay, paper-mache, wire and plaster. Individual and group projects will occur that involve problem-solving, creative thinking and cooperative learning transform two-dimensional ideas into forms. Students will learn how to critique and analyze their work to check for the implementation of the Elements and Principles. Students will learn the significance of art and artists and of their place in history.

OPEN TO: Grades 9-12
ONE SEMESTER COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course

ADVANCED THREE-DIMENSIONAL ART 4006: This is a continuation of the 3-D class and is for the student interested in art, but feel they might not have drawing skills. In this class the students will continue to learn about the Elements of Art and Principles of Design and how to use both to create unique works of art. The students will work with a variety of art media including clay, paper-mache, wire and plaster. Individual and group projects will occur that involve problem-solving, creative thinking and cooperative learning transform two-dimensional ideas into forms. Students will learn how to critique and analyze their work to check for the implementation of the Elements and Principles. Students will learn the significance of art and artists and of their place in history.

OPEN TO: Grades 9-12
PREREQUISITES: Intro to 3-D Art
ONE SEMESTER COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course

SCULPTURE 4044: Students in sculpture engages 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. Art museums, galleries, studios, and community resources are utilized.

OPEN TO: Grades 10-12
PREREQUISITES: Intro to 3-D Art & Advanced 3-D Art with a C or better
ONE SEMESTER COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course

DRAWING 4060: This class is more for the serious artist that is into art. In this course students will increase their perceptual and expressive skills through the use of a wide variety of drawing tools and media. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing. The students will focus more on organizing the principles and elements to solve specific assignments. Artistic styles will be studied more in-depth. The students will apply various media, techniques, and processes with sufficient skill to communicate intended meaning. Projects assigned will use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink.

OPEN TO: Grades 10-12
PREREQUISITES: Intro to 2-D Art and Adv 2-D Art
ONE SEMESTER COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course

JEWELRY 4042: This course is based on the Indiana Academic Standards for Visual Art. Students in Jewelry engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. 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

OPEN TO: Grades 10-12
PREREQUISITES: Intro to 3D and Adv 3D Art with a C or better
ONE SEMESTER COURSE:

PAINTING 4064: This class is more for the serious artist that is into painting. In this course students will increase their perceptual and expressive skills through the use of a wide variety of painting tools and media. Students create paintings utilizing processes such as sketching, rendering, contour, gesture, and perspective painting. The students will focus more on organizing the principles and elements to solve specific assignments. Artistic styles will be studied more in-depth. The students will apply various media, techniques, and processes with sufficient skill to communicate intended meaning. Projects assigned will use a variety of media such as acrylic, watercolor and oil paint.

OPEN TO:	Grades 10-12
PREREQUISITES:	Intro to 2-D Art and Adv 2-D Art with a C average
ONE SEMESTER COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course

VISUAL COMMUNICATION 4086: This course is designed for the student interested in pursuing an education in art. Students will create advertising designs and utilize graphic design, typography, illustration, and computer technologies. Students will produce a portfolio of their work throughout the year and from previous art courses. This will allow them to pursue explore career options related to visual communication.

OPEN TO:	Grades 11-12
PREREQUISITES:	Drawing or Painting or Digital Design
ONE SEMESTER COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course May be repeated once for credit

DIGITAL DESIGN 4082: In this class students search will continue using their knowledge of the elements and principles of art by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. Students will apply different techniques and processes to communicate their intended meaning. Student projects will include desktop publishing, multimedia communication, digitized imagery, computer animation, and Web page design. Additionally, students will explore historical connections, keep notes about the process, make presentations about their progress at regular intervals, find direct correlations to other disciplines, and explore career options related to computer-generated imagery. Art museums, galleries, studios and community resources are utilized. May be repeated once for credit.

OPEN TO:	Grades 10-12
PREREQUISITES:	Photography with a C average or above
ONE SEMESTER COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course

PHOTOGRAPHY 4062: In this course students will be creating photographs and videos utilizing a variety of digital tools and learn about dark room processes. The students will continue to apply their knowledge of the principles and elements of art. In addition, they will learn about compositional guidelines used in photography to help them improve the quality of their own work. Students will learn how photography has been used through the ages and its significance in history. Students will have a variety of projects to help them showcase their talents and artistic eye. This course will also give the student the opportunity to explore career options related to photographic imagery.

OPEN TO:	Grades 10-12
PREREQUISITES:	2-D Art and Adv. 2-D Art
ONE SEMESTER COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course

BUSINESS DEPARTMENT
REQUIRED COURSES

PREPARING FOR COLLEGE AND CAREERS 5394: This course 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 life and career skills; communication and leadership processes; exploration of personal aptitudes, interests, values, and goals; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, investigation of one or more pathways, reviewing graduation plans and developing career plans.

OPEN TO: Grade 9
PREREQUISITES: None
ONE SEMESTER COURSE
NOTES: Required for graduation

PERSONAL FINANCIAL RESPONSIBILITY 4540: Personal Financial Responsibility focuses on the financial responsibilities of adult and family life. This course helps students build skills in decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit. Students learn the basics of economics, consumer protection, and taxes. This course uses a project- based approach and applies basic mathematics proficiencies.

OPEN TO: Grades 10-12
PREREQUISITES: None
ONE SEMESTER COURSE
NOTES: Required for graduation (class of 2019 & 2020 only)

ELECTIVE COURSES

ACCOUNTING 4524: Course curriculum is designed to provide students a strong foundation in accounting principles. Students will learn what business transactions are and how accountants use a double-entry system (debits and credits) to keep track of these transactions. Next students will study the complete accounting cycle of recording transactions, preparing financial statements, and "closing the books" for small, single-owner service and merchandising businesses. Accounting is designed for students who someday may own their own business or work in an office performing basic accounting duties. This course will provide a beginning foundation.

OPEN TO: Grades 11-12 (9 or 10 by permission of instructor)
PREREQUISITES: 2.5 GPA or permission of instructor
RECOMMENDATION: Intro to Business
FULL YEAR COURSE: First semester must be taken before second semester

BUSINESS LAW AND ETHICS 4560: In this course, the basic principles of law are discussed in terms of everyday transactions carried out by the individual in personal and business dealings. The technical points of law are presented in a language that the student can understand. Considerable emphasis on preventative law is given in the hope that many legal difficulties can be avoided if one is alert to some of the pitfalls that lie ahead. Topics of study will include kinds of law, courts and enforcement, legal rights and duties, contracts and their many problems, bailments, the buyer and seller, promissory notes, drafts, checks, employee-employer, selling property, partnerships, corporations and many other legal aspects. This course is recommended to all students for their own personal knowledge and application.

OPEN TO: Grades 10-12
PREREQUISITES: None
ONE SEMESTER COURSE

INTERACTIVE MEDIA 5232: This course incorporates concepts from a variety of Business, Marketing, Information Technology, & Entrepreneurship concepts described in their respective Indiana Department of Education standards. Though specific to two types of interactive media this course prepares students for careers in the sports industry as well as the digital media industry. The course emphasizes the development of digitally generated and/or computer-enhanced products created using the HUDL platform for our athletic programs and Photoshop to create digital art. Students will also develop an understanding of professional practices including the importance of ethics, communication skills, and knowledge of the "virtual workplace" regarding various high school sports. Students will gain hands on experience preparing for practices, games, sports marketing and other processes involved in preparing and conducting those events. **HUDL** https://www.hudl.com/about

OPEN TO: Grades 11 – 12
PREREQUISITE: None
FULL YEAR COURSE

INTRODUCTION TO BUSINESS 4518: This course is an introductory business course that provides the framework for pursuing additional business courses. This core course acquaints students with economics, entrepreneurship, management, marketing, and risk management. The content is important to all students as general knowledge in today's world and a foundation for other business courses.

OPEN TO: Grades 9-12
PREREQUISITE: None
ONE SEMESTER COURSE

SPORTS AND ENTERTAINMENT MARKETING 5984: This course is designed for students with an interest in the sports & entertainment industry. This course stresses the utilization of fundamental marketing concepts to the sports and entertainment world. Marketing strategies along with topics in pricing, sponsorship, promotion, and endorsements will be a part of this course. The course will allow students to produce individual and group projects such as the following: fantasy football team project; advertising project for a professional sports team; marketing mix project to name a few.

OPEN TO: Grades 11-12
PREREQUISITES: None
ONE SEMESTER COURSE

WORK BASED LEARNING CAPSTONE 5260: This course is designed to provide opportunities for students to explore careers that require additional degrees or certification following high school. The emphasis of the experience is on applying skills developed through instruction and on learning new career competencies at the internship site. The internship is tailored to the unique needs and interests of the student and is considered a high school capstone experience towards fulfillment of the student's career plans for the future. Upon completion of the internship, students will review and revise their career plans. A learning agreement outlines the expectations of all parties: the student, parent, site supervisor/mentor, internship supervisor, and the school. Students participating in these structured experiences will follow class, school, business/organization, State, and Federal guidelines. Internships may be paid or unpaid and must include a classroom component (such as a series of seminars, workshops, or class meetings) and regular contact between the student and internship coordinator.

OPEN TO:	Grade 12
PREREQUISITES:	Application
FULL YEAR COURSE:	Student's work habits will be reviewed at the end of first semester. Any student not fulfilling requirements will be removed from the program. Application may be made for second semester if there is an opening. Students will be required to complete course work before entering the work force.
NOTES:	1. Students are expected to provide their own transportation. 2. WBL will be offered for two periods every other day in the afternoons only and students will receive one credit for two periods of WBL per semester. 3. Students interested in everyday WBL must Passed have passed both English and Algebra ECAs, be on track to graduate, have no attendance issues, and be approved by the WBL Committee. 2 credits per semester will be awarded for this everyday WBL.

WEB DESIGN 1S 4574: Have fun designing web pages using Dreamweaver and Flash. Learn the do's and don'ts of web page design by evaluating existing web pages. Combine your Dreamweaver and Flash skills to create professional looking websites through many different class projects.

OPEN TO:	Grades 10-12
PREREQUISITES:	Application required
ONE SEMESTER COURSE	

WEB DESIGN 2S 4574: In this course students will study principles of web design, designing web pages using Dream weaver, and enhancing web pages using a variety of software such as Macromedia Fireworks and Macromedia Flash. The course will focus on three areas. Using Dream weaver, students will use templates, examine html styles, work with the site map, import interactive images, study layers and frames, examine simple rollover images, and study cascading style sheets, forms, and spreadsheet tables. Using Macromedia Fireworks, students will study advanced layers, editing buttons, sizing photographs, jpeg enhancements, and pop up menus. Using Macromedia Flash, students will explore animation methods, drawing tools, layers, buttons working with bitmaps, loading and unloading movies, and optimizing file size.

OPEN TO:	Grades 10-12
PREREQUISITES:	Grade of C or better in Web Design 1S
ONE SEMESTER COURSE	

ENGLISH DEPARTMENT

NOTE: Since English is a sequential program; it is imperative that each student strives to pass each level in its natural progression. Therefore, to maintain the integrity of the program, a student may take no more than two required English courses at a time. Any deviation from this will require permission from the English Department.

REQUIRED COURSES

ENGLISH 9 1002: Focusing on world literature and integrating the study of grammar, vocabulary, composition, and oral communication, English 9 students will read and discuss selections from the genres of short story, poetry, drama, and novel. In addition to literary works, students will also read related expository and technical material. The practice of oral communication skills will occur. This course is heavy in technology.

OPEN TO:	Grades 9-12
PREREQUISITES:	None
FULL YEAR COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course

ENGLISH 9 1002 Honors: The same as English 9 (see above) with additional emphasis on English concepts.

OPEN TO:	Grades 9
PREREQUISITES:	1. Instructor permission based on ISTEP, Star Reading at or higher than 9th grade, B- in previous English classes. 2. Application
FULL YEAR COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course
NOTES:	Weighted course

ENGLISH 10 1004: This course continues to promote the analysis of text and the process of writing while further developing students' understanding of the historical and cultural significance of literature. Students will read a variety of fiction and nonfiction texts spanning many genres. The course will also continue to emphasize the importance of reading as a lifelong pursuit. Students will develop a working Academic Vocabulary of terms essential to the mastery of Indiana's College and Career Readiness Standards. These words are ingrained in all that we do in the classroom from reading, to analysis, and writing conventions. Students will refine their writing skills by continual exposure to the writing process. Consistent practice with drafting, editing, revising, and rewriting will help students improve their writing and communication skills while also learning to more clearly articulate their ideas. Special attention will be given to constructing clear thesis statements and developing cohesive paragraphs. Fundamentals such as grammar rules, standard usage, and sentence structure will be practiced daily. Finally, students will utilize technology regularly to effectively communicate, conduct research, and create projects.

OPEN TO:	10-12
PREREQUISITES:	English 9.
FULL YEAR COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course

ENGLISH 10 1004 Honors: Students in English 10 Honors will cover the same standards and skills as English 10, but at a greater depth and level of rigor.

OPEN TO:	Grades 10
PREREQUISITES:	Instructor permission based on the following criteria: ISTEP scores, STAR Reading level, a B- or higher in previous English classes, and application.
FULL YEAR COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course
NOTES:	Weighted course

ENGLISH 11 1006: A chronological approach to American literature will be the focus of English 11. Selections include contemporary drama and prose with attention to social, economic, and political themes. Students will explore vocabulary through analogies, word meanings, and interdisciplinary references. Students will be required to do creative and/or extended writing assignments. Emphasis on speaking and listening will continue, along with the integration of historical, nonverbal, and socio-cultural elements found within various communications.

