New Prairie High School
2016-2017 Curriculum Guide

Administrative, School Counseling, and Office Staff

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High Schools That Work - 10 Key Practices

High Expectations	Setting higher expectations and getting more students to meet them.
Vocational Studies	Increasing access to intellectually challenging vocational and technical studies with a major emphasis on using higher-level mathematics, science, language arts and problem-solving skills in the modern workplace and in preparation for continued learning.
Academic Studies	Increasing access to academic studies that teach the essential concepts from the college preparatory curriculum (Core 40) by encouraging students to pursue academic content and skills to address real-world projects and problems.
Program of Study	Having students complete a challenging program of study with an upgraded academic core (Core 40) and a career major.
Work-based Learning	Giving students and their parents the choice of a system that integrates school-based and work-based learning. The system should span high school and postsecondary studies and should be planned by educators, employers, and employees.
Teachers Working Together	Having an organization, structure and schedule giving academic and vocational teachers and employees the time to plan and deliver integrated instruction aimed at teaching high-level academic and technical content.
Students Actively Engaged	Getting every student involved in rigorous and challenging learning.
Guidance	Involving each student and his or her parents in a guidance and advising system that ensures the completion of a career plan and an accelerated program of study with an in-depth career concentration (major).
Extra Help	Providing a structured system of extra help to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level academic and technical content.
Keeping Score	Using student assessment and program evaluation data to continuously improve the school climate, organization, management, curricula and instruction to advance student learning and to recognize students who meet both curriculum and performance goals.

Indiana CORE 40 Requirements

Minimum of 40 credits

All students are encouraged to complete the Indiana CORE 40 requirements. Four year colleges require completion of Core 40 for admission, state grants, and financial aid consideration.

Subject Area	Number of Credits Needed	Courses Options
English	8	English 9, English 9 H, English 10, English 10H, English 11, English Language & Composition AP, English 12, English Literature & Composition AP
Math	6	Must include: Algebra I, Geometry, and Algebra II
Science	6	Must include: Biology, Chemistry or Physics or Integrated Chemistry/Physics, and an additional Science
Social Studies	6	Must include: US History I & II, Government, Economics, World History I & II, and/or Geography I & II
Physical Education	2	PE I & II or Equivalent
Health	1	Health Education
Directed Electives	5	World Languages (Colleges recommend at least 2 years), Fine Arts, and Career-Technical
Electives	6	Career Academic Sequence Recommended
Total	**40**	

- Beginning with the class of 2016, Indiana State Guidelines require that all students must complete 6 credits of math for all diploma types and must be enrolled in a math or quantitative reasoning course for all 4 years of high school
- Beginning with the Class of 2018, all students will need to take:
  - Digital Citizenship, Digital Applications and Responsibility, or Intro to Agriculture AND
  - Preparing for College and Careers.
- Beginning with the Class of 2020, all students will need to take:
  - Digital Applications and Responsibility, or Intro to Agriculture AND
  - Preparing for College and Careers
- All students must satisfy and/or exceed state and local graduation requirements.

Indiana 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 "C" or better in courses that will count toward the diploma
- ➢ Have a grade point average of a "B" or better
- ➢ Complete **one** of the following:

  A. Earn 4 credits in 2 or more AP courses and take corresponding AP exam

  B. Earn 6 verifiable transcript college credits in dual credit courses from priority course list

  C. Earn 2 of the following:

     1. A minimum of 3 verifiable transcript college credits from the priority course list

     2. 2 credits in AP courses and corresponding AP exams

     3. 2 credits in IB standard level courses and corresponding IB exam

  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 the Writing section

  F. Earn 4 credits in IB courses and take corresponding IB exams

- ➢ All students must satisfy state and local graduation requirements, as well as successfully complete the NPHS senior exit project.

Indiana CORE 40 with Technical Honors

Minimum of 47 credits

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

- ➢ Complete all requirements for Core 40
- ➢ Earn 6 credits in college and career preparation courses in a state approved College & Career Pathway and one of the following:

  1. Pathway designated industry-based certification or credential, or

  2. Pathway dual credit from the lists of priority courses resulting in 6 transcript 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 one 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
  Locating Information – Level 5

  C. Earn the following minimum score(s) on Accuplacer:

  Writing 80
  Reading 90
  Math 75

  D. Earn the following minimum score(s) on Compass:

  Algebra 66
  Writing 70
  Reading 80

- ➢ All students must satisfy state and local graduation requirements, as well as successfully complete the NPHS senior exit project.

Evidence-Based Waiver Requirements

Indiana State Law provides that a student may receive an Indiana Diploma without passing the ECA if that student has successfully completed the following:

- ➢ Take the ECA in each subject area in which a student did not achieve a passing score at least one time every school year after the school year in which the ECA was first taken.
- ➢ Complete any extra help sessions offered each year by the school to prepare for the ECA retests.
- ➢ Maintain a school attendance rate of 95 percent or better over the course of the high school experience.
- ➢ Have at least a cumulative "C" average in the courses required for graduation.
- ➢ Satisfy any other state and local graduation requirements (NPHS senior exit project).
- ➢ Get a written recommendation from the teacher(s) in the subject area(s) not passed, as well as one from the school principal, and show proof that the academic standards have been met, whether through other tests or classroom work.

New Prairie United School Corporation Guidelines for Transfer from Non-Accredited Schools: Form 5463

Whenever a student seeks to transfer into the Corporation from a non-accredited school such as a home school the following procedures should be used to determine the student's proper grade placement or credits toward graduation:

- ➢ Identify the grade level that the student's age would indicate is the likely grade placement.
- ➢ Review the courses of study for that grade to determine the critical learning that would be prerequisite for success at subsequent grade levels or courses.
- ➢ Review the student's performance (if available) on tests and/or other means of assessment that were used to assess the student's learning while participating in the non-accredited school. Determine whether the critical learning identified in the Corporation's courses of study were properly assessed and, if so, how well the student has achieved the critical learning required.
- ➢ If no prior assessment data is available, identify which tests (standardized or Corporation-made) as well as other means of assessment (research project, term paper, and the like) could be used to assess the student's achievement of the critical learning. Arrange

for the student to be assessed using the identified instruments.

- ➢ If the assessment so indicates, assign the student to the grade or course level suggested at the first step.
- ➢ If the assessment indicates that another grade or course level is more appropriate, register the student in that grade or course level and make whatever arrangements are necessary to provide for any needed assistance indicated by the assessment.
- ➢ The principal shall make the final determination regarding the placement of the student and the extent to which any credit will be granted.

Questions You Might Have

How do colleges view the Academic Honors Diploma (AHD)?

Colleges are interested in what type of courses you take, as well as the grade you earn. To find out more about how much a college values the Academic Honors Diploma, talk with the Admissions Office of that school.