OPEN TO:	Grades 11-12
PREREQUISITES:	Students must have attempted both English 9 and English 10.
FULL YEAR COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course.

ENGLISH 12 1008: This is the final course in the English sequence. The three-fold structure of the class allows students to experience academic rigor, creative expression, and personal growth. Literature studies center around classical selections from Anglo/Saxon, Medieval, and Elizabethan eras. Critical and creative writing assignments serve as accompaniments to this aspect of the course. Students will practice mastery of the writing process, including a clearly defined audience, purpose, thesis, and well-organized structure. They will also employ technology to polish and finalize their documents. Students apply critical analysis and reading skills from previous courses in making judgments about quality and content of the literature studied, along with the selection's culture, theme, or point of view. Independent and pleasure reading still receive emphasis during this course. The analysis of words, ideas, and expressions and their impact will be the focus of the vocabulary development through the use of SAT vocabulary words. Emphasis on time management, decision-making, and social interaction in the classroom and shared environments further enhance the course. The final multi-faceted exhibition of mastery provides a culmination of the class curriculum and activities.

OPEN TO:	Grade 12
PREREQUISITES:	English 9, 10 and 11
FULL YEAR COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION 1056 (can take the place of English 11): is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

OPEN TO:	Grade 11
Prerequisites:	1.No lower that a 'B' in any previous English class, teacher recommendation, ECA Scores, PSAT/SAT Scores, Star Reading at or above 12th grade. 2. Application
NOTES:	Weighted Course

NHJ EMPOWER- ADVANCED PLACEMENT LITERATURE AND COMPOSITION 1058 (can take the place of English 12): This is an online course. There will be no brick and mortar class for this course. This course is approved by the College Board and structured as a college level class. Students who pass the AP exam at the end of the course are eligible for college credit at any university that participates in the AP program. The class focuses on close reading and writing about American literature. Students are required to do extensive reading and writing assignments.

OPEN TO:	Grade 12
PREREQUISITE:	Nothing lower than a "B" in any previous English class, teacher recommendation, ECA scores, PSAT/SAT scores, Star Reading at or above 11th grade

2. Application

NOTES: Weighted Course

ENGLISH R (Remediation) for Grades 9, 10, and 11: Remediation English gives students who fail English 9, 10, and/or 11 the opportunity to be successful at the freshman, sophomore, and junior levels, allowing them to graduate in a timely fashion. The passing remediation grade will fulfill the English requirement of the failed semester. The course will remain faithful to the current English standards with special emphasis on such ISTEP/ECA areas as reading comprehension, vocabulary, grammar, and writing. This course revolves around reading a novel as a group and is heavy on discussion. While the goals will remain the same as the general English courses, the methods and emphasis will be tailored to the individual's needs.

OPEN TO: Students who failed a semester of English 9,10, or 11
PREREQUISITES: Placement by teacher recommendation required.
ONE SEMESTER COURSE

ENGLISH ELECTIVE COURSES

CREATIVE WRITING 1092: A study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. CREATIVE WRITING PROJECT: Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.

OPEN TO: Grades 11 – 12
PREREQUISITES: None
ONE SEMESTER COURSE

FILM LITERATURE 1034: Film Literature, a course based on Indiana's Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students will read texts then examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. Reading and writing is required, but we will also unlock the magic of turning books to film with fun projects, movie viewings, and discussion.

*Students will have a class-fee/list of books needed for the course (estimate to come)

OPEN TO: Grades 10-12
PREREQUISITES: Recommended for students grades 10, 11, 12
Recommended Prerequisites: Passing grade in prior year of English

GENRES OF LITERATURE 1036: A Study of the Holocaust across Genres of Literature, a course based on Indiana's College and Career Readiness Standards, is a study of various literary genres that explore our understanding of the Holocaust. We will study poetry, dramas, novels, short stories, biographies, journals, diaries, and essays. We will also reference nonfiction texts and films to help evaluate the integrity and accuracy of Holocaust literature. Students will analyze how each genre shapes our literary understanding and acceptance of the Holocaust. We will also study how different genres enable or constrain the expression of ideas and understanding of the events of the Holocaust. Finally, we will evaluate how certain genres of literature have had a stronger social and cultural impact and shaped our understanding of remembrance. This is a one semester, one credit course offered as an elective or to fulfill an English/Language Arts requirement for graduation.

Students will be required to purchase some reading materials for this course. The cost for course reading materials will be no more than $25; students will obviously get to keep all reading materials they purchase.

OPEN TO:	Grades 9-12
PREREQUISITES:	None
NOTES:	This course is an elective. Students are still required to take their grade-level English course.

STUDENT MEDIA 1086: 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.

OPEN TO:	Grades 10-12
PREREQUISITES:	Application and Permission of instructor
FULL YEAR COURSE:	May be repeated for credit

FAMILY AND CONSUMER SCIENCES DEPARTMENT

ADULT ROLES AND RESPONSIBILITIES 5330 : This course 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.

OPEN TO :	Grades 10 – 12
PREREQUISITES :	None
ONE SEMESTER COURSE	

INTERPERSONAL RELATIONSHIPS 5364: Learn how to build and maintain healthy relationships! Interpersonal Relationships is designed to give students the skills needed to manage personal relationships in their families, with peers, at school and in the workplace. Special emphasis is placed on the building of healthy relationships and resources to achieve that goal. The overall themes of communication, conflict resolution and decision-making are applied to the study of family structure and relationships, peer and dating relationships, marriage, and parenting. A major project in this class includes a false marriage!

OPEN TO:	Grades 10-12
PREREQUISITES:	None
ONE SEMESTER COURSE	
NOTES:	27 maximum students

NUTRITION AND WELLNESS 5342: Learn how to cook delicious and healthy foods! Nutrition and Wellness focuses on healthy food choices and food preparation skills. Students will learn about nutrition and the fundamentals of food preparation through labs, demonstrations and classroom instruction, using a project-based approach to learning. Areas of study will include basic nutrients in food, influences on food choices, food preparation, safety and sanitation, and the My Plate food selection guide.

OPEN TO:	Grades 9-12
PREREQUISITES:	None
ONE SEMESTER COURSE	
NOTES:	24 maximum students

ADVANCED NUTRITION AND WELLNESS 5340: Expand your cooking knowledge learned in Nutrition and Wellness! Advanced Nutrition and Wellness builds on the foundation established in Nutrition and Wellness, emphasizing healthy food choices and advanced food preparation skills. This is a lab-based course that includes a study of the principles of nutrition, nutrition across the lifespan, food groups, international cuisine, and food technology.

OPEN TO:	Grades 9-12
PREREQUISITES:	Nutrition and Wellness with a C or better
ONE SEMESTER COURSE	
NOTES:	This course does not have to be taken during the same school year as Nutrition & Wellness 24 maximum students

INTRODUCTION TO FASHION & TEXTILES I 5380: Learn how to make modern and attractive clothing! Fashion and Textiles Foundations is a project-based course in fashion and clothing construction. Students will construct two projects during the first semester and three projects during the second semester. Students will choose projects individually based upon sewing expertise & interests. Classroom instruction will focus on the use of the sewing machine & equipment, using a commercial pattern, fashion design principles, color selection and textiles. Reasonable financial expense is required for projects --- all sewing equipment is furnished in the classroom.

OPEN TO:	Grades 9-12
PREREQUISITES:	
FULL YEAR COURSE	
NOTES:	Students may elect to take one or two semesters 20 maximum students

CHILD DEVELOPMENT 5362: Want to know what it is like to have a baby? Take this course! Child Development is the study of how children grow and develop in five ways: physically, socially, emotionally, intellectually, and morally. Emphasis is placed on the study of conception, pregnancy and caring for children through age 2. One of the well known projects done in this class is the pretend babies!

OPEN TO:	Grades 10-12
PREREQUISITES:	None
ONE SEMESTER COURSE	
NOTES:	25 maximum students

ADVANCED CHILD DEVELOPMENT 5360: Enjoy playing with children? Enroll in this course! Advanced Child Development builds on the foundation established in Child Development and emphasizes the study of children from ages 3-8. The course involves the study of child healthy and wellness, best practices in childcare, guidance and discipline, special needs children, and research and theories in child development.

OPEN TO:	Grades 10-12
PREREQUISITES:	Child Development with a D or better
ONE SEMESTER COURSE	
NOTES:	This course does not have to be taken during the same school year as Child Development 25 maximum students

NHJ EMPOWER-INTRODUCTION TO HOUSING & INTERIOR DESIGN 5350: This is a completely online class!!! If you like decorating rooms or dream of designing homes, this is the class for you! Introduction to Housing and Interior Design is a comprehensive study of housing choices and interior design. Topics of study include architectural design, floor plans, kitchen design, principles of design, color schemes, furniture selection and arrangement, accessories, window treatments, and lighting. Project-based instruction includes scale drawings with a portfolio of interior design illustrations. There is an application process required to enter this course. If selected, the students and parent will be required to sign a permission slip due to the responsibilities of this course.

OPEN TO:	Grade 10-12
PREREQUISITES:	Application
ONE SEMESTER COURSE	
NOTES:	27 maximum students

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

REQUIRED COURSES

HEALTH AND WELLNESS 3506: This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Proficiency Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life Education; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and other Drugs Education; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention. Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology and hands-on learning opportunities, are used to further develop health literacy. A report at the end of the semester on any part of health that might interest the student is mandatory. A visual and an oral presentation is required along with a scantron final. Chapters and standards work with the state mandated standards. Required course sheet submitted.

OPEN TO:	Grades 9-12
PREREQUISITES:	None
ONE-SEMESTER COURSE:	Mandatory for graduation. A CORE 40, CORE 40 THD, and CORE 40 AHD course.

PHYSICAL EDUCATION I (L) 3542: This course emphasizes health-related fitness and the development of 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 three 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) outdoor pursuits,(6) aquatics, and (7) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. IEP students may have a different program. This depends on their IEP. The final consists of a mile run under a certain time. (Time to be announced per class) Or you may take the written and not have to run. Reports are given to students who cannot participate for a lengthy time. This is determined by the instructor. No dresses, not participating in the activities, extreme absences could constitute a lower grade. Students complete a mile run each day. Some units will have written tests. Students will have some times for a grade--physical activities. Student grades are also based on: 1. participation 2.attitude 3. Behavior 4. Dress out.... Remember this is a class for graduation.

OPEN TO: Grades 9-12
PREREQUISITES: None
ONE-SEMESTER COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.

PHYSICAL EDUCATION II (L) 3544: This course emphasizes 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 increase their knowledge of fitness concepts. It includes at least three different movement forms without repeating those offered in 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) outdoor pursuits, (6) aquatics, (7) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers.

OPEN TO: Grades 9-12
PREREQUISITES: Physical Education I
ONE-SEMESTER COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.

ELECTIVE COURSES

MEDICAL TERMINOLOGY 5274: Requirements are set up by Ivy Tech State College....16 chapters, a test after every chapter, cards, review tests and spelling test are just part of the requirements for this class. There is a 200 word final at the end of the 16 chapter. If you pass the accuplacer you may take the 200 question test. If you did not pass the accuplacer they will take a 100 question test. Then High school credit would be given. Mid-term project is a toothpick adaptation of an eye or ear. All students are required to complete the project and tests. College credit through Ivy Tech is given for a grade of C or above and no more than three (3) absences each semester.

OPEN TO: Grades 11-12
PREREQUISITES: Regular health B or above
FULL YEAR COURSE: First semester must precede second semester
NOTES: This is a dual credit course through Ivy Tech

HEALTH SCIENCE EDUCATION 5282: This course will provide students with further opportunities to develop their understanding of the way in which various behaviors, habits, and environments are related to a productive life. If you liked Health and Wellness, you should like this class! The course may include a comprehensive study of the ten major health topics or it may provide an in-depth study of health concerns, health careers, health risk appraisals with individual wellness plans, health promotion and marketing, health care costs, catastrophic illnesses, chronic and degenerative diseases, stress management, personal fitness, death and dying, basic first aid and emergency care, and management of sports injuries. College credit (3 credits) through Ivy Tech is given for a grade of C or above and no more than three (3) absences each semester.

OPEN TO:	Grades 11-12
PREREQUISITES:	Health and Wellness with a grade equal to or above a B
FULL YEAR COURSE	
NOTES:	This is a dual credit course through Ivy Tech

ELECTIVE PHYSICAL EDUCATION (L)3560: This course will concentrate on getting you ready to perform at the highest level. The student will work on muscular strength and endurance using the weight room. The student will learn the proper technique to use while in the weight room. The student will work on conditioning using various running and plyometric techniques. There will also be discussions about nutrition.

OPEN TO:	Grades 10-12 (2nd sem freshmen may be considered)
PREREQUISITES:	Physical Education I and II, Preference goes to ICHS Athletes
ONE SEMESTER COURSE	
Maximum amount of students: 24	

MATH DEPARTMENT

ALGEBRA I LAB 2516: This course is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra 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 Lab is designed as a support course for Algebra I. As such, a student taking Algebra Lab must also be enrolled in Algebra I during the same academic year.

OPEN TO:	GRADE 9
PREREQUISITES:	Teacher recommendation and any student who receives A C- or lower in Pre-Algebra or any student in the Middle School BSD class
FULL YEAR COURSE	

ALGEBRA I 2520: This course formalizes and extends the mathematics that students learned in the middle school grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

OPEN TO:	Grades 9-12
PREREQUISITES:	None
FULL YEAR COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course.