Do I need to have an Academic Honors Diploma to get into college?

No, check with your counselor and make sure you are taking classes that will prepare you for college. Do as well as you can in your classes. If you work hard in high school, take challenging courses, learn necessary skills, and earn acceptable grade: you are more likely to get into college.

I have a good grade point average now, but I may get a lower grade if I take harder classes. Is the Honors Diploma worth it?

Your decision depends in part on your willingness to work, your abilities, and your college plans. Your parents, guidance counselors, and the admissions officers at the schools that interest you might help you make your decision. Advanced Placement and Dual Credit courses are designed with college rigor in mind and will better prepare you for the type of work you will experience in college making your transition a little easier. These courses will require you to enhance your study habits and time management skills needed at the college level.

Why should I consider the Academic Honors Diploma? I am not sure I want to go to college. Even if I do go, I do not need an AHD to get in.

The AHD will better prepare you for the academic and time management challenges of college, the work world, and life in general. Students who take challenging high school courses tend to leave doors open to numerous options for their future. A strong academic background is the benefit of earning an AHD. A good education will serve you all your life regardless of your post high school plans.

Employers and vocational programs are looking for students with strong attendance, work ethic, good grades, and strong math and science skills. Many vocational and technical employment/apprenticeship opportunities are competing with colleges for students.

Does New Prairie High School have a weighted grading system for the more rigorous courses?

Beginning with the graduating class of 2016, New Prairie High School has implemented a weighted

grading system for the more rigorous classes. All traditional classes are still weighted on a 4.0 scale with an A+ being earned with a score of 100% weighing at 4.333. Honors courses and dual credit courses are weighted at 4.5 on a 4.0 scale and AP courses are weighted at 5.0 on a 4.0 scale. This has been put into place in order to encourage our students to take the more rigorous courses which we believe better prepares them for post-secondary opportunities.

Course Selection—Drop/Add

Efforts are made to provide the best possible course selections each spring for the next full academic year so that educational goals of students are realized; however, circumstances do change, and a program chosen early in the second semester may require some adjustment in the spring. If a student finds that a change of next year's selections is necessary before the end of the school year, the student should notify the guidance office immediately.

No schedule changes will be made in the fall.

There will be scheduled registration dates in late summer for the upcoming school year. During this time parents and students will update contact and medical information, pick up student schedules, pay book fees, and pick up student iPads. Watch for mailings and newspaper announcements for the dates. Registration for every student will take place on these dates.

Classes are scheduled very tightly based on student course selections. Teachers and classrooms are committed to these student selections, and the slightest variation in numbers can have profound implications for the entire Master Schedule. For this reason, plus the responsibility we have to students to help them learn to adhere to their commitments, schedule changes will only be considered for the following reasons:

1. ***To upgrade content of schedule—a student is changed from a regular class to a more academically challenging class.***

2. ***To correct an inappropriate placement— a student has tried in a previous class, but failed to master skills needed to have success at the present level. The student effort put forth will be an important factor in the request.***

3. ***To balance classes—when there is an obvious discrepancy in the number of students in a class, some students may be switched to other classes.***

Need to make up credits?

It is recommended that students retake a failed course in the classroom and every effort is made to place courses that need to be re-taken back into the student's schedule in the following school year/semester. The only core subject area that cannot be re-scheduled is English. In the event a

required course from any other department cannot be rescheduled, New Prairie High School offers online credit recovery through PLATO. PLATO is scheduled through your school counselor and costs $30 per semester of a course.

PLATO is a self-paced, independent learning opportunity to recover credits. This type of credit recovery is not recommended for students who are not self-motivated or independent learners. It is strictly a credit recovery program and does not take the place of classroom learning. *(PLATO courses can be completed from off campus as well as on campus, but all unit and semester exams for each PLATO section MUST be taken on campus with an NPHS staff member).

NCAA Eligibility

The NCAA, or National Collegiate Athletic Association, was established in 1906 and serves as the athletics governing body for more than 1,300 colleges, universities, conferences and organizations. The national office is in Indianapolis, but the member colleges and universities develop the rules and guidelines for athletics eligibility and athletics competition for each of the three NCAA divisions. The NCAA is committed to the student-athlete and to governing competition in a fair, safe, inclusive and sportsman like manner. The NCAA membership includes:

- 337 active Division I members;
- 290 active Division II members; and
- 435 active Division III members.

One of the differences among the three divisions is that colleges and universities in Divisions I and II may offer athletics scholarships, while Division III colleges and universities may not.

Checklist for College-Bound Student-Athletes (Division I and II)

Students wishing to participate in NCAA Division I or II athletics need to be certified by the NCAA Eligibility Center. Students need to qualify academically and will need to be cleared as an amateur student-athlete.

Students are responsible for achieving and protecting their eligibility status and must:

- Register at the beginning of the junior year at **www.eligibilitycenter.org**.
- Ask the school counselor to send student's transcript to the NCAA Eligibility Center at the end of the junior year.
- Take the ACT or SAT and use the code "9999" to have the official scores sent directly to the NCAA Eligibility Center.
- Request final amateurism certification during the senior year.
- Ask the school counselor to submit the final high school transcript with proof of graduation.

NCAA Core-Course Requirements

To be considered a qualifier at a Division I or II institution and be eligible for financial aid, practice and competition during the first year of college, students must graduate from high school, complete the 16 core-course requirement, and present minimum GPA and combined SAT or ACT sum scores that meet the NCAA GPA and test score sliding scale.

Division I 16 Core-Course Rule:

- 4 years of English
- 3 years of Mathematics (Algebra I or higher)
- 2 years of natural science/physical science (1 year of lab if offered by high school)
- 1 year of additional English, mathematics, natural/physical science
- 2 years of social science
- 4 years additional courses (from any area above, foreign language, or comparative religion/philosophy)

Division II 16 Core-Course Rule:

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural science/physical science (1 year of lab if offered by high school)
- 3 years of additional English, mathematics, natural/physical science
- 2 years of social science
- 4 years additional courses (from any area above, foreign language, or comparative religion/philosophy)

NCAA SAT and ACT Requirements

Students must achieve the required score on the SAT (combined score) or ACT (sum score) before full-time collegiate enrollment. All SAT and ACT scores must be reported to the NCAA Eligibility Center directly from the testing agency. Test scores will not be accepted if reported on a high school transcript. The following chart comes from the NCAA GPA and test score sliding scale.

Core GPA	SAT	ACT

2.500+	820	68
2.375	870	72
2.250	920	77
2.125	960	81
2.000	1010+	86+

* *Meeting the NCAA academic requirements does not guarantee admission into a college. Students must apply for college admission with each school of interest.*

Freshman Required Electives

Note: Beginning with the class of 2020, students must take Preparing for College and Careers and one of the following: Digital Applications and Responsibility OR Intro to Agriculture, Foods, & Natural Resources.