ALGEBRA I ADVANCED 2520: This course formalizes and extends the mathematics that students learned in the middle school grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

OPEN TO:	Grades 9-12
PREREQUISITES:	Any student who has taken Algebra I in 8th grade but does not qualify to take Geometry Honors or Any Student Who received an A in Pre-Algebra and has strong test scores or Teacher Recommendation
FULL YEAR COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course.

MATH LAB 2560: This course provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. Mathematics Lab is to be taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. Mathematics Lab should not be offered in conjunction with Algebra I or Integrated Mathematics I; instead, schools should offer Algebra I Lab or Integrated Mathematics I Lab to provide students with rigorous support for these courses.

OPEN TO:	Grades 10-12
PREREQUISITES:	Teacher recommendation only. Must be taken in conjunction with another math class.
FULL YEAR COURSE:	

GEOMETRY 2532: Geometry is a full year course that studies the relationships and properties of two- and three- dimensional geometric figures, such as lines, planes, angles, circle, triangles, quadrilaterals and other polygons, and polyhedral. Students will learn about congruence and similarity of geometric figures. Students will use trigonometric ratios for solving problems involving triangles. Students will use deductive reasoning in the development of logic and reasoning in proofs. Students will be exposed to a variety of investigative techniques, construction methods, and various styles of proofs. Technology will be used to enhance the students' understanding of Geometry. Vocabulary is a key component of Geometry. Good thinking and study skills are necessary for success in Geometry. A scientific calculator is required for this course.

OPEN TO:	Grades 11-12
PREREQUISITES:	Algebra I, Algebra II (preferred passing with a C- or higher), or teacher approval
FULL YEAR COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course.

GEOMETRY, HONORS 2532: Honors Geometry will contain all the same concepts of regular Geometry. These concepts include properties of lines, planes, angles, circle, triangles, quadrilaterals and other polygons. Students will be exposed to a variety of investigative techniques, construction methods, and various styles of proofs. Technology will be used to enhance the students' understanding of Geometry. The course will be more theory oriented, with more emphasis will be placed on logic and geometric reasoning. The difficulty of the problems will be greater than those in regular Geometry. Vocabulary is a key component of Geometry. Good thinking and study skills are necessary for success in Geometry. A scientific calculator or graphing calculator is required for this course.

OPEN TO:	Grades 9-12
PREREQUISITES:	Algebra I with a B- or higher, or teacher approval

FULL YEAR COURSE A CORE 40, CORE 40 THD, and CORE 40 AHD course.
NOTES: Weighted course.

ALGEBRA II 2522: Algebra 2 is a full year course that expands on the topics of Algebra 1. Students will further develop the concepts of linear and quadratic functions. Students will expand the study of functions to include polynomial, rational, exponential, logarithmic, and radical functions. Additional topics of this course will include theorems and algorithms of Algebra, polynomials, rational exponents, complex numbers, sequences and series, and properties and graphs of conic sections. Problem solving will be emphasized. A scientific or graphing calculator is required for this course.

OPEN TO: Grades 10-12
PREREQUISITES: Algebra I, Preferred grade of C- or higher, or teacher approval
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.

ALGEBRA II, HONORS 2522: Honors Algebra 2 will contain all the same concepts of regular Algebra 2, but in greater depth. Students will also cover introductory trigonometry. A graphing calculator is required for this course; recommend TI-83+ Silver Edition or TI-84.

OPEN TO: Grades 10 – 12
PREREQUISITES: Algebra I and Geometry with a B- or higher, Geometry Honors-preferred or teacher approval
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.

PRE-CALCULUS/TRIGONOMETRY 2564: Pre-Calculus/Trigonometry is a two-credit course that combines the material from *Trigonometry* and *Pre-Calculus* into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. A graphing calculator is required for this course; recommend TI-83+ Silver Edition or TI-84.

OPEN TO: Grades 10-12
PREREQUISITES: Two semesters Algebra I, Geometry and Algebra II with grades of B- or above, or Permission of Administrator or Instructor
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.
NOTES: Weighted course

PRE-CALCULUS/TRIGONOMETRY HONORS 2564: Pre-Calculus/Trigonometry is a two-credit course that combines the material from *Trigonometry* and *Pre-Calculus* into one course. This course is for those students who plan on taking AP Calculus next year. It is a PRE calculus class. It will move at a quicker pace in order to cover necessary material for AP Calculus. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. A graphing calculator is required for this course; recommend TI-83+ Silver Edition or TI-84.

OPEN TO: Grades 10-12
PREREQUISITES: Two semesters Algebra I, Geometry and Algebra II with grades of B or above, or Permission of Administrator or Instructor
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.
NOTES: Weighted course

ADVANCED MATHEMATICS, COLLEGE CREDIT-CALCULUS AB, ADVANCED PLACEMENT 2544: This course is a title covering (1) any advanced mathematics course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school or (2) any other postsecondary mathematics course offered for dual credit under the provisions of 511 IAC 6-10. This course is based on content established by the College Board. Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multirepresentational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A graphing calculator is required for this course; recommend TI-83+ Silver Edition or TI-84.

OPEN TO: Grade 11-12
PREREQUISITES: Pre-Calculus with a B- or above, PSAT Score of 52 or Permission of Instructor.
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.
NOTES: Dual Credit Available through Ivy Tech
Weighted course

FINITE MATHEMATICS 2530: This course is designed for students planning to take higher-level mathematics in college and students earning an Academic Honors diploma. An emphasis will be placed on problem solving using mathematical models. Topics include set theory, counting principles, probability, introductory statistics, matrices, linear programming, game theory, Markov chains, and mathematics of finance. A scientific or graphing calculator is required for this course. This course is good for students interested in business, social science, life science, and physical science.

OPEN TO: Grade 11 or 12
PREREQUISITES: Algebra II with a C- or above (or Algebra II Honors with a C- or above), Teacher Recommendation
FULL YEAR COURSE:
NOTES: Weighted course

STATISTICS, ADVANCED PLACEMENT 2570: This course is based on content established by the College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns (2) sampling and experimentation: planning and conducting a study, (3) anticipating patterns: exploring random phenomena using probability and simulation, and (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required.

OPEN TO: Grade 11-12
PREREQUISITES: B- of higher for Algebra II
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.
NOTES: Dual Credit Available through Ivy Tech
Weighted course

BUSINESS MATHEMATICS 4512: This course is 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.

OPEN TO:	Grade 12
PREREQUISITES:	Beginning with 2012, 2 credits from Algebra I
FULL YEAR COURSE:	
NOTES:	This course counts as two math credits toward the General Diploma only but DOES NOT satisfy math requirements for the CORE 40, CORE 40 THD, or CORE 40 AHD diplomas.

MISCELLANEOUS COURSES

CAREER INFORMATION AND EXPLORATION 0522 (Level 1): Love technology? Ever wonder how or if you can use it in your future careers? This is the course to find out exactly that! Welcome to the first level of the ICHS Student Tech Team. In this course students will explore the basic fundamentals of using technology in a career focused way. Students will build on the basics of being a good digital citizen, being responsible, using great customer service skills and being a digital leader. Throughout the course students will complete digital certifications to better understand basic technology usage. They will also explore various careers that focus on technology and how many other jobs incorporate it into everyday use. Career Information and Exploration is taught as an online course through an Indian Creek High School Canvas course. This means that requesting students must complete an application and be approved for the course based on course requirements.

OPEN TO:	Grades 10 – 12
PREREQUISITE:	None
ONE SEMESTER COURSE	

CAREER EXPLORATION INTERNSHIP 0530 (Level II): This course is level two of the ICHS Student Tech Team. In Career Exploration Internship we expand upon the knowledge base and practice of being a good digital citizen, being responsible, using great customer service skills and being a digital leader. We will also work on completing digital certifications useful for having in future careers. Students will work with their peers and teachers at NHJ on their use and further knowledge of technology by helping them in real time situations. Career Exploration Internship is taught as an online course through an Indian Creek High School Canvas course. This means that requesting students must complete an application and be approved for the course based on course requirements.

OPEN TO:	Grades 10 – 12
PREREQUISITE:	Career Information and Exploration
ONE SEMESTER COURSE	

PEER TUTORING 0520 (Level III): This course is level three of the ICHS Student Tech Team. In Peer Tutoring we will focus more on exploratory skills with technology and how it can better enhance the classrooms at ICHS. Students will work on their listening skills, communication skills, facilitation skills, decision-making skills and teaching strategies. Peer Tutoring is taught as an online course through an Indian Creek High School Canvas course. This means that requesting students must complete an application and be approved for the course based on course requirements.

OPEN TO:	Grades 10 – 12
PREREQUISITE:	Career Exploration Internship
FULL YEAR COURE	

COMMUNITY SERVICE 0524 (Level IV): This course is level four of the ICHS Student Tech Team. In Community Service, students will work within the NHJ schools to facilitate, direct and enhance classrooms with the aid of technology. Students will also work with the community to share knowledge about technology and digital resources. The students in this course will be looked as at digital leaders within the school district. Community Service is taught as an online course through an Indian Creek High School Canvas course. This means that requesting students must complete an application and be approved for the course based on course requirements.

OPEN TO:	Grades 11 – 12
PREREQUISITES:	Peer Tutoring
FULL YEAR COURSE	

REACH: This course is designed to help students who need additional time during the school day to complete and get help with coursework. Students will be expected to work and will be removed from this course if adequate progress is not maintained. This class is not for credit.

OPEN TO:	Grades 9-12
PREREQUISITE:	Application
ONE SEMESTER COURSE	

MUSIC DEPARTMENT

APPLIED MUSIC 4200- INSTRUMENTAL : Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. Use of solo, small ensemble, and large ensemble music will be used to build skills in musicianship, creativity, improvisation, and technical achievement. This course is for a student who is self-motivated, and wants to advance their musicality on their chosen instrument. Student will be expected to perform at Solo and Ensemble events and other concert opportunities. Students will work independently in this course, and also one-on-one with the teacher.

OPEN TO :	Grades 9-12
PREREQUISITES :	One semester in Band. Approval from the Director. This course should not take the place of a large ensemble class (Concert or Symphonic Band), but should serve as supplemental enrichment.
ONE SEMESTER COURSE	

APPLIED MUSIC 4200- VOCAL Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music. • Recommended Grade Level: 10, 11, or 12 • Laboratory course • Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. • Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma • Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

OPEN TO :	Grades 10-12
PREREQUISITES :	Approval from the Director
ONE SEMESTER COURSE	

BEGINNING CONCERT BAND (L) 4160: Beginning Band is a hands-on performance course which provides students with an opportunity to begin learning an instrument for the first time. This course is for students who are creative, engaged, and love music and performance, but haven't yet had an opportunity to play an instrument. Students will build skills and fundamentals of instrument performance. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills. At the completion of this course, students should be eligible to participate in the Intermediate (Concert) Band.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. 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 musical goals. Students are required to participate in performance opportunities, outside of the school day. Band is a unique opportunity to experience a class that uses multiple senses, teamwork, and builds a sense of community.

Beyond book rental fees, costs include upkeep and supplies for instruments (reeds, oils, etc.) and an instrument rental fee if you are a percussionists or are using an instrument provided by NHJ.

OPEN TO:	Grades 9-12
PREREQUISITES:	Approval from the director
ONE SEMESTER COURSE:	This course is offered both semesters and may be repeated for credit A CORE 40, CORE 40 THD, and CORE 40 AHD course.

INTERMEDIATE CONCERT BAND (L) 4168: Intermediate (Concert) Band is a hands-on performance course which provides students with an opportunity to study and perform intermediate level music through the medium of band music. Concert is for students who are creative, engaged, and love music and performance. Students will continue building on the skills and fundamentals of instrument performance, including instrument tendencies. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. 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 musical goals. Students are required to participate in performance opportunities, outside of the school day. Band is a unique opportunity to experience a class that uses multiple senses, teamwork, and builds a sense of community.

Beyond book rental fees, costs include upkeep and supplies for instruments (reeds, oils, etc.) and an instrument rental fee if you are a percussionists or are using an instrument provided by NHJ.

OPEN TO:	Grades 9-12
PREREQUISITES:	Prior enrollment in band at ICHS or ICMS, or approval
FULL YEAR COURSE:	This course is offered both semesters and may be repeated for credit A CORE 40, CORE 40 THD, and CORE 40 AHD course.

ADVANCED CONCERT BAND (L) 4170: Advanced (Symphonic) Band is a hands-on performance course which provides students with an opportunity to study and perform challenging and difficult music through the medium of band music. Symphonic Band is for students who are creative, engaged, and love music and performance. Students are expected to come to class with a firm understanding of how their instrument is played, so class time is dedicated to balance, blend, and ensemble techniques. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. 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 musical goals. Students are required to participate in performance opportunities, outside of the school day. Band is a unique opportunity to experience a class that uses multiple senses, teamwork, and builds a sense of community.

Beyond book rental fees, costs include upkeep and supplies for instruments (reeds, oils, etc.) and an instrument rental fee if you are a percussionists or are using an instrument provided by NHJ.

OPEN TO:	Grades 10-12
PREREQUISITES:	Students must have taken at least two semesters of Intermediate Concert Band, and completed an audition before enrollment in Advanced Symphonic Band.
FULL YEAR COURSE:	This course is offered both semesters and may be repeated for credit. A CORE 40, CORE 40 THD, and CORE 40 AHD course.