Course	# of Semesters/# of Credits	Eligible Grade Levels
Computer Applications (Digital Applications and Responsibility)	1 Semester/1 Credit	9, 10,
Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.		
Intro to Agriculture, Foods, & Natural Resources	1 Semester/1 Credit	9, 10, 11, 12
Introduction to Agriculture, Food and Natural Resources is highly recommended as a prerequisite to and a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience and career opportunities in the area of agriculture, food and natural resources.		
Preparing for College and Careers	1 Semester/1 Credit	9, 10
Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and		

developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

Study Labs

Course	# of Semesters/# of Credits	Eligible Grade Levels
Language Arts Lab	1 Semester/1 Credit	9, 10, 11, 12
Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with Indiana's Academic Standards for English/Language Arts in Grades 9-12 and the Common Core State Standards for English/Language Arts, focusing on the Writing Standards (Standards 4, 5, and 6).		
Mathematics Lab	1 Semester/ 1 Credit	10, 11, 12
Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. It is recommended that Mathematics Lab is taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. Mathematics Lab should not be offered in conjunction with Algebra I or Integrated Mathematics I; instead, schools should offer Algebra Enrichment or Integrated Mathematics Enrichment to provide students with rigorous support for these courses.		

Agriculture/FFA

Career and Technical Education (CTE): Agriculture

Introduction Agriculture is an active part of the curriculum for many high schools in Indiana. This program area combines the home, the school and the community as the means of education in agriculture and natural resources. The courses provide students with a solid foundation of academic knowledge and hands-on opportunities to apply this knowledge through classroom activities, laboratory experiments and project applications, supervised agricultural experiences (SAE) and FFA.

The vision and mission of Indiana's Agriculture program is that all people value and understand the vital role of agriculture, food, fiber and natural resource systems to advance personal and global well-being, prepare students for successful careers and to make a lifetime of informed choices in agriculture.

The goals for Agricultural Science and Business students focus on providing learning experiences that will allow them to:

- Demonstrate desirable work ethics and work habits.
- Apply the basic competencies and background knowledge in agriculture and related occupations.
- Analyze entrepreneurial, business and management skills needed to enter agriculture and related occupations.
- Expand leadership and participatory skills necessary for the development of productive and contributing citizenship in our democratic society.
- Gain effective social and interpersonal communication skills.
- Be aware of career opportunities in agriculture and set career objectives.
- Acquire job-seeking, employability and job-retention skills.
- Advance in a career through a program of continuing education and life-long learning.
- Apply reading, writing, mathematics, communication and study skills.
- Recognize the interaction of agriculture with governments and economic systems at the local, state, national and global levels.
- Recognize the ways new technologies impact agriculture and how agriculture impacts the environment.

It is important to understand and reaffirm that career-technical experiences do not preclude students from going on to higher education; in fact, participation actually enhances the opportunity. A growing

number of students are combining both college preparation and work-place experiences in their high school preparation. Agricultural Science and Business and FFA programs have a long history of successfully preparing students for entry-level careers and furthering education and training in the science, business and technology of agriculture. The programs combine classroom instruction and hands-on career focused learning to develop students' potential for premier leadership, personal growth and career success.

FFA

The FFA is the leadership student organization that is an integral part of the instruction and operation of a total agricultural education program. As an intra-curricular organization and essential component of the total program, the local agricultural education teacher(s) serve as the FFA chapter advisors. The many activities of the FFA parallel the methodology of the instructional program and are directly related to the 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 aptitudes they have acquired through the agricultural science and agricultural business program(s). 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 by the agricultural science and agriculture business education students as an integral part of an agricultural education course of instruction and, therefore, may be considered an appropriate use and amount of the allotted instructional time.

Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
Intro to Agriculture, Foods, & Natural Resources	1 Semesters/1 Credits	9, 10, 11, 12
Introduction to Agriculture, Food and Natural Resources is highly recommended as a prerequisite to and a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience and career opportunities in the area of agriculture, food and natural resources. **This is the first course in a sequence of courses for the Agricultural program we are starting at New Prairie High School.		
Agribusiness Management	2 Semesters/2 Credits	10, 11, 12
Prerequisite: Intro to Agriculture, Foods, & Natural Resources **(this will be waived for 2016-2017 school year).** Agribusiness Management provides foundational concepts in agribusiness. This course introduces students to the principles of business organization and management from a local and global perspective while incorporating technology. Concepts covered in the course include food and fiber, forms of business, finance, marketing, management, sales, leadership development, supervised agricultural experience career opportunities in the area of agribusiness management.		

Art Department

Course	# of Semesters/# of Credits	Eligible Grade Levels
AP Art History	2 Semesters/2 Credits	10, 11, 12
The expectation for taking the AP Exam for this course may become mandatory in the 2016-2017 school year). Art History, Advanced Placement is a course based on the content established by the College Board. Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine major forms of artistic expression from the past and the present from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. This course incorporates research, extensive reading, and analytical writing.		
Intro to Two-Dimensional Art	1 Semester/ 1 Credit	9, 10, 11, 12
Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and lead to the creation of a portfolio of quality works. Introductory elements of art are studied as they apply in drawing, design, painting, and printmaking. Observation and imagination in composition are stressed.		
Intro to Three-Dimensional Art	1 Semester/ 1 Credit	9, 10, 11, 12
Students taking Introduction to Three Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and lead to the creation of a portfolio of quality works. Introductory elements of art are studied as they apply to sculpture and ceramics.		

Drawing I	1 Semester/ 1 Credit	10, 11, 12
Prerequisite: Intro 2D with a "C" or better The student will study the elements and principles of art as they relate to drawing. Pen and ink, ink wash, graphite pencil, chalk, oil pastel, watercolor, and acrylic paint are the media used in the drawing unit. Originality of composition is stressed.		
Drawing II	1 Semester/ 1 Credit	10, 11, 12
Prerequisites: Intro 2D & Drawing I This course is a continuation of Drawing I and leads to the creation of a portfolio of quality works. This course stresses an individual and experimental approach to drawing. Students are encouraged to seek new approaches to artistic problems. *This class may be taken multiple times for credit.*		
Printmaking	1 Semester/ 1 Credit	10, 11, 12
Prerequisite: Intro to 2D - ***(Offered in odd years)*** This course stresses the creative and technical aspects of two-dimensional art. The student will study the elements and principles of art as they relate to printmaking such as linocut, monoprint, woodcut, silkscreen, stamping, and calligraphy.		
Ceramics I	1 Semester/ 1 Credit	10, 11, 12
Prerequisite: Intro to 3D Art Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes.		
Ceramics II	1 Semester/ 1 Credit	10, 11, 12
Prerequisites: Intro to 3D Art & Ceramics I This course is an advanced rendering of elements found in Ceramics I with an emphasis on independent study and individualized creative expression. Students learn to throw on the wheel and a high level of craftsmanship is expected. *This class may be taken multiple times for credit.*		

Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
Sculpture I	1 Semester/1 Credit	10, 11, 12
Prerequisite: Intro to 3D Art Students create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, and construction casting and assembling.		
Sculpture II	1 Semester/ 1 Credit	10, 11, 12
Prerequisites: Intro to 3D Art & Sculpture I This course is an advanced rendering of elements found in Sculpture I with an emphasis on independent study and individualized creative expression. Students are expected to develop the ability to recognize and produce well-crafted objects. Students take pride in creating unique personal statements with clay and any other sculpture media, such as plaster, wood, paper, and fabric. *This class may be taken multiple times for credit.*		
Visual Communications	1 Semester/ 1 Credit	10, 11, 12
Prerequisite: Intro to 2D Art - **(*Offered even years*)** Students in Visual Communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production which lead to the creation of a portfolio of quality work. They create print media utilizing graphic design, typography, layout, illustration and image creation with digital tools, computer technology, as well as with traditional art materials. Students develop		

communication skills in advertising and focus on refining their work in ad illustration, packaging, and product design. Students identify the integration of art-related skills with various careers. *This class may be taken multiple times for credit*.		
Painting I	1 Semester/ 1 Credit	10, 11, 12
Prerequisite: Intro to 2D Art Students will engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that leads to the creation of portfolio quality paintings. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, pastel, tempera and acrylics.		
Painting II	1 Semester/ 1 Credit	10, 11, 12
Prerequisites: Intro to 2D Art & Painting I This course is a continuation of Painting I and leads to the creation of portfolio quality works. This course stresses an individual and experimental approach to painting. Oil painting will be introduced. *This course may be taken multiple times for credit.*		
Photography	1 Semester/ 1 Credit	10, 11, 12
Prerequisites: Intro to 2D Art Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production which lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and darkroom processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios which identify art related careers.		

Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
Digital Design **(Year Book)**	2 Semesters/2 Credits	10, 11, 12
Prerequisites: Teacher recommendation and student application Digital Design is a course based on the Indiana Academic Standards for Visual Art. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multi-media, digitized imagery, computer animation, and web design. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art related careers		

Business Department

Course	# of Semesters/# of Credits	Eligible Grade Levels
Business Law and Ethics	1 Semester/1 Credit	10, 11, 12
Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses.		
Personal Financial Responsibility	1 Semester/1 Credit	10, 11, 12
Prerequisite: Computer Applications (Digital Applications and Responsibility or Digital Citizenship) Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing;		

understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.		
Introduction to Accounting	2 Semesters/2 Credits	10, 11, 12
Prerequisite: Computer Applications (Digital Applications and Responsibility or Digital Citizenship) Accounting introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making.		
Advanced Accounting	2 Semesters/2 Credits	11, 12
Prerequisite: Introduction to Accounting Financial Services provides instruction in finance and business fundamentals as they relate to financial institutions, financial planning, business and personal financial services, investment and securities, risk management, and corporate finance. Students are provided opportunities to develop attitudes and apply skills and knowledge in the area of finance.		
Computer Applications Advanced	1 Semesters/1 Credits	10, 11, 12
Prerequisite: Computer Applications (Digital Applications and Responsibility or Digital Citizenship) Vincennes University COMP 110 Intro to Computer Concepts – 3 Credits Only Juniors and Seniors may take it for dual credit. Computer Applications Advanced introduces students to the physical components and operation of computers. Technology is used to build students decision-making and problem-solving skills. Students should be given the opportunity to seek an industry-recognized digital literacy certification. This ourse will provide critical technology skills to be successful in any post-secondary setting.		

Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
Interactive Media Series I	2 Semesters/2 Credits	10, 11, 12
Prerequisite: Computer Applications (Digital Applications and Responsibility or Digital Citizenship) Computer Illustrations and Graphics Students will use a variety of software and visual art techniques to properly execute layouts and illustrations for graphics, logos, advertising displays, promotional materials, and instructional manuals. Interactive Media Students will work with various software programs to create digitally generated/computer-enhanced multimedia products. This includes: digital movies, digital animation, and scripting.		

Throughout the course students will gain fundamental skills to pursue careers in a variety of visual communications professions, including the entertainment industries.		
Interactive Media Series 2	2 Semesters/2 Credits	11, 12
Prerequisite: Interactive Media Series I Computer Illustrations and Graphics Students will use a variety of software and visual art techniques to properly execute layouts and illustrations for graphics, logos, advertising displays, promotional materials, and instructional manuals. Interactive Media Students will work with various software programs to create digitally generated/computer-enhanced multimedia products. This includes: digital movies, digital animation, and scripting. Throughout the course students will gain fundamental skills to pursue careers in a variety of visual communications professions, including the entertainment industries. **This course will continue to build upon the various concepts learned in the previous course in the series. Students will continue to master the various programs used to create multimedia content. Students will create, produce, and edit the media at an advanced level for real world clients such as the school corporation, clubs, teams, and businesses.**		
Interactive Media Series 3	2 Semesters/2 Credits	12
Prerequisite: Interactive Media Series 2 Computer Illustrations and Graphics Students will use a variety of software and visual art techniques to properly execute layouts and illustrations for graphics, logos, advertising displays, promotional materials, and instructional manuals. Interactive Media Students will work with various software programs to create digitally generated/computer-enhanced multimedia products. This includes: digital movies, digital animation, and scripting. Throughout the course students will gain fundamental skills to pursue careers in a variety of visual communications professions, including the entertainment industries. **This course will continue to build upon the various concepts learned in the previous course in the series. Students will continue to master the various programs used to create multimedia content. Students will create, produce, and edit the media at an advanced level for real world clients such as the school corporation, clubs, teams, and businesses.**		

Course	# of Semesters/# of Credits	Eligible Grade Levels
Business Management Series		
Principles of Business Management	2 Semesters/2 Credits	10, 11, 12
Prerequisite: Computer Applications (Digital Applications and Responsibility or Digital Citizenship) **Ivy Tech BUSN 101 Intro to Business—3 Credits** Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free enterprise system. Students will attain an understanding of management, team building, leadership, problem solving steps and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized		
Administrative and Office Management	2 Semesters/2 Credits	11, 12
Prerequisite: Principles of Business Management **Ivy Tech BUSN 105 Principles of Management—3 Credits** Advanced Business Management prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business administration, management, and finance. Individual experiences will be based upon the student's career and educational goals.		
Computer Science I	2 semester/ 2 Credits	11, 12
Prerequisite: Introduction to Computer Science Computer Science I introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce correct and accurate outputs. Topics include program flowcharting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, and control breaks and offers students an opportunity to apply skills in a laboratory environment		