CONCERT BAND (Marching Band) (L): Beginning, Intermediate, and Advanced Concert Bands provide students with a balanced comprehensive study of music through the concert band. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day will be scheduled for dress rehearsals and performances. A number of public performances will serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Band repertoire must be of the highest caliber. Mastery of advanced wind band technique must be evident. Areas of refinement consist of advanced techniques including, but not limited to: (1) intonation, (2) balance and blend, (3) breathing, (4) tone production, (5) tone quality, (6) technique, (7) rhythm, (8) sight-reading, and (9) critical listening skills. Evaluation of music and music performances is included. It is strongly recommended that all band and color guard students participate in Marching Band during the first semester. Marching Band begins in the summer in order to prepare for the fall season of performances and competitions. In Marching Band, students refine their instrumental and marching skills in a constant effort to raise the performing level of the individual and of the group. Successful marching band requires total participation and attendance from its members. Therefore, attendance at all rehearsals and performances is mandatory. The Marching Band is one of the most recognized elements of the band program. Once the Marching Band season is over in mid October, the class then focuses on concert band literature. Marching Band students may also be required to participate in Pep Band. **S**tudents must obtain permission of the Band Director to drop this course.

OPEN TO:	Grades 9-12
PREREQUISITES:	Previous Band experience, or the permission of the director. This is an extra-curricular offering and does not receive credit at this time.

For more details, see the band director

PIANO AND ELECTRONIC KEYBOARD (L) 4204: High school students taking this course are offered keyboard classes, including piano and electronic keyboard, in order to develop music proficiency and musicianship. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students: (1) perform with proper posture, hand position, fingering, rhythm, and articulation; (2) compose and improvise melodic and harmonic material; (3) create and perform simple accompaniments; (4) listen to, analyze, sight-read, and study the literature performed; (5) study the elements of music as exemplified in a variety of styles; and (6) make interpretive decisions.

OPEN TO:	Grades 9-12
PREREQUISITES:	TBA
ONE SEMESTER COURSE:	May be repeated for credit
	A CORE 40, CORE 40 THD, and CORE 40 AHD course.

ELECTRONIC MUSIC 4202: Electronic Music is based on the Indiana Academic Standards for High School Music Technology. Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music.

The course begins with an overview of the History of Electronic Music, and moves into Music Physics and Acoustics. From there, we'll explore recording, electronic composition, sound design, music business, and issues regarding copyright and music law.

OPEN TO:	Grades 9-12
PREREQUISITES:	None
ONE SEMESTER COURSE:	May be repeated for credit
	A CORE 40, CORE 40 THD, and CORE 40 AHD course

MUSIC THEORY AND COMPOSITION (L)4208: Students taking this course develop introductory skills in the analysis of music and theoretical concepts. Students: (1) develop ear training and dictation skills, (2) compose works that illustrate mastered concepts, (3) understand choral and harmonic structures and analysis, (4) understand modes and scales, (5) study a wide variety of musical styles, (6) study traditional and nontraditional music notation and sound sources as tools for musical composition, and (7) receive detailed instruction in other basic elements of music. Students have the opportunity to experience live performances, by professionals, during and outside of the school day.

This is an introductory course that covers a wide, basic scope of music theory. Though open to all grade levels, current band, choir, and piano students who are juniors and seniors may benefit more from the Advanced Music Theory class. Students in all grades not currently enrolled in band, choir, or piano, will benefit from the side range of skills learned in this course. If you are interested in learning how to read music, begin to compose, or want to learn about different styles of music, this is a great class for you!

OPEN TO:	Grades 9-12
PREREQUISITES:	None
ONE SEMESTER COURSE:	May be repeated for credit
	A CORE 40, CORE 40 THD, and CORE 40 AHD course.

MUSIC THEORY, ADVANCED PLACEMENT (L) 4210: Music Theory, Advanced Placement is a course based on the content established by the College Board. Music Theory is intended for secondary school students who have completed music studies comparable to a first-year college course in music theory. The guidelines for the course that are published by The College Board may not match any particular college program, but they do reflect the coverage of content and level of skills typical of most first-year college courses. This course should integrate aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, history and style. The student's ability to read and write musical notation is fundamental to this course, and it is also assumed that the student has acquired at least basic performance skills in voice or on an instrument. The course also included aural, oral, and sight-singing skills equal to a first semester of collegiate ear training.

This course is detailed and rigorous, and is comparable to a first semester course of theory at the college level. If you are a serious music student, or considering music as a major in college or as a career, this course is a must! Because of the challenging nature, only students who have completed 2 years in band or choir are eligible. However, if you have studied piano or music privately in an avenue not offered by our school, you may be eligible to take this course on teacher recommendation.

If you are a student who is considering majoring in music, it is recommended that you NOT take this course before your junior or senior year. The information in this course will be vital to your entrance auditions, so taking it closer to the end of your college career is important.

OPEN TO: Grades 11-12
PREREQUISITES: 2 years of Band, Choir, or completion of Introduction to Music Theory, or Teacher Recommendation.
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.
NOTES: Weighted course

BEGINNING CHORUS (L) 4182: Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music This is a treble vocal group, made up of mostly freshman girls or first time female choral students. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performing music. Students will be expected to perform basic sight-singing skills and rhythmic abilities by the end of the first semester. Their grade will be based on ability, participation, improvement, and individual willingness to make the choir one of excellence. Participation will be mandatory for extra rehearsals and chorus performances. Since this is a "performance class," it may not be dropped unless the student has permission of the director.

OPEN TO: Grades 9-12 female students
PREREQUISITES: None
ONE-SEMESTER COURSE: This course is offered both semesters and may be repeated for credit
A CORE 40, CORE 40 THD, and CORE 40 AHD course.

INTERMEDIATE CHORUS (L) 4186: Intermediate Chorus is based on the Indiana Academics Standards for High School Choral Music. This is a mixed vocal group. Students taking this course develop musicianship and specific performance skills through ensemble and solo singing. Activities in this class create the development of quality repertoire in diverse styles of choral literature appropriate in difficulty and range for the students. This Chorus class should provide instruction in creating, performing, and responding to music. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students will be expected to perform basic sight-singing skills and rhythmic abilities by the end of the first semester. Their grade will be based on ability, participation, improvement, and individual willingness to make the choir one of excellence. Participation will be mandatory for extra rehearsals and chorus performances. Since this is a "performance class," it may not be dropped unless the student has permission of the director.

OPEN TO: Grades 9-12 Male students and 10-12 female students. Freshman girls by director assignment
PREREQUISITES: None
ONE-SEMESTER COURSE: This course is offered both semesters and may be repeated for credit
A CORE 40, CORE 40 THD, and CORE 40 AHD course.

ADVANCED CHORUS (L) 4188: Advanced Chorus is based on the Indiana Academics Standards for High School Choral Music. This is a smaller mixed ensemble. Students taking this course develop musicianship and specific performance skills through ensemble and solo singing. Activities in this class create the development of quality repertoire in diverse styles of choral literature appropriate in difficulty and range for the students. This Chorus class should provide instruction in creating, performing, and responding to music. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students will be expected to perform basic sight-singing skills and rhythmic abilities by the end of the first semester. Their grade will be based on ability, participation, improvement, and individual willingness to make the choir one of excellence. This ensemble will be required to perform more frequently than Chorus. Most of the repertoire will be in a variety of styles from Pop to Renaissance. There will be choreography with some of the music so students should be able to demonstrate some dance/rhythmic ability. Auditions will be announced. This group is open to the entire school and membership in Chorus is not required. Since it is an "auditions only" group, students wishing to participate should demonstrate considerable music ability. The music literature in this group will be more difficult than other musical groups. There will be extra mandatory rehearsals. Since this is a "performance class," it may not be dropped unless the student has permission of the director.

OPEN TO: Grades 9-12
PREREQUISITES: Auditions
ONE-SEMESTER COURSE: This course is offered both semesters and may be repeated for credit
A CORE 40, CORE 40 THD, and CORE 40 AHD course.

MUSIC HISTORY AND APPRECIATION 4206: This course enables students seeking the Indiana Academic Honors Diploma to earn fine arts credit in a non-performance class. Students taking this course will explore a variety of musical styles through the understanding of music in relation to both Western and Non-Western history and culture. Grades will be determined by testing, written work, listening to, analyzing and describing music, evaluating music, and understanding relationships between music and the other arts, as well as disciplines outside of the arts. This is an independent study course only. Students will have reading assignments, computer work, and listening assignments to complete this course.

OPEN TO: Grades 9-12
PREREQUISITES: None
ONE SEMESTER COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.

MUSICAL THEATER 0518: Musical Theater is based on the Indiana Academic Standards for Theater. Students in this course study the history of musical theater and its place in today's society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. Additionally, students explore career opportunities in the theater, attend and critique theatrical productions, and recognize the responsibilities and importance of individual theater patrons in their community.

OPEN TO: Grades 9 –12
PREREQUISITES: None
ONE SEMESTER COURSE:
NOTES: **This course does not fulfill the fine arts requirement for CORE 40 AHD, but does count as an elective for any diploma type**

SCIENCE DEPARTMENT

REQUIRED LIFE SCIENCE COURSE – SCHEDULED FOR ALL FRESHMEN

BIOLOGY I (L) 3024: Through regular laboratory and field investigations, this course will provide a study of the structures and functions of living organisms and their interactions with their environment. It will also study the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students will have the opportunities to (1) gain an understanding of the history of the development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate biological questions, and problems related to personal needs and social issues. The course will include principles and applications of microbiology, human physiology, population genetics and ecology. Students will use technology to explore and present scientific information. They will also demonstrate an understanding of the impact of technology on the methods of biological research.

OPEN TO: Grades 9-12
PREREQUISITES: None
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.

BIOLOGY I HONORS (L) 3024: Biology I Honors covers the same standards as Biology I, but will be a class that will allow students to work above and beyond the standards at a more accelerated pace. Students will study the energy and matter relationships required to maintain the organization of homeostasis. These processes allow life to occur and require the production, modification, transport, and exchange of materials. Students will study the levels of organization from subcellular structures to whole organisms. Emphasis will be placed upon the concept that the actions of genes, patterns of inheritance, and reproduction of cells accounts for the continuity of life. Students will understand that biological diversity arises through natural selection and the interaction of genes and the environment. This course will include principles and applications of microbiology, human physiology, population genetics, and ecology. Students will use technology to explore and present scientific information. Due to the rigor of this course, it is calculated as a weighted class.

OPEN TO: Grade 9
PREREQUISITES: Application required
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.
NOTES: Weighted course

REQUIRED PHYSICAL SCIENCE COURSES – SCHEDULED FOR ALL SOPHOMORES

CHEMISTRY I (L) 3064: This is a laboratory course, which emphasizes investigative and problem-solving skills to prepare students for college, Students will take measurements and record scientific data requiring extensive use of the metric system, significant digits, and scientific notation. Topics covered include classification of matter, atomic theory, ionic and covalent bonding, kinetic theory, stoichiometric relationships, electron configuration, gas laws, radioactivity, solutions, and acid-base theory. Students will become familiar with the periodic table of elements, learn to write formulas, and understand the fundamental concepts of basic chemical reactions. Lab work includes building molecular models, observing basic chemical reactions, comparing the behavior of solids, liquids, and gases, conducting flame tests, mixing solutions, and testing acids, bases and salts. This course will allow students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and chemical reactions. Students will have opportunities to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and social issues, and (4) learn and practice laboratory safety. There is a lab fee of $4.00 per semester associated with this course.

OPEN TO: Grades 10-12
PREREQUISITES: Algebra I
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.

CHEMISTRY I HONORS (L) 3064: The same as Chemistry I (see above) with an added concentration on College Board Standards in preparation for Chemistry II and AP Chemistry. Students should be strong in reading, writing, and math. There is a lab fee of $ 4.00 per semester associated with this course.

OPEN TO: Grade 10-12
PREREQUISITES: Placement is based upon instructor approval.
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.
NOTES: Weighted course

INTEGRATED CHEMISTRY/PHYSICS (L) 3108: ICP is a project and lab-based course that focuses on how stuff works and what is it made up of. The class topics include chemical interactions, electricity and magnetism, matter and types of energy, waves, and finally the different types of forces and why objects move. Students taking this class will participate in multiple experiments and computer activities, projects, discussions, demonstrations, lectures and presentations, and also videos in order to gain a thorough understanding of the concepts covered. This class fulfills the science requirements for all diplomas including the Academic Honors and Technical Honors diplomas.

OPEN TO: Grades 10-12
PREREQUISITES: Successful completion of Biology 1 and Algebra 1
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.
NOTES:

ADDITIONAL LIFE SCIENCE COURSES

BIOLOGY II (L) 3026: The second year of biology builds upon topics studied in Biology I and Chemistry I. Classification, anatomy, and physiology will be studied extensively by understanding how structure relates to function. Dissections of the following organisms will give the students a visual and tactile experience: sponge, hydra, earthworm, clam, grasshopper, crayfish, starfish, perch, and frog. The final dissection project will either be a rat, pig, or shark. Students will be required to purchase a box of non-latex gloves for the dissection process. Biology II is a weighted course and is the prerequisite to Advanced Placement Biology.

OPEN TO: Grades 10-12
PREREQUISITES: C- or higher in both Biology I and Chemistry I. Sophomores must request permission from the teacher.

FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.
NOTES: Weighted course

ANATOMY & PHYSIOLOGY (L) 5276: This is an advanced biology course that will present studies in Anatomy and Physiology, with the emphasis on the human body. A great amount of the time will be spend studying the various body systems, body organs, structures, and how they function. Students will apply valuable knowledge of these major body systems using several labs, technology, and major dissections. Retention of numerous vocabulary terms associated with these body systems and their functions is a key component of this course.

OPEN TO: Grades 11 – 12
PREREQUISITES: C- or higher in both Biology I and Chemistry I
FULL YEAR COURSE: A CORE 40, CORE 40 THD,and CORE 40 AHD course
NOTES: Weighted Course

ADDITIONAL PHYSICAL SCIENCE COURSES

CHEMISTRY II (L) 3066: This course includes an in-depth review of many of the topics studied in Chemistry I. Additional topics include thermochemistry, reaction spontaneity, precipitation reactions, redox reactions, spectrophotometry, colligative properties of solutions, gas and acid-base equilibrium, electrochemistry, and organic chemistry. Extended laboratories, and literature investigations involve simple distillation, observing chemical changes in copper, redox titration of bleach, determining the specific heat capacity of antifreeze, mixing and testing solutions, observing color change in equilibrium systems, testing voltaic cells, and making soap. This course stresses the unifying themes of chemistry, the development of physical and mathematical models of matter and its interactions, and the methods of scientific inquiry. This course is recommended for students planning a career in science or a science related field. There is a lab fee of $ 4.00 per semester associated with this course.

OPEN TO: Grades 11-12
PREREQUISITES: Chemistry I with a C average, or permission of instructor
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course. NOTES: Weighted course

PHYSICS I (L) 3084: This is a lab course designed to acquaint students with the concepts and principles concerning matter and energy and basic laws of physics through scientific investigation and a high degree of mathematical analysis. Topics covered include the basic laws of motion and thermodynamics, mechanics, universal gravitation, work-energy-heat relationships, kinetic theory, wave motion, light, sound, atomic and nuclear physics, electricity, magnetism, and electromagnetism. Lab work includes analysis of both straight line and curvilinear motion, utilization of calorimeters for heat measurements, work with mirrors, lenses, electric circuits, and electromagnets. Students have opportunities to: (1) acquire an awareness of the history of physics and its role in the birth of technology, (2) explore the uses of its models, theories, and laws in various careers, and (3) investigate physics questions and problems and problems related to personal needs and social issues. This course is recommended for students planning a career in science or a related field. There is a lab fee of $ 4.00 per semester associated with this course.

OPEN TO: Grades 11-12
PREREQUISITES: Chemistry I and Algebra II with a C average, or permission of the instructor.
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.
NOTES: Weighted course

INTERDISCIPLINARY SCIENCE COURSE

ENVIRONMENTAL SCIENCE (L) 3010 : Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of : environmental systems ; flow of matter and energy ; natural disasters ; environmental policy ; biodiversity ; population ; pollution ; natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

OPEN TO :	Grades 11 – 12
PREREQUISITES :	Biology I
FULL YEAR COURSE :	A CORE 40, CORE 40 THD, and CORE 40 AHD course.

ADVANCED SCIENCE COURSES

Note: AP science courses are offered yearly but will only be scheduled if there is sufficient demand.

BIOLOGY, ADVANCED PLACEMENT (L) 3020: This course is designed to prepare students for the Advanced Placement Exam in biology. This exam allows students who score at a certain level to receive college credit. The AP Biology course provides an accelerated, comprehensive, and thorough overview of biology in preparation for continued study in college. The course covers such topics as biological chemistry, cell biology, Mendelian genetics, evolutionary theory and principles, and an overview of diversity, structure, and ecology of organisms found in the three domains. Laboratory exercise and computer simulations allow hands-on application of the concepts covered in class. Students electing to take this course should be highly self-disciplined. Advanced Placement Biology is a weighted course.

OPEN TO:	Grades 11 and 12
PREREQUISITES:	Biology I, Chemistry I, and Biology II (With a C- or better)
FULL YEAR COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD
NOTES:	Weighted course

CHEMISTRY, ADVANCED PLACEMENT (L) 3060: This course is designed to prepare students for the Advanced Placement Exam in Chemistry and follows the College Entrance Examination Board guidelines for Advanced Placement Chemistry. This exam allows students who score at a certain level to receive college credit for their work in high school. A rigorous, in-depth examination of inorganic chemistry and continued laboratory work provide the basis for this course. Students electing to take this course should have a strong math background and be highly self-disciplined. There is a lab fee of $ 4.00 per semester associated with this course.

OPEN TO:	Grade 12
PREREQUISITES:	Chemistry II and Algebra II with a B average, or permission of the instructor
FULL YEAR COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course.
NOTES:	Weighted course

NHJ EMPOWER- MARINE BIOLOGY (Advanced Science, 3092): Whether an organism is lurking in the deep shadows of the ocean, or socializing in a school of fish, how do the fields of anatomy, physiology, and behavioral ecology unite the diversity of a marine ecosystem? In this course, Marine Biology, you will study how ocean life exists in the midst of salinity, pressure, and water circulation. To begin this journey, you will first explore how marine environments are arranged. Then, several fields will be examined, such as: food chains, anatomy and physiology of organisms, behavioral ecology, and current topics in the field. Marine Biology is only offered as an online course and students will meet with the teacher to take a final exam at the conclusion of each semester. The course is weighted, therefore students should be highly self-disciplined.

OPEN TO:	Grades 11, 12

PREREQUISITES: Grade of C- or higher in Biology I and Chemistry I. Application Process Required

FULL YEAR COURSE:

SOCIAL STUDIES DEPARTMENT

GEOGRAPHY AND HISTORY OF THE WORLD 1570: Students will begin the course by reviewing basic geographical concepts from middle school including the five themes of geography and basic vocabulary that students will need to continue on to the regions of the world. Next, students will explore the history and geography of the world based on region beginning with the United States and Canada, then moving on to Latin America, then Europe, then Russia, then North Africa and The Middle East, Southwest and Central Asia, then Africa south of the Sahara Desert, then Asia and finally finishing up our tour of the world with Australia, Oceania and Antarctica.

Students will engage in discussion, critical thinking, projects, as well as discussion of current events and why Geography and History matters. Students will engage in meaningful map activities and encouraged to read and write often.

OPEN TO: Grades 9-12
PREREQUISITES: None
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.

WORLD HISTORY AND CIVILIZATION 1548: An historical topical survey course addressing the development of human civilization from ancient times to the modern-day. Students are exposed to the social, political, economic, geographic, and technological developments that have produced modern society. Additionally, students analyze primary-source documents and utilize technology to perform historical research and interpretation. This is a ready and writing intensive course. OPEN TO: Grades 9-12
PREREQUISITES: None
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.

UNITED STATES HISTORY 1542: U.S. History is a two semester course, which builds upon the student's knowledge of American history. The course emphasizes the key events and people in our nation's development in the late nineteenth century, the twentieth century, and the early twenty-first century. Students examine the relationship of major themes and concepts in U.S. history. The students are expected to develop the skills of historical thinking and inquiry. Students will use their skills as citizens in democratic society by engaging in problem solving and debate. This is a required course for graduation.

OPEN TO: Grades 11-12
PREREQUISITES: None
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.

UNITED STATES HISTORY HONORS 1542: The course covers U.S. History from the pre-Columbus period to the present. It focuses on the causes and changes in U.S. History over this time period. Due to the amount of material to be covered, the course moves at a very rapid pace. At times, students are expected to read and work independently to cover the required material. Students analyze and interpret primary sources and secondary sources to develop an awareness of multiple interpretations of historical issues.

OPEN TO: Grades 11-12
PREREQUISITES: B average in Social Studies courses, PSAT score of 46, or permission of the instructor
FULL YEAR COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.
NOTES: Dual Credit Available through Ivy Tech
Weighted course

UNITED STATES GOVERNMENT 1540: Have you ever heard the statement that everyone is entitled to their opinion? This class adds a qualifier to that statement. This class will stress that, no, everyone is not entitled to their opinion. Instead, everyone is entitled to their informed opinion. 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.

Students will be able to explain the process of a how a bill becomes a law, they will partake in a unit that will help them identify where they align politically depending on the issue, and will be able to use informed argument to defend their position.

CIVILITY IN DISCUSSIONS WITH NO PERSONAL JUDGEMENT ON OTHER STUDENTS WILL BE STRESSED.

This class will also use current events and look closely at specific issues that contribute to the function and dysfunction of the democratic process.

OPEN TO: Grade 12
PREREQUISITES: None
ONE SEMESTER COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.

ECONOMICS 1514: This course examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, the role of financial institutions, economic stabilization, and trade.

The first 9 weeks will include a stock market competition for students to learn about how the stock market operates.

The second 9 weeks will include a "life" project designed to illustrate to students everything that adulthood and living in the real world entails when it comes to monthly family budgets.

OPEN TO: Grade 12
PREREQUISITES: None
ONE SEMESTER COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.

ETHNIC STUDIES 1516: This course 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.

OPEN TO: Grades 10 – 12
PREREQUISITES: None

ONE SEMESTER COURSE: Counts as an elective for all diplomas.

INDIANA STUDIES 1518: This 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.

OPEN TO: Grades 10 – 12
PREREQUISITES: None
ONE SEMESTER COURSE: Counts as an elective for all diplomas.

PSYCHOLOGY 1532: This is an introductory survey course that provides a foundation for future college studies in psychology, as well as related fields. This course is designed to develop an understanding of the processes in learning, motivation, and achievement theory. Issues involving interpersonal relationships, such as decision-making, conflict resolution, and compromise will be addressed to help students understand themselves and others and to develop life-long skills. Students will be asked to evaluate theories within the context of practical life situations and applications. Students will be assessed using a variety of criteria, including authentic learning activities in which they apply newly acquired knowledge in meaningful ways. Lastly, the course organization encompasses seven units: approaches to psychology, the life span, the workings of the mind and body, learning and cognitive process, personality and individuality, adjustment and breakdown, and social psychology.

The purpose of studying psychology is to understand the developmental mechanisms of behavior and experiences in humans. Students will become more aware of mind-brain or mind-body relationship.

You should consider taking this course because it explores the major issue everyone wants to know. The nature versus nurture debate and how it is related to the gun control and gun ownership debate. The main question that psychologists want to know is do individuals commit crime because they inherited genetics that may caused them to become violent. Or is it nurture based? Do people commit violent crimes because of the environment in which they grew up in. Students in the past enjoy the in-depth conversations that we have. The projects are interesting and connect to real life issues many individuals deal with. The nature versus nurture question and debate will have you question everything you have ever thought regarding human behavior.

OPEN TO: Grades 10-12
PREREQUISITES: None
ONE SEMESTER COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.

SOCIOLOGY 1534: This course provides an opportunity for students to study human social behavior and interaction from a group perspective. The sociological perspective is a distinct method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students will describe the development of sociology as a social science and identify methods and strategies of research. Students examine society, group behavior, and social structures through research methods using scientific inquiry. The influence of culture on group behavior is addressed through areas of content including social institutions such as the family, religion, education, economics, government, community organizations, and political and social groups. Students will also explore the impacts of social groups and social institutions on individual and group behavior and examine the changing nature of society. The development of group organizations and interactions, the factors that influence group behavior and social problems, and the impact of cultural change on society are included in the study. Students will analyze a range of social problems in today's world and examine the role of the individual as a member of the community.

OPEN TO: Grades 10-12
PREREQUISITES: None
ONE SEMESTER COURSE: A CORE 40, CORE 40 THD, and CORE 40 AHD course.

NHJ EMPOWER AP PSYCHOLOGY 1558 : This course is designed to explore the systematic and scientific study of the behavior and mental processes of human beings. Throughout this school year, we are going to critically analyze, discuss, question, and discover why and how we think, act, and feel the way we do. Upon completion, you will be introduced to psychological facts, principles, and phenomena associated with each of the major subfields within psychology ultimately answering the question: "What makes you, you?"

OPEN TO : Grades 11 and 12
PREREQUISITES : Application, Pass English ECA
FULL YEAR COURSE

TECHNOLOGY DEPARTMENT

ROTATION A COURSES	***ROTATION B COURSES***
Introduction to Construction	*Construction Technology*
Introduction to Manufacturing	*Design Processes*
Transportation Systems	*Communication Systems*
Technology Systems	

TECHNOLOGY SYSTEMS 4808: In Technology Systems the students will learn about technology and the six major areas that technology is used to fix problems. The students will get a chance to learn and use different modes of technology. The students will also learn how technology has changed and how it has changed the society around them.

OPEN TO: Grades 9-12
PREREQUISITES: First semester is preferred before second semester
ONE SEMESTER COURSE

COMMUNICATION SYSTEMS 4780: In Communication Systems class the students will learn about the different ways to communicate, verbally and nonverbally. The students will participate in various projects that will show them the different modes of communication, to inform, to educate, to persuade, to entertain, and to control.

OPEN TO: Grades 9-12
PREREQUISITES: None
ONE SEMESTER COURSE

INTRODUCTION TO COMMUNICATION 4790: Modern technology allows society to exchange messages at greater volumes and improved speeds. This course explores the various technical means used to link ideas and peoples through the uses of electronic and graphic media. Among the major goals is that of providing an overview of communication technology; the way it has evolved, how messages are designed and produced, and the attempts of various groups to profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems.

OPEN TO: Grades 9-12
PREREQUISITES: Communication Systems preferred
ONE SEMESTER COURSE

INTRODUCTION TO MANUFACTURING 4784: In Intro to Manufacturing the students will learn how to run a company. The students will learn how to take raw materials and produce a product and sell that product. They will learn how a company runs from start to finish.

OPEN TO: Grades 9-12
PREREQUISITES: None
ONE SEMESTER COURSE

INTRODUCTION TO DESIGN PROCESSES 4794: In Design Processes class the students will learn and understand the process of designing products. The students will learn how to operate CAD software. The students will also use that software to help them design different products throughout the year.