Industrial Technology

Course	# of Semesters/# of Credits	Eligible Grade Levels
Civil Engineering and Architecture	1 Semester/1 Credit	10, 11, 12
Prerequisites: Successful completion of, or concurrent enrollment in Algebra or Geometry Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.		
Construction Systems	1 Semester/1 Credit	9, 10, 11, 12
Construction Systems is a course that specializes in how people use modern construction systems and the management of resources to efficiently produce a structure on a site. Students will explore the application of tools, materials, and energy in designing, producing, using, and assessing the construction of structures. Classroom activities introduce students to the techniques used in applying construction technology to the production of residential, commercial, and industrial buildings in addition to civil structures. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project.		
Intro to Construction	2 Semesters/2 Credits	10, 11, 12
Prerequisite: Construction Systems with a minimum grade of C or better Introduction to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.		

Course	# of Semesters/# of Credits	Eligible Grade Levels
Construction Technology I and II	4 Semesters/8 Credits	11, 12
Prerequisites: Completion of Construction Systems and Intro to Construction with a minimum grade of a C. Submission of an application and participation in an interview with the building trades board is required. Recommendations from teachers will be included in the student selection process. To be eligible for Construction Tech II, a student must receive a "B" or better in Construction Tech I. **Construction Technology I: Ivy Tech BCOT 104—3 credits and CONT 101—3 Credits** **Construction Technology II: Ivy Tech BCOT 105—3 credits, BCOT 113—3 Credits and BCOT 114—3 Credits** Construction Technology includes classroom and laboratory experiences covering the formation, installation, maintenance, and repair of buildings, homes, and other structures. This course also covers the use of working drawings and applications from the print to the work. Students will explore the relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching. Elementary aspects of residential design and site work will also be covered. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop the skills needed for layout and construction processes of floor and wall systems from blueprints and professional planning documents. Instruction will be given in the following areas, administrative requirements, definitions, building planning, foundations, wall coverings, roof and ceiling construction, and roof assemblies. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration's Safety & Health Standards for the construction industry.		
Transportation Systems	1 Semester/1 Credit	9, 10, 11, 12
Transportation Systems is a course that specializes in the study of the transportation systems used to support commerce and the logistics for the efficient movement of goods and people. In this course, students will explore the systems, techniques and vehicles used to move people and cargo on land, water, air, and space. Activities allow students to understand a variety of transportation systems and investigate the energy, power and mechanical systems used to move people and products from one location to another.		
Intro to Advanced Manufacturing & Logistics	1 Semester/1 Credit	9, 10, 11, 12
Introduction to Advanced Manufacturing and Logistics is a course that specializes in how people use modern manufacturing systems with an introduction to advanced manufacturing and logistics and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products Students investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. Students study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. After gaining a working knowledge of these materials, students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's		

advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, MSDS's, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors.

Course	# of Semesters/# of Credits	Eligible Grade Levels
Intro to Manufacturing	1 Semester/1 Credit	10, 11, 12

Prerequisite: Intro to Adv. Manufacturing and Logistics

Introduction to Manufacturing is a course that specializes in how people use modern manufacturing systems with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a background toward developing engineering & technological literacy. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Students will apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students will investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling.

Project Lead the Way - Engineering

Course	# of Semesters/# of Credits	Eligible Grade Levels
Intro to Engineering Design	2 Semesters/2 Credits	9, 10, 11, 12
The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.		
Principles of Engineering	2 Semesters/2 Credits	10, 11, 12
Prerequisites: Algebra I and Intro To Engineering Design This survey course exposes students to major concepts they will encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.		
Digital Electronics	2 Semesters/2 Credits	11, 12
Prerequisites: Algebra 1, Intro to Engineering, and Principles of Engineering. Digital electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation.		
Aerospace Engineering	2 Semesters/2 Credits	11, 12
Aerospace Engineering Technology provides students with experiences in designing, developing, and evaluating aircraft, space vehicles and their operating systems. Emphasis includes investigation and research on flight characteristics and analysis of aerodynamic design. Classroom instruction provides opportunities for creative thinking and problem-solving activities using appropriate software to design, test, and evaluate a variety of air and space vehicles, their systems, and launching, guidance and control procedures. Daily emphasis is placed on applying mathematical, scientific, and engineering principles.		

Introduction to Computer Science- PLTW	1 Semester/1 Credit	9,10, 11, 12
Designed to be the first computer science course for students who have never programmed before, ICS is an optional starting point for the PLTW Computer Science program. Students work in teams to create simple apps for mobile devices using MIT App Inventor®. Students explore the impact of computing in society and the application of computing across career paths and build skills and awareness in digital citizenship and cybersecurity. Students model, simulate, and analyze data about themselves and their interests. They also transfer the understanding of programming		

gained in App Inventor to learn introductory elements of text-based programming in Python® to create strategy games.

AP Computer Science	2 semester/ 2 Credits	11, 12
Prerequisite: Computer Applications (Digital Applications and Responsibility or Digital Citizenship), Algebra I and Algebra II Work-based learning will further a student's skills and knowledge in their chosen career path through continued coursework and industry placement. A standards based training plan is developed to guide the student's work-based learning experiences. Students will be required to apply and be admitted to the program to complete the required coursework, and number of industry hours of work, in order to receive credit and stay in the program.		

English Department

Course	# of Semesters/# of Credits	Eligible Grade Levels
English 9FA	2 Semesters/2 Credits	9
An integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 9 and the Common Core State Standards for English/Language Arts, is a study of language, literature, composition and oral communication with a focus on exploring a wide variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade appropriate oral presentations and access, analyze, and evaluate online information.		
English 9 Honors	2 Semesters/2 Credits	9
An integrated English, is a study of language, literature, composition and oral communication with a focus on exploring a wide variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, and research reports. Students deliver grade appropriate oral presentations and access, analyze, and evaluate online information. In addition to the English 9 course requirements as outlined above, English 9 Honors will be aligned with Advanced Placement English standards as outlined at gttp://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html to prepare students for success in Advanced Placement English courses in grades 11 and 12.		
English 10	2 Semesters/2 Credits	10
English 10, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 10 and the Common Core State Standards for English/Language Arts, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral		