OPEN TO: Grades 9-12
PREREQUISITES: None
FULL YEAR COURSE

CONSTRUCTION SYSTEMS 4782: Construction technology involves using resources efficiently to produce a structure on a site. Construction projects include building and heavy engineering projects. In this course, students will explore the application of tools, materials, and energy in designing, producing, using, and assessing constructed works. Classroom activities introduce students to techniques used in applying technology to the production of residential, commercial, and industrial buildings in addition to a variety of civil structures. Opportunities should be provided for students to learn how ideas are converted into projects and how projects are managed during construction.

OPEN TO: Grades 9-12
PREREQUISITES: Technology Systems preferred
ONE SEMESTER COURSE

INTRODUCTION TO CONSTRUCTION 4792: In the Intro to Construction class the students will learn firsthand the materials and tools used in the construction industry. They will also get experience building different projects that will show them how it is professionally done.

OPEN TO: Grades 9-12
PREREQUISITES: Construction Systems preferred
ONE SEMESTER COURSE

TRANSPORTATION SYSTEMS 4786: In Transportation Systems class the students will learn about the four major types of transportation. The students will get an in depth look at land, water, air, and space transportation. The students will participate in various vehicle builds that have to do with land, water, air, and space transportation.

OPEN TO: Grades 9-12
PREREQUISITES: None
ONE SEMESTER COURSE

INTRODUCTION TO TRANSPORTATION 4798: Transportation is that part of society that deals with the moving of people and goods from one location to another. It is a designed and managed system that begins with a human need or want and uses inputs, processes, and outputs to meet those needs or wants. Because of the various impacts that transportation systems have on the individual, society, and the environment, these systems require some type of continual assessment or feedback to control the system. This course deals with the following six basic elements in the transportation process involved in moving people and cargo on land and in air, water, and space: receiving/storing; routing; loading; transporting; unloading; and, storing and delivering.

OPEN TO: Grades 9-12
PREREQUISITES: Transportation Systems preferred
ONE SEMESTER COURSE

WORLD LANGUAGES DEPARTMENT

SPANISH I 2120: This is a course that provides instruction that enables students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students will develop speaking, writing, reading and comprehension skills in the language.

After the completion of this level 1 Spanish course:

1.Students will be able to follow and give oral instructions, commands, requests, and ask questions about their needs and interests in the classroom and in public places.
2. The students will be able to use daily expressions and courtesies and also be able to tell about their daily lives.
3. The students will be able to read short narrative texts on simple topics and write appropriately in the target language about various stimuli.
4. Students will able to read isolated words and phrases in a situational context, such as menus, signs, and schedules, as well as comprehend brief written directions and information.
5. The students will comprehend and use nonverbal communications.
6. The students will become aware of current events, festivals and holidays of the countries studied.
7. The students will be able to use various cultural aspects such as greeting and leave taking behaviors in a variety of social situations.
8. The students will be able to discuss and identify geographical features of countries studied; and historical events of the Spanish-speaking world.
9. Students will be able to appropriately respond to introductions,
use courtesy behaviors, and appropriate etiquette in a variety of social settings.

There is no extra cost other than fees asked for by the school administration.
This class is a learning class that sometimes includes projects and other creative activities. The out of class expectations are that the students do daily homework and study for tests and quizzes. When projects are included students will work in class and at home to complete the tasks given.
Every country in the world requires 2 foreign languages to be mastered except the United States. In order to compete and communicate more with other peoples around the world, it would be advantageous to know more than just our own language. Spanish is the 2nd-most spoken language in our country. It seems logical that students should endeavor to learn it.
The course has many enjoyable activities that seek to promote the learning of the Spanish language: role-playing; interviews; skits; etc.

OPEN TO:	Grades 9-12
PREREQUISITES:	C or above in previous year's English/ Language Arts grades and STAR reading scores at current grade level or above
FULL YEAR COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course.

SPANISH II 2122: This course will enable students to participate in classroom and extra-curricular activities related to the Spanish language as well as to participate in conversations dealing with daily activities and personal interests. The course begins with a review of all previously learned materials from Spanish I.
After the completion of this Level 2 Spanish Course:
1. The students will be able to begin to develop the ability to use advanced aspects of grammar including more verb tenses. The students will be able to use the conjugations of verbs in Spanish for speaking and writing about their future and their past.
2. The students will be able to continue to build vocabulary in the Spanish language through computer programs such as 'Quizlet'.
3. Students will be able to further develop their speaking
and writing skills so that it enables them to communicate in Spanish at a higher level on practical matters and on a variety of topics.
4. The students will be able to interact in a variety of situations to meet personal needs, such as asking and answering questions, asking for permission and for help and also expressing

preferences pertaining to
everyday life.
5. The student will be able to use appropriate intonation and
pronunciation in the Spanish language.
6. The students will be able to develop reading and comprehension skills to enable them to read and understand main ideas and facts from simple texts over familiar topics in Spanish.
7. The students will be able to work on units of postcards, personal notes, phone messages, and directions using culturally appropriate format and style in the Spanish language.
8. The students will be able to identify and recreate cultural aspects with special emphasis on foods and traditional holidays.
9. The students will be able to become familiar with major geographical features, historical events, and political structures of the countries being studied.
10. The students will be able to identify the different aspects of the Hispanic culture, including the visual arts, architecture, literature and music.

OPEN TO:	Grades 9-12
PREREQUISITES:	Two semesters of Spanish I with a C average
FULL YEAR COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD

course.

SPANISH III 2124: SPANISH III 2124: In this course instruction is provided to enable students to understand and appreciate other cultures by comparing social behaviors and values of people using the Spanish language.
After completion of this Level 3 Spanish Course:
1. Students will be able to initiate and participate in discussions concerning Spanish-speaking cultures.
2. The students will describe different aspects of the culture, using
Spanish where appropriate, including: major historical events, political structures, value systems, visual arts, architecture, literature and music, as well as special holidays and festivals.
3. The students will be able during the first semester, to identify the 15 regions of Spain including their history, culture and literature.
4. The students will be able during the second semester, to identify the twenty different Spanish-speaking countries of Spanish America and their history, culture and contemporary literature.
5. The students will be able to review and use all grammatical aspects learned in Spanish II to communicate in written and oral forms.
6. The students will be able to grasp and use the future, conditional, and present and past perfect tenses in the Spanish language in order to better write and speak about their past and their future.
7. The students will be able to continuously build their vocabulary in the Spanish language.
8. The students will be able to express themselves in written form by paraphrasing, summarizing and writing brief compositions.
9. The students will be able to read a variety of materials for comprehension, such as cartoons, advertisements, short stories, newspapers.
10. Students will be able to participate in oral conversations, simulations and dialogues that encourage them to respond to
factual and interpretive questions and interact in a variety of social situations.
11. Students will be able to converse appropriately in Spanish during holidays, and celebrations such as birthdays,

There is no extra cost other than fees asked for by the school administration.
This class is a learning class that sometimes includes projects and other creative activities.
The out of class expectations are that the students do daily homework and study for tests and quizzes. When projects are included students will work in class and at home to complete the tasks given.
Every country in the world requires 2 foreign languages to be mastered except the United States. In order to compete and communicate more with other peoples around the world, it would be advantageous to know more than just our own language. Spanish is the 2nd-most spoken language in our country. It seems logical that students should endeavor to learn it.
The course has many enjoyable activities that seek to promote the learning of the Spanish

language: role-playing; interviews; skits; etc.

OPEN TO:	Grades 10-12
PREREQUISITES:	Two semesters of Spanish II with a C average
FULL YEAR COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course.
NOTES:	Weighted course Students have the potential to earn dual-credit through Ivy-Tech Community Colleges.

SPANISH IV 2126: This level of Spanish enables students to advance their proficiency and fluency in the target language.
After completion of this Level 4 Spanish course:
1. Students will be able to participate in conversations with native and advanced non-native speakers, either in their community or in the school.
2. Students will be able to read for comprehension a variety of authentic materials, such as newspapers and magazine articles, novels, and essays as well as making judgments about what is read. The main focus, though, is a Spanish novel. Reading Spanish literature from Spain and Latin America will be required.
3. The students will be able to write well-organized compositions in the Spanish language.
4. The students will be able to interact with each other and others in more complex social situations, and express opinions, and make judgments.
5. Students will able to give presentations on cultural topics including: traditions, historical and contemporary events, and major historical and artistic figures in Spanish.
6. The students will be able to use technological software such as quizlet for listening skills and oral fluency.
7. The students will engage in the study of art forms and great Spanish artists such as Picasso and Goya.
8. Students will be able to grasp and use the subjunctive appropriately in sentences and paragraphs to enhance their ability to write more complex compositions.
9. Students will be able to give and receive commands in the different forms of 'you' in the Spanish language: Tu, Vosotros, Usted., Ustedes.

There is no extra cost other than fees asked for by the school administration.
This class is a learning class that sometimes includes projects and other creative activities. The out of class expectations are that the students do daily homework and study for tests and quizzes. When projects are included students will work in class and at home to complete the tasks given.
Every country in the world requires 2 foreign languages to be mastered except the United States. In order to compete and communicate more with other peoples around the world, it would be advantageous to know more than just our own language. Spanish is the 2nd-most spoken language in our country. It seems logical that students should endeavor to learn it.
The course has many enjoyable activities that seek to promote the learning of the Spanish language: role-playing; interviews; skits; etc.

OPEN TO:	Grade 11-12
PREREQUISITES:	Two semesters of Spanish III with a C average
FULL YEAR COURSE:	A CORE 40, CORE 40 THD, and CORE 40 AHD course. NOTES:
	Weighted course Students have the potential to earn dual-credit through Ivy-Tech Community Colleges.

CENTRAL NINE CAREER CENTER

Central Nine programs are designed to provide students with necessary skills and knowledge to prepare them for employment in many different occupational areas, post-secondary education, or both. Central Nine educates its students with the attitudes and competencies for employment in the 21st century and beyond.

Sophomores, juniors and seniors have the opportunity to enroll at Central Nine. Students are selected on the basis of sincere interest, necessary aptitudes, attendance, and past performance. Enrollees receive up to four (4) credits per semester for successful completion of the course requirements.

Students spend approximately half of the school day at Central Nine. The remainder of the school day is spent at Indian Creek in order to schedule the required courses for graduation and participate in extra- curricular activities. **Central Nine assesses an annual fee, which covers equipment, tools, materials, books, etc.** Program fees and questions should be directed to Central Nine Career Center at 317-888-4401.

***** The C9 Course Catalog should be referred to for the most updated information.***

AVIATION

AVIATION MAINTENANCE I 55209: This is a comprehensive course that familiarizes the student with Federal Aviation Regulations, weight and balance, ground operation, maintenance forms and records, non-destructive \testing methods, aircraft paint and refinishing systems and the basics of aircraft welding. The course also covers various onboard systems including cabin atmospheric control systems, pressurization and fire detection/extinguishing systems. This course familiarizes students with the inspection, damage evaluation and repair of composite and wood structures, windows and fabric covering systems used on aircraft.

Central Nine Career Center works with Vincennes University for instructional services. During the senior year, the student has the potential to earn up to eight credits toward high school graduation as well as 16 credits toward the freshman year in college.

Career Opportunities: Entry-level Aviation Technician, Flight Technician,

Certification: (FAA) Students can be certified by the Federal Aviation Administration only after they successfully completed an approved course of study (two-year or four-year program) such as the one offered through Vincennes University.

OPEN TO:	Grade 11 and 12
PREREQUISITES:	None
FULL YEAR COURSE:	3 credits per semester
NOTES:	Dual credit opportunities available Students must provide their own transportation To Vincennes University Technology Center at The Indianapolis International Airport

AVIATION OPERATIONS 55289: This course provides students with a broad-based introduction to the field of aviation. Course activities include: familiarization with aviation technology; a historic overview of the field of aviation; exploration of the current aviation environment and careers and employment opportunities in the field. Topics are focused on aircraft manufacturing, airline operations, general aviation, air-freight, airport management, and government service. Additional topics covered include: aviation safety, human factors, regulations, and certification. This course is designed to enhance the students' knowledge of the pertinent areas of aircraft basic science that comprise the scientific fundamentals applied in all areas of the aviation industry. Although not scientific in nature, the fundamental areas of the federal aviation regulations, pertinent to aviation operations, are also introduced in this course.

Flight topics will include basic aerodynamics, flight maneuvers, and aircraft power plants. Students will have the opportunity to be endorsed for the Private Pilot knowledge test.

OPEN TO:	Grades 11-12
PREREQUISITES:	None
FULL YEAR COURSE:	3 Credits per Semester.
NOTES:	Dual credit opportunities available This course is paired with Aviation Flight

Career Opportunities: Air Traffic Control Specialist, Airline Manager, Aircraft Maintenance Manager, Private Pilot, and Professional Pilot.

COSMETOLOGY I 58029: This course offers an introduction to cosmetology with emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring business and personal ethics, and bacteriology and sanitation. In the second semester greater emphasis is placed on the application and development of these skills. State of Indiana requires a total of 1500 hours of instruction for licensure. Clock hours set by the State Licensing Board.

Central Nine Career Center works with Paul Mitchell The School Indianapolis for instructional services. Students start the program the summer prior to their senior year and complete the program the following fall after graduation. Students must provide their own transportation to Paul Mitchell the School Indianapolis.

Career Opportunities: Product Sales and Marketing, Cosmetologist, Manicurist, Salon Owner

Certification: (Indiana State Beauty Board License) Students successfully completing the procedures and 1500 hours of required class time are eligible to take the Indiana State Beauty Board examination to become a licensed cosmetologist.