presentations and access, analyze, and evaluate online information.		
English 10 Honors	2 Semesters/2 Credits	10
Prerequisite: B or above in English 9 Honors or Teacher Recommendation English 10 Honors, is a study of language, literature, composition and oral communication with a focus on exploring a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade appropriate oral presentations and access, analyze, and evaluate online information. In addition to the English 10 course requirements described above, English 10 Honors will be aligned with Advanced Placement English standards to advance student skills beyond those acquired in English 9 Honors to further prepare students for success in Advanced Placement English courses in grades 11 and 12.		
Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
English 11	2 Semesters/2 Credits	11
English 11 provides a survey of the literature produced in the United States from pre-Revolutionary times to the present. This course includes a study of the representative works of various literary genres that reflect the American culture. Students are also provided with the study of a variety of literary genres, such as drama, poetry, and prose, as well as Native American folk legends. Influences of classical literature can be experienced in the historical, literary, and cultural contexts. Quality works of various ethnic and cultural minorities, such as African-American writers, women writers, and Native American writers are included, as are the works of contemporary writers. Written and oral exercises require students to analyze and explain how their readings of literature, history, and culture are interconnected and distinctly American.		
AP English Language and Composition	2 Semesters/2 Credits	11, 12
Prerequisite: English 9 and English 10 **(Taking the AP Exam is mandatory in the 2016-2017 school year).** English Language and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.		
English 12	2 Semesters/2 Credits	12
This is a comparative literature course with an applied focus of professional communication. This style of writing is workplace and collegiate style writing. It is objective, about products or services, uses short sentences and paragraphs and denotative words. Professional communication is the type of written communication that you will be responsible for on the job, including memos, letters, reports, e-mail, proposals, instructions, and even web pages. This style of English Literature and Composition course is designed to engage you in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, you will deepen your understanding of the ways writers use language to provide both meaning and pleasure for their readers. Such close reading involves the experience of literature, the interpretation of literature, and		

the evaluation of literature. All these aspects of reading are important for an a course in English Literature and Composition, and each corresponds to an approach to writing about literary works. To assess these various levels, students will write informal reader responses, workplace stylistic products, in class essays, and longer, more formal, analytical, interpretive, and evaluative essays that consider a work's structure, style, and themes as well figurative language, imagery, symbolism, and tone.		
AP English Literature and Composition	2 Semesters/2 Credits	12
Prerequisite: English Language and Comp AP or English teacher recommendation. **(Taking the AP Exam is mandatory in the 2016-2017 school year).** An advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course.		
Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
Creative Writing	1 Semester/1 Credit	10, 11, 12
Offered Even Years 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.		
Themes in Literature I	1 Semester/1 Credit	9, 10 ,11, 12
Offered odd years Themes in literature is a study of common themes, such as the journey of a hero, the trials of youth, the search for identity, and other themes appropriate to the level and interests of students. This course includes an examination of the manner in which themes are treated by different writers in different literary genres. Frequent writing and oral exercises help students become sensitive to and articulate about thematic variations that occur because of genre of cultural context. Representative works by authors of diverse eras and nationalities are included so that students may gain knowledge of humanity's struggle to understand the human condition. T**he focus of this course will be literature of the *Holocaust.***		
Themes in Literature II	1 Semester/1 Credit	9, 10 ,11, 12
Offered odd years Same description as above. **The focus of this course will be literature of the *Vietnam War.***		
Student Publications/Newspaper	2 Semesters/2 Credits	9, 10, 11, 12
Prerequisites: Teacher recommendation and student application**.** This course along with Student Publications/Yearbook provide the study of and practice in gathering		

and analyzing information, interviewing, and note taking for the purpose of writing, editing and publishing. Marketing and advertising which demands time outside of class are required. Students will also be expected to attend a reasonable number of events to take photos and to report. **The nature of these courses allows for successive semesters of instruction at an advanced level, provided that defined standards are utilized.**		
Speech	1 Semester/1 Credit	9, 10, 11, 12
Speech, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Languages Arts Standards, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multi-media presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.		

Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
Literary Movements I	1 Semester/1 Credit	9, 10 ,11, 12
Offered Even Years: The course in Literary Movements provides the study of European and American literature produced in Ancient Greece and Rome, the Middle Ages, the Renaissance, the Enlightenment, and periods of Romanticism, Realism, Naturalism, Modernism, and Post–Modernism. This course provides an interdisciplinary examination of the connection between intellectual and historic trends including political, philosophical-theological, and aesthetic issues as well as specific literary movements. Writing and discussion activities will provide students with opportunities to explore these trends and movements. **The focus of this course will be *Classical Mythology.***		
Novels – Great Books	1 Semester/1 Credit	11, 12
Offered Even Years: Novels, a course based on Indiana's Academic Standards for English /Language Arts and emphasizing the High School Literature Standards, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors in the past and present or sets of novels in a given time period or across time periods or covering a particular theme.		
Theatre Arts I & II	2 Semesters/2 Credits	9, 10, 11, 12
Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.		
Theatre Production I & II	2 Semesters/2 Credits	9, 10, 11, 12
Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and		

critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.		
Advanced Theatre Arts/Acting I (1st Semester)	1 Semester/1 Credit	10, 11, 12
Prerequisite: Theatre Arts I/II with a C or higher and teacher recommendation/audition. Students enrolled in Advanced Theatre Arts read and analyze plays and apply criteria to make informed judgments. They draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore careers in theatre arts and begin to develop a portfolio of their work. They also attend and critique theatre productions and identify ways to support the theatre in their community.		
Advanced Acting/Acting II (2nd Semester)	1 Semester/1 Credit	10 ,11, 12
Prerequisite: Theatre Arts I/II with a C or higher and teacher recommendation/audition. Students enrolled in Advanced Acting research, create, and perform characters through script analysis, observation, collaboration and rehearsal. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies. Additionally, students explore career opportunities in the theatre by attending plays, meeting actors and discussing their work, and becoming theatre patrons in their community.		

Exceptional Learners

Course	# of Semesters/# of Credits	Eligible Grade Levels
Basic Skills Development	1 Semester/1 Credit	9, 10, 11, 12
Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking), (5) mathematical computation, (6) notetaking, (7) study and organizational skills, and (8) problem solving skills, which are essential for high school course-work achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.		
Developmental Reading	1 Semester/1 Credit	9, 10 ,11, 12
Developmental Reading is a supplemental course that provides students with individualized instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English/Language Arts focusing on the Reading Standards for Literature and Nonfiction. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.		

Family and Consumer Sciences

Course	# of Semesters/# of Credits	Eligible Grade Levels
Child Development	1 Semester/1 Credit	9, 10, 11, 12
This course addresses the knowledge, skills, attitudes, and behaviors associated with supporting		

and promoting optimal growth and development of infants and children. Topics include consideration of the roles, responsibilities, and challenges of parenthood; human sexuality; teen pregnancy; prenatal development; physical growth and developmental needs of infants and children; the impact of heredity and environment on the development of the child, and meeting children's needs for food, clothing and shelter.		
Advanced Child Development	1 Semester/1 Credit	10 ,11, 12
Prerequisite: Child Development & Parenting (*Must have passed Child Development with a C- or better)* Advanced Child Development is a sequential course that addresses more complex issues of child development and early childhood education with emphasis on guiding social, emotional, intellectual, moral, and cultural development throughout childhood. Topics include positive parenting and nurturing across ages and stages; practices that promote long-term well-being of children and their families; developmentally appropriate guidance and intervention strategies; and meeting the needs of children with a variety of disadvantaging conditions.		
Into to Fashion & Textiles	1 Semester/1 Credit	9, 10, 11, 12
This course is an introduction into the exciting and creative worlds of fashion, clothing, textiles and sewing. Students will learn the basics of operating a sewing machine, hand stitching, garment construction, fiber selections and properties, and design elements. Careers in the fashion/textile/clothing industry are also discussed.. This is a project-based class and each student is required to bring in fabric and supplies in order to complete the assignments.		
Nutrition and Wellness	1 Semester/1 Credit	9, 10, 11, 12
Nutrition and Wellness teaches the fundamentals of food preparation with an emphasis on making nutritious choices. A textbook is used along with demonstrations and cooking labs. Communication, leadership, and management processes are also put to use. Students will cook and must be prepared to eat what is created.		
Advanced Nutrition and Wellness	1 Semester/1 Credit	9, 10, 11, 12
Prerequisite: Nutrition and Wellness (*Must have passed Nutrition and wellness with a C– or better*) Advanced Nutrition and Wellness is a sequential course that addresses more complex concepts in nutrition and food preparation, with emphasis on contemporary economic, social, psychological, cultural and global issues. Laboratory experiences, demonstrations, and research opportunities make up the learning process. Students will cook and must be prepared to eat what is created.		
Intro to Housing & Interior Design	1 Semester/1 Credit	10, 11, 12
Intro to Housing and Interior Design addresses selection and planning of living environments to meet the needs and wants of individuals and families throughout the family life cycle. Topics include: evaluation of housing styles, locations, zones, restrictions and ownership options; impacts of technology; housing to meet special needs; elements and principles of design related to interiors, housing, and architecture; floor planning skills; creating functional, safe, and aesthetic spaces; historical aspects and contemporary trends in housing, interiors, furniture, and appliances; and exploration of housing-related careers.		

Health Sciences

Course	# of Semesters/# of Credits	Eligible Grade Levels

Medical Terminology, Dual Credit	2 Semesters/2 Credits	10, 11, 12
Medical Terminology 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.		

Project Lead the Way – Health Sciences (courses are approved for elective science credit)

Course	# of Semesters/# of Credits	Eligible Grade Levels
Principles of Biomedical Science- PLTW	2 Semesters/2 Credits	9,10, 11, 12
Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, research processes, and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Taking the PLTW EOC Exam is mandatory.		
Human Body Systems- PLTW	2 Semesters/2 Credits	10, 11, 12
Prerequisite: Principles of Biomedical Science (Earning a "C" or higher in both semesters of PBS) and Teacher Recommendation Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries. Taking the PLTW EOC Exam is mandatory.		
Medical Intervention- PLTW	2 Semesters/2 Credits	11, 12
Prerequisites: Principles of Biomedical Science and Human Body Systems (Earning a "C" or higher in both semesters of HBS) and Teacher Recommendation Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario introduces multiple types of interventions and reinforces concepts learned in the previous two courses, as well as presenting new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions are showcased across the generations of the family and provide a look at the past, present and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future. Taking the PLTW EOC Exam is mandatory.		
Biomedical Innovation- PLTW	2 Semesters/2 Credits	11, 12
Prerequisites: Principles of Biomedical, Human Body Systems and Medical Intervention (Earning a "C" or higher in both semesters of MI) and Teacher Recommendation In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students 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. There is not a EOC for this course, however, students must earn an A or B both semesters and have a recommendation from the teacher to be eligible for college credit.

Math Department

Course	# of Semesters/# of Credits	Eligible Grade Levels
Algebra I/Algebra I FA	2 Semesters/2 Credits	9, 10, 11, 12
Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, (6) nonlinear equations.		
Algebra IA	2 Semesters/1 Credit	9
Algebra IA provides a deeper dive into the first semester of algebraic skills and concepts. Topics are covered over the course of a year rather than one semester. Topics included in Algebra IA: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions.		
Algebra IB	2 Semesters/1 Credit	10
Algebra IB provides a deeper dive into the second semester of Algebra I skills and concepts. Topics are covered over the course of a year rather than one semester. Topics included in Algebra IB: (1) Systems of equations (2) polynomials, (3) algebraic fractions, (4) nonlinear equations.		
Algebra II	2 Semesters/2 Credits	10, 11, 12
Prerequisites: Algebra I credit. Geometry may be taken concurrently with Algebra II; with approval from the Math department. Algebra II is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) polynomials; (3) algebraic fractions; (4) logarithmic and exponential functions; (5) sequences and series.		
Algebra II Honors	2 Semesters/2 Credits	10, 11, 12
Prerequisites: A/B for both semesters of Honors Geometry or A/B for both semesters of Geometry and Algebra I The Algebra II Honors class includes all the topics of the Algebra 1I course with a special emphasis on application and enrichment in order to develop depth of understanding algebra topics. The expectations and pace of this course will be demanding but will increase the preparedness of students who desire to reach higher level math courses such as Pre-Calculus and Calculus.		
Geometry/Geometry I FA	2 Semesters/2 Credits	9, 10, 11, 12
Prerequisite: Algebra I Geometry students examine the properties of two-and three-dimensional objects, proof and logic, as well as investigative strategies in drawing conclusions. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) congruency and similarity; (3) measurement; (4) analytic geometry; (5) polygons, with a special focus on quadrilaterals, triangles, right triangles; (6) circles; and (7) polyhedron.		
Geometry Honors	2 Semesters/2 Credits	9, 10, 11, 12
Prerequisite: A/B average for both semesters of Algebra I.		

The Geometry Honors class includes all the topics of the Geometry FA course with a special emphasis on application and enrichment in order to develop depth of understanding Geometry topics. The expectations and pace of this course will be demanding but will increase the preparedness of students who desire to reach higher level math courses such as Pre-Calculus and Calculus.