OPEN TO:	Grade 11
PREREQUISITES:	None
FULL YEAR PROGRAM:	3 credits per semester Clock hours set by the State Licensing Board

COSMETOLOGY II 58069: This course focuses on the development of advanced skills in styling, hair coloring, permanent waving, facials, and manicuring. Students will also study anatomy and physiology, professionalism, and salon management in relation to cosmetology.

OPEN TO:	Grade 12
PREREQUISITES:	COSMETOLOGY I
FULL YEAR PROGRAM:	3 credits per semester

CULINARY ARTS

CULINARY ARTS AND HOSPITALITY 54409: This course prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hospitality courses. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; application of sanitation and safety principles to maintain safe and healthy food service and hospitality environments; use and maintenance of related tools and equipment; and application of management principles. Intensive, teacher monitored standards-based laboratory experiences with commercial applications are required and may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged. Articulation with postsecondary programs is encouraged.

OPEN TO:	Grades 10-12
PREREQUISITES:	None
FULL YEAR PROGRAM:	3 credits per semester

CULINARY ARTS AND HOSPITALITY II 53469 This course 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. *Advanced Culinary Arts* builds upon skills and techniques learned in *Culinary Arts and Hospitality Management*, which must be successfully completed before enrolling in this advanced course. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students' laboratory and work-based experiences. Students are monitored in these experiences by the *Advanced Culinary Arts* teacher. Articulation with postsecondary programs is encouraged

Certifications: Prostart and ServSafe
Career Opportunities: Chef, Line Cook, Restaurant Manager, and Hospitality Industry.

OPEN TO:	Grades 11-12
PREREQUISITES:	Culinary Arts and Hospitality Management
FULL YEAR PROGRAM:	4 Credits per semester
NOTES:	Dual Credit Opportunities available
	This course is paired with Advanced Hospitality Management

COMPUTER TECHNOLOGY

COMPUTER SCIENCE II: PROGRAMMING 52369: This course explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Coursework emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers, and data file access methods. An emphasis on logical program design using a modular approach, which involves task oriented program functions.

Career Opportunities: IT Support, Computer Technician, Network Administrator, Systems Analyst, Help Desk Technician, Software Engineer, Computer Programmer, Software QA tester

OPEN TO:	Grades 10 - 12
PREREQUISITES:	None
FULL YEAR COURSE:	3 Credits per semester
NOTES:	

COMPUTER SCIENCE II: DATABASES 52509: This course introduces students to the basic concepts of databases including types of databases, general database environments, and the importance of data to the business world. Discussion with hands-on activities will include database design, normalization of tables, and development of tables, queries, reports, and applications. Students will be familiarized with the use of ANSI standard Structured Query Language. Discussions will include database administration and data maintenance. Students will be introduced to data concepts such as data warehousing, data mining, and BIG Data. Students will develop a business application using database software such as Microsoft Access. Students will be required to demonstrate skills such as team building, work ethic, communications, documentation, and adaptability.

OPEN TO:	Grades 10-12

PREREQUISITES: None
FULL YEAR COURSE: 1 credits per semester
NOTES

COMPUTER TECH SUPPORT 52309: This course *Support* allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems.

OPEN TO: Grades 10 - 12
PREREQUISITES: None
FULL YEAR COURSE: 2 credits per semester

NETWORKING FUNDAMENTALS 52349: This course 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.

Career Opportunities: Electrician, Auto/Visual Equipment Repair, Computer Repair Technician, Electronic Technician, Electrical Engineer.

OPEN TO: Grades 10 – 12
PREREQUISITES: None
FULL YEAR COURSE: 2 credits per semester

CONSTRUCTION TRADES II 55789: This course includes: formation, installation, maintenance, and repair of buildings, homes, and other structures including recent trends in the residential construction industry. Information is presented concerning materials, occupations, and professional organizations within the industry. Students will develop basic knowledge, skills, and awareness of interior trim. This course provides training installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Students will also develop skills in the finishing of building exteriors. They will also explore skills in the installation of cornices, windows, doors and various types of sidings used in today's market place. Additionally, the course covers design and construction of roof systems and using framing squares for traditional rafters and truss roofing.

Career Opportunities: Carpentry, Masonry, Construction Management, Building Material Sales.

OPEN TO: Grades 10-12
PREREQUISITES: None
FULL YEAR COURSE: 3 credits per semester
NOTES: Dual credit opportunities available
This can be a two year program

CONSTRUCTION TRADES: HVAC I 5496 (CONST HVAC I) Construction Technology: HVAC I includes classroom and laboratory experiences focused on heat generation, ventilation, and cooling/refrigeration systems. This course introduces scientific and mathematical principles applicable in the installation, operation, and maintenance of HVAC systems. Types of units, parts, basic controls, functions, and applications will be covered. Additional topics include tool and meter use, temperature measurement, heat flow, the combustion process, and pipe installation practices. This course also emphasizes health, safety, and welfare standards and codes as mandated by professional and governmental agencies. • Recommended Grade Level: 11, 12 • Recommended Prerequisites: Introduction to Construction • Credits: 2 semester course, 2 semesters required, 1-3 credits

OPEN TO: Grades 10-12

PREREQUISITES: None
FULL YEAR COURSE: 3 credits per semester
NOTES:

DENTAL CAREERS I 52039: This course prepares the student for an entry level dental assisting position. Emphasis is placed on the clinical environment, chair-side assisting, equipment/instrument identification, tray set-ups, sterilization, and characteristics of microorganisms and disease control. In addition, oral, head and neck anatomy, basic embryology, histology, tooth morphology, charting dental surfaces, and illness are all introduced. Simulated in-school laboratories and/or extended laboratory experiences are also included to provide opportunities for students to further develop clinical skills and the appropriate ethical behavior.

Certification: DANB: Dental Assisting National Board

Career Opportunities: Dental Assistant, Expanded Functions Dental Assistance, Dental Administration, Dental Hygienist, Dental Lab Technician

OPEN TO: Grades 11-12
PREREQUISITES: None
FULL YEAR COURSE: 3 credits per semester
NOTES This can be a two year program

DENTAL CAREERS II 5204: This course is a course designed to provide the dental assisting student with specific knowledge of the administrative planning, book-keeping, recall programs, banking, tax records, computer software, insurance, office practice and management as related to the dental office. In addition, students will practice Oral and Maxillofacial Surgery, Periodontics, Endodontic, Prosthodontics, Pediatric Dentistry, and Orthodontics. Opportunity for increased skill development in clinical support and business office procedures is routinely provided. The importance of the clinical behavior of materials and biological factors are also stressed. Leadership skills are developed and community service provided through HOSA. Students have the opportunity to compete in a number of competitive events at both the state and national level.

Career Opportunities: Dental Assistant, Expanded Functions Dental Assistance, Dental Administration, Dental Hygienist, Dental Lab Technician

OPEN TO: Grades 11-12
PREREQUISITES: Dental Careers I
FULL YEAR COURSE: 3 credits per semester
NOTES

EARLY CHILDHOOD EDUCATION 54129: This course prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. The course provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula, and services available to young children. Students examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working

with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. Career Opportunities: Elementary School Teacher, Preschool Teacher, Childcare Center Director, Family Support Specialist.

OPEN TO:	Grades 10 – 12
PREREQUISITES:	None
FULL YEAR COURSE:	3 credits per semester
NOTES	

HEALTH SCIENCES

PROJECT LEAD THE WAY – BIOMEDICAL SCIENCES

PRINCIPLES OF BIOMEDICAL SCIENCES 52189: This course provides an introduction to this field through "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses**.**

OPEN TO:	Grades 10-12
PREREQUISITES:	Biology I with a C or higher
FULL YEAR COURSE:	2 Credits per semester
NOTES:	Principles of Biomedical Sciences is taught in Conjunction with Human Body Systems & Anatomy and Physiology.

HUMAN BODY SYSTEMS PLTW 52169: This course is designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions**.**

OPEN TO:	Grades 10-12
RECOMM. PREREQUISITES:	Biology I with a C or higher
FULL YEAR COURSE:	1 Credit per semester
NOTES:	Principles of Biomedical Sciences is taught in conjunction with Human Body Systems.

MEDICAL INTERVENTIONS PLTW 52179: This course studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stints, cochlear implants, and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. Using 3-D imaging software, students will design and build a model of a therapeutic protein

OPEN TO:	Grades 11-12
PREREQUISITES:	Principles of the Biomedical Sciences and Human Body Systems
FULLYEAR COURSE:	1 Credit per semester.
NOTES:	Medical Interventions is taught in conjunction With Biomedical Innovation.

BIOMEDICAL INNOVATION PLTW 52199: is a capstone course designed to give students the opportunity to design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.

Medical Interventions is taught in conjunction with Biomedical Innovation

OPEN TO:	Grades 11-12
PREREQUISITES:	Principles of the Biomedical Sciences and Human Body Systems.
FULL YEAR COURSE	1 credit per semester.

HEALTH SCIENCES EDUCATION I 52829: This course includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, an introduction to health care systems, anatomy, physiology, and medical terminology. Leadership skills developed through HOSA participation are also included. Lab experiences are organized and planned around the activities associated with the student's career objectives. Job seeking and job maintenance skills, personal management skills, self-analysis to aid in career selection and completion of the application process for admission into a post-secondary program of their choice are also included in this course.

Career Opportunities: Home Health Aide, Child Care Worker, Office Assistance, Medical Records Technician.

OPEN TO:	Grades 10-12
PREREQUISITES:	None
FULL YEAR COURSE:	2 credits per semester
NOTES:	Dual-credit opportunities available

Anatomy and Physiology and Medical Terminology are taught in conjunction with Health Sciences Education I.

ANATOMY & PHYSIOLOGY 52769: In this course students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional united of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

OPEN TO:	Grades 10-12
PREREQUISITES:	None
FULL YEAR COURSE:	1 credit per semester

MEDICAL TERMINOLOGY 52749: This course prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information. Students have the opportunity to acquire skills in interpreting medical records and communications accurately and logically.

Emphasis is on forming a foundation for a medical vocabulary including meaning, spelling, and pronunciation. Medical abbreviations, signs, and symbols are included

OPEN TO:	Grades 10-12
PREREQUISITES:	None
FULL YEAR COURSE:	1 credit per semester
NOTES:	Anatomy and Physiology and Medical Terminology are taught in conjunction with Health Sciences Education I. Dual-Credit Opportunities Available.

HEALTH SCIENCES EDUCATION II: NURSING 52849: This course is an extended laboratory experience at the student's choice of clinical site designed to provide students the opportunity to assume the role of nurse assisting and practice technical skills previously learned in the classroom, including information on the health care system and employment opportunities at a variety of entry levels, an overview of the health care delivery systems, health care teams and legal and ethical considerations. It prepares students with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed nurses. These knowledge and skills include recording patient medical histories and symptoms, providing medicine and treatments, consulting doctors, operating and monitoring medical equipment, performing diagnostic tests, teaching patients and families how to manage illness or injury, and perform general health screenings. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in the field of nurse assisting, including self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program

Certification: CAN (Certified Nursing Assistance). Students who successfully complete the academic and attendance requirements will qualify to sit for the certification exam.

Students in this program must:	Must be 17 by November 1, 2016 A valid driver's license Reliable transportation Proof of liability insurance Clean discipline record GPA of 2.0 of higher Clean Criminal History 2 step PPD (Tuberculosis skin test)
OPEN TO:	Grades 11-12
PREREQUISITES:	Application and Interview with Instructor
FULL YEAR COURSE:	3 credits per semester
NOTES:	Dual-credit opportunities available

HEALTH SCIENCES EDUCATION II: SPECIAL TOPICS: MEDICAL ASSISTING 52869: This course is an extended laboratory experience designed to address the advancement and specialization of health care careers allowing schools to provide a specialized course for a specific healthcare workforce need in the school's region. It prepares students with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed health practitioners. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers, including self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program. Course standards and curriculum must be tailored to the specific healthcare profession preparing students to advance in this career field.

Medical Assisting is taught through Kaplan College

OPEN TO:	Grade 12

PREREQUISITES: Strong in Math, English, and Science
FULL YEAR COURSE: 3 credits per semester

HEALTH SCIENCES EDUCATION II: SPECIAL TOPICS: EXERCISE SCIENCE 5286: This course is an extended laboratory experience at a qualified clinical site designed for students to observe and shadow a professional in the field. Career fields of interest include: Athletic Trainer, Exercise Science/Physiology, Physical Therapy, Occupational Therapy, Physical Therapy Assistant, and Exercise Physiologist. This course will be taught by a professional from the field. Students will meet once a week at Central Nine and spend the other four days a week at a clinical site.

OPEN TO: Grade 12
PREREQUISITES: Health Science I or Comparable Science core/electives
FULL YEAR COURSE: 3 credits per semester

LANDSCAPE MANAGEMENTI II 51379: This is a two semester course that extends the content and skills of Landscape Management and provides the student with in-depth exploration of the many career opportunities in the diverse field of landscape management. Students continue to build knowledge and skill in the procedures used in landscape planning and design using current industry standards and practices. Extended laboratory experiences include application of the principles and procedures involved especially in the Midwest and Great Lakes areas with landscape construction; turf management; scheduling and oversight of landscape maintenance; weed control; non-pathogenic and disease prevention, diagnosis,

Career Opportunities: Landscape Design, Landscape Management, Greenhouse Operations/Management, and Golf Course or Park Maintenance.