Course	# of Semesters/# of Credits	Eligible Grade Levels
Finite Mathematics (IU-Bloomington's MATH M118)	2 Semesters/2 Credits	11, 12
Prerequisites: Geometry and Algebra II, an application must be filled out and course must be paid for to receive Concurrent Enrollment Credit. ***IUSB MATH M118—3 credits*** This is a course in analyzing Venn diagrams, applying the counting principles of permutations and combinations, computing the probabilities of events with finitely many outcomes (including conditional and Bayes probabilities), solving systems of linear equations, solving linear programming problems, and formulating and analyzing Markov chains. Mathematical Modeling courses provide rigorous instruction in fundamental mathematical concepts and skills presented in the context of real-world applications. The modeling skills provide analytical methods for approaching problems students encounter in their future endeavors.		
AP Statistics	2 Semesters/2 Credits	11, 12
Prerequisites: Geometry and Algebra II. **(Taking the AP Exam is mandatory in the 2016-2017 school year.)** Statistics, Advanced Placement is a course based on content established by the College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing inferences from data.		
Pre-Calculus/Trigonometry, PNC CEP	2 Semesters/2 Credits	11, 12
Prerequisites: Geometry and Algebra II. An application must be filled out and course must be paid for to receive Concurrent Enrollment Credit. **PNC MA 153 and 154—6 credits** Pre-Calculus blends together all of the concepts and skills that must be mastered prior to enrollment in a college-level calculus course. The course includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) trigonometry in triangles, (4) trigonometric functions, (5) trigonometric identities and equations, (6) polar coordinates and complex numbers, (7) sequences and series and (8) data analysis.		
AP Calculus AB	2 Semesters/2 Credits	12
Prerequisite: A/B in Pre-Calculus. (**Taking the AP Exam is mandatory in the 2016-2017 school year.**) Calculus AB, AP is a course that provides students with the 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 connection among these representations also are important. Topics include: (1) functions, graphs, and limits (2) derivatives and (3) integrals.		

Music Department

Course	# of Semesters/# of Credits	Eligible Grade Levels
High School Concert Band	2 Semesters/2 Credits	9, 10, 11, 12
Prerequisite: Student ability to demonstrate appropriate competency. Students taking this course are provided with a balanced and comprehensive study of music through this concert band course, are able to develop skills in the psychomotor, cognitive, and affective domains. Soloistic and ensemble activities are designed to enhance elements of individual musicianship. This organization forms the core of the marching band and concert ensembles. The Marching Cougars perform in parades, all home football games and marching contests. Depending on the number of enrolled students, chair placement auditions may occur, dictating a split into two ensembles entitles the Symphonic Band and Wind Ensemble. The Symphonic Band will contain students that are in need of additional assistance, instruction and guidance on their instruments, whereas the Wind Ensemble will contain the most proficient skilled students in their respective instrument sections. Repertoire performed by these ensembles consists of standard marches, popular music, classical selections, and contemporary literature. Additional performing possibilities include pep band for basketball games, pit orchestra to accompany musical stage productions, and back-up bands to accompany the competitive show choirs.		
Jazz Band	2 Semesters/2 Credits	9, 10, 11, 12
Prerequisite: High school level performing skills. Students taking this course develop musicianship and specific performance skills through individual and group settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of jazz history, jazz form, and stylistic elements of this genre. Students develop and enhance these creative skills through) improvisation, composition, arranging, performance, listening, and) musical analysis. Instruction has been designed to enable students to connect, examine, , define, , refine, and integrate music study into other subject areas. Students are provided with opportunities to experience live performances by professionals outside of the school day. Time before/after the school day will be required for rehearsals. In addition, a limited number of extra public performances may serve as a culmination and assessment of daily rehearsal and music goals. Students must participate in said performance opportunities in order to extend and support all previous learning. Students can expect to learn and perform different jazz styles in small combo and full ensemble settings, while also focusing on the development and comprehension of individual improvisational skills.		
Beginning Guitar Methods	1 Semester/1 Credit	9, 10, 11, 12
Beginning Guitar Methods is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered beginning guitar classes		

in order to develop music proficiency and musicianship. Students will perform with proper posture, hand position, fingering, rhythm, and string articulation. By the end of the course, they will be able to compose and improvise melodic and harmonic material. They will also be able to create/perform simple accompaniments, along with listen to, analyze, sight-read, and study a variety of basic to intermediate guitar literature. Finally, students will study the elements of music as exemplified in a variety of styles and make interpretive decisions based on these studies. The main goal in this course is to provide students a basic to intermediate understanding of the standard acoustic guitar, how to properly play the instrument given specific techniques and how to read standard tablatures and notation provided in most musical contexts.

Percussion Ensemble	2 Semesters/2 Credits	9, 10, 11, 12

This course is designed for students who have experience playing percussion instruments for at least one year in middle school band courses. Students will develop advanced techniques of performance, notation reading, and musicality using a wide variety of percussion instruments and musical styles. Students will develop techniques for playing all percussion instruments in a variety of musical settings including marching band, concert band, jazz band, small ensembles, and indoor drumline.

Course Goals:

1. To develop advanced dexterity through proper sticking techniques. (i.e. rudiments)
2. To become advanced readers of music including rhythmic and melodic notation.
3. To learn advanced mallet techniques including four mallets, and an understanding of all 12 major keys.
4. To identify and respond appropriately to all musical nomenclature relating to percussion music and instruments in English, Italian, French, and German.
5. To develop proper technique for playing all common percussion instruments.
6. To develop tuning skills for the tympani.
7. To broaden students familiarity with percussion ensemble music and small group performances.
8. To perform percussion parts with a concert band and marching band.
9. To develop an understanding of proper care and maintenance of all percussion instruments.
10. To prepare for district honor band auditions and college scholarship auditions

Sing Sensation Choir – Adv. Women's Choir	2 Semesters/2 Credits	9, 10, 11, 12

<u>Prerequisite: Audition Required</u>

Sing Sensation is an all-female ensemble. Members are accepted into this choir by audition only. Music will consist of a higher difficulty, and will continue developing an already established understanding of choral technique, sight-reading, and choreography. Sing Sensation will perform in numerous concerts and competitions, require outside rehearsals on a regular basis, and participate in various community events.

Innovation Choir – Adv. Mixed Choir	2 Semesters/2 Credits	9, 10, 11, 12

<u>Prerequisite: Audition Required</u>

Innovation is a mixed show choir and concert choir. Music will consist of a higher difficulty, and will address a solid understanding of choral technique, sight-reading, and movement/choreography. This course also stresses the importance of singing, dancing, and acting according to multiple interpretations of music. Innovation will perform in numerous concerts, require outside rehearsals on a regular basis, and participate in various community events.

Sapphire – Intermediate Women's Choir	2 Semesters/2 Credits	9, 10, 11, 12

<u>Prerequisite: Audition Required