OPEN TO: Grades 10-12
PREREQUISITES: None
FULL YEAR COURSE: 3 Credits per semester
NOTES: Dual-credit opportunities available.
Students who are enrolled in Landscape Management
Also participate in Central Nine FFA.
Landscape Management is taught in conjunction with
This can be a two year program

PLANT AND SOIL SCIENCE 5170: This is a yearlong course that provides students with opportunities to participate in a variety of activities which includes laboratory work. The following topics are found in this course: plant taxonomy, components and their functions; plant growth, reproduction and propagation; photosynthesis and respiration; environmental factors effecting plant growth, management of plant diseases and pests; biotechnology; the basic components and types of soil; calculation of fertilizer application rates and procedures for application; soil tillage and conservation; irrigation and drainage; land measurement, cropping systems, precision agriculture, principles and benefits of global positioning systems; and harvesting. Leadership development, supervised agricultural experience and career exploration opportunities in the field of plant and soil science are also included.

OPEN TO: Grades 10-12
PREREQUISITES: None
FULL YEAR COURSE: 1 Credit per semester

PRECISION MACHINING I 57829: This course 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.

Career Opportunities: CNC Machinist, CNC Operator, Tool Maker, Quality Control Inspector, Mold Maker

OPEN TO:	Grades 10-12
PREREQUISITES:	Algebra and geometry recommended
FULL YEAR COURSE:	3 credits per semester
NOTES:	Dual-credit opportunities available This course is taught with Industrial Repair And Maintenance. Can be a two year program

WORK BASED LEARNING 52569: This course is a College and Career Readiness course that is designed to provide opportunities for students to explore careers that require additional degrees or certifications following high school. The emphasis of the experience is on applying skills developed through instruction and on learning new career competencies at the internship site. The internship is tailored to the unique needs and interests of the student and is considered a high school capstone experience towards fulfillment of the student's meaningful future plan. Upon completion of the internship, students will review and revise their College and Career plans. A training agreement outlines the expectations of all parties: the intern, parent/guardian, site supervisor/mentor, internship supervisor, and the school. Students participating in these structured experiences will follow class, school, business/industry/ organization, State, and Federal guidelines. Internships may be paid or unpaid and must include a classroom component (such as a series of seminars, workshops, or class meetings) and regular contact between the interns and internship coordinator.

Students will need to have: Complete an application, Earned all credits for graduation, Passed ECA exams, Excellent Attendance, Clean discipline record, Minimum GPA of 2.0 out of 4.0, At least three outstanding recommendations from certified school personnel, Reliable transportation, Valid Driver's License, Requested an internship in a career field in accordance with his/her meaningful career plan, Proof of health insurance

OPEN TO:	Grade 12
PREREQUISITES:	95% attendance for junior year, 3 recommendation letters, no disciplinary actions, C or higher in pathway courses, clear defined pathway, application, and interview
FULL YEAR COURSE:	2-4 credits per semester

PROTECTIVE SERVICES

CRIMINAL JUSTICE I 58229: This course introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. This course provides an introduction to the purposes, functions, and history of the three primary parts of the criminal justice system as well as an introduction to the investigative process. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

Career Opportunities: Detective, Security Officer, Corrections Officer, Conservation Officer, Lawyer, Dispatch

OPEN TO:	Grades 11-12
PREREQUISITES:	None
FULL YEAR COURSE:	3 credits per semester

NOTES: Dual credit opportunities available
This can be a two year program

EMERGENCY MEDICAL SERVICES 52109: This course prepares students for a State certification which could lead to a career in Emergency Medical Services such as an Emergency Medical Technician or a Paramedic. This course is designed for persons desiring to perform emergency medical care. Students will learn to recognize the seriousness of the patient's condition, use the appropriate emergency care techniques and equipment to stabilize the patient, and transport them to the hospital. This course also addresses the handling of victims of hazardous materials accidents. It covers theories, techniques, and operational aspects of pre-hospital emergency care with the scope and responsibility of the basic emergency medical technician. It requires laboratory practice and clinical observation in a hospital emergency room and ambulance. Participation in HOSA affords the student the opportunity to compete in a variety of competitive events, specifically CPR/First Aid and EMT, at both the state and national
Students must be 18 before April 1
Certification: EMT Basic
Career Opportunities: Ambulance EMT, Emergency Room EMT, Dispatcher in communications center, Paramedic

OPEN TO: Grades 12
PREREQUISITES: None
FULL YEAR COURSE: 3 credits per semester

FIRE AND RESCUE I 58209: Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters and emergency services workers help protect the public against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions

Career Opportunities: Volunteer Firefighter, Hazardous Materials Responder, Fire Investigator, fire Inspector.
Certification: (Firefighter I and II) After successful completion of the one-year curriculum, students may qualify for and take the written and practical exam to be certified as a Firefighter.

OPEN TO: Grades 11-12
PREREQUISITES: Must be 17 by April 1, 2018
FULL YEAR COURSE: 3 credits per semester

TRANSPORTATION

AUTO COLLISION REPAIR TECHNOLOGY I 55149: This course includes classroom and laboratory experiences concerned with all phases of the repair of damaged vehicle bodies and frames, including metal straightening; smoothing areas by filing, grinding, or sanding; concealment of imperfections; painting; and replacement of body components including trim. Students examine the characteristics of body metals including the installation of moldings, ornaments, and fasteners with emphasis on sheet metal analysis and safety. Course coverage also includes instruction in personal and environmental safety practices as related to OSHA and other agencies that affect individuals working in the ground transportation technology areas. Additional instruction is given in the course on measurement principles and automotive fasteners. Instruction should also emphasize computerized frame diagnosis, computerized color-mixing, and computerized estimating of repair costs. Additional academic skills taught in this course include precision measurement and mathematical calibrations as well as scientific principles related to adhesive compounds, color-mixing, abrasive materials, metallurgy, and composite materials.

Career Opportunities: Auto Body Shop Owner/Technician, Paint and Frame Specialist, Insurance Claim Adjuster

OPEN TO: Grades 10-12
PREREQUISITES: None
FULL YEAR COURSE: 3 credits per semester
This can be a two year program

AUTO COLLISION REPAIR TECHNOLOGY II 55449: This course introduces concepts in auto paint considerations with emphasis on the handling of materials and equipment in modern automotive technologies. Instruction should build on concepts learned in Automotive Collision Repair Technology I such as computerized frame diagnosis, computerized color-mixing, and computerized estimating of repair cost. Additional academic skills taught in this course include precision measurements and mathematical calibrations as well as scientific principles related to adhesive compounds, color-mixing, abrasive materials, metallurgy, and composite materials.

Career Opportunities: Auto Body Shop Owner/Technician, Paint and Frame Specialist, Insurance Claim Adjuster

OPEN TO:	Grades 11-12
PREREQUISITES:	Auto Collision Repair I
FULL YEAR COURSE:	3 credits per semester
	This is the second year of a two year program

AUTOMOTIVE SERVICES TECHNOLOGY I 55109: This is a one year course that encompasses the sub topics of the NATEF/ ASE identified areas of Steering & Suspension and Braking Systems. This one-year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This one-year offering must meet the NATEF program certifications for the two primary areas offered in this course. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. Mathematical skills will be reinforced through precision measuring activities and cost estimation/ calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

Career Opportunities: Automotive Service Technician/Management, Parts Manager, Specialty Shop Technician, Dealership Sales and Service

OPEN TO:	Grades 10-12
PREREQUISITES:	None
FULL YEAR COURSE:	3 credits per semester
NOTES:	Dual credit opportunities available
	This can be a two year program

AUTOMOTIVE SERVICES TECHNOLOGY II 55209: This course is a one year course that encompasses the sub topics of the NATEF/ASE identified areas of Electrical Systems and Engine Performance. This one year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions/differentials, automatic transmissions, air conditions, and engine repair should be covered as time permits. This one-year offering must meet the NATEF program certifications for the two primary areas offered in this course. 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.

Career Opportunities: Automotive Service Technician/Management, Parts Manager, Specialty Shop Technician, Dealership Sales and Service

OPEN TO:	Grades 10-12
PREREQUISITES:	None
FULL YEAR COURSE:	3 credits per semester
NOTES:	Dual credit opportunities available

This can be a two year program

DIESEL SERVICE TECHNOLOGY I 56209: This course includes classroom and laboratory experiences concerned with all phases of repair work on diesel engines used to power buses, ships, trucks, railroad trains, electrical generators, construction machinery, and similar equipment. Instruction and practice is provided in the diagnostics and repair of engines, brakes, electrical/electronic systems, suspension and steering. Students will demonstrate performance of these tasks as defined by ASE/NATEF standards. Use of technical manuals, hand and power tools and of testing and diagnostic equipment are also studied in the course. Advanced mathematical skills will be reinforced through precision measuring activities and estimation/calculation exercises. Scientific principles covered in this course include viscosity, friction, thermal expansion, and compound solutions. Written and oral communication skills will also be stressed to improve students' abilities to work with colleagues, customers, and supervisors.
Career Opportunities: Truck Service and Repair Technician, Parts and Service Advisor, Construction Equipment Technician.
Certification: (NATEF) The program is certified by NATEF (National Automotive Training Educational Foundation), which administers the ASE (Automotive Service Excellence) certification process.

OPEN TO:	Grades 10-12
PREREQUISITES:	None
FULL YEAR COURSE:	3 credits per semester
	This can be a two year program

VISUAL COMMUNICATIONS

Please Note: Students who sign up for Visual Commutations with take Graphic Design and Layout one year and Computer Illustration and Graphics the following year.

GRAPHIC DESIGN AND LAYOUT 55509: This course includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in various printing processes as well as activities in designing product packaging and commercial displays or exhibits.

OPEN TO:	Grades 10-12
PREREQUISITES:	None
FULL YEAR COURSE:	3 credits per semester

GRAPHIC IMAGING TECHNOLOGY 5572: Graphic Imaging Technology will include organized learning experiences that focus on theory and laboratory activities in pre-press, press and finishing operations. Emphasis will be placed on elements of design and layout leading to computerized electronic image generation, plate preparation, pressroom operations, and finishing techniques. Instructional activities will enhance student's language arts skills through the use of proofreading, spelling, and punctuation exercises. The course will include actual production processes in conjunction with classroom assignments embracing the technologies of printing, publishing, packaging, electronic imaging, and their allied industries.
Certification: (GAERF PrintED) the program is accredited by Graphic Arts Education and Research Foundation (GAERF) PrintED, ensuring quality curriculum and instruction. Students may take an online examination at the completion of the program.

Career Opportunities: Graphic Designer, Digital Photography, Desktop Scanner Operator, Offset Press Operator, Screen Press Operator, Packaging Graphics Production, Graphic Sign Production, Audio/Video Editing

OPEN TO:	Grades 10-12
PREREQUISITES:	None
FULL YEAR COURSE:	3 credits per semester
NOTES:	Dual-Credit opportunities are available

VETERINARY CAREERS I 5211 This is a lab intensive course that introduces students to animal care and veterinary medicine while using field experiences to attain necessary skills. Students will learn and demonstrate standard protocols used in veterinary careers. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers, including self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program. Participation in HOSA or FFA encourages development of leadership, communication, community service and career related skills.

OPEN TO:	Grades 11-12
PREREQUISITES:	None
FULL YEAR COURSE:	3 credits per semester
NOTES:	Dual-credit opportunities available This can be a two year program This is taught in conjunction with Medical Terminology

VETERINARY CAREERS II 52129: This course is designed as an extended laboratory experience at the student's choice of clinical site; usually clinics, animal hospitals, or research laboratories, designed to provide students the opportunity to assume the role of a veterinary assistant and practice technical skills previously learned in the classroom, including information on the health care system and employment opportunities at a variety of entry levels, an overview of the health care delivery system, health care teams and legal and ethical considerations. It prepares students with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals, and home health agencies under the direction of licensed veterinarians. In addition, students will learn skills for monitoring and caring for animals before and after surgery, maintain and sterilize surgical instruments, clean and disinfect kennels and operating rooms, provide emergency first aid to animals, give medication, do routine lab tests, feed and bathe animals, and collect fluid or tissue samples. This course also provides students with the knowledge attitudes and skills needed to make the transition from school to work in health science careers, including self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program. Participation in HOSA of FFA encourages development of leadership, communication, community service and career related skills.

OPEN TO:	Grade 12
PREREQUISITES:	Application and Interview with Instructors
FULL YEAR COURSE:	1 credit per semester

WELDING TECHNOLOGY I 57769: This course 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 guide lines 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.

OPEN TO:	Grades 10-12
FULL YEAR COURSE:	3 credits per semester
NOTES:	This can be a two year program.

DIPLOMA REQUIREMENTS

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

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

Technical Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
    1. State approved, industry recognized certification or credential, or
    2. Pathway dual credits from the approved dual credit list resulting in 6 transcripted college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete <u>one</u> of the following,
    A. Any one of the options (A - F) of the Core 40 with Academic Honors
    B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
    C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math75
    D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

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

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

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

AP Courses	Honors Courses	Dual-Credit Courses
AP Biology	Algebra II Honors	AP Chemistry (5 cr.)
AP Calculus	Biology Honors	AP Language (3 cr.)
AP Chemistry	Chemistry Honors	Chemistry II (3 cr.)
AP Language	English 10 Honors	Health Science Education I (3 cr.)
AP Literature	English 9 Honors	Medical Terminology (3 cr.)
AP Music Theory	Geometry Honors	Spanish III (8 cr.)
AP Psychology	U.S. History Honors	Spanish IV (6 cr.)
AP Statistics		US History Honors (6 cr.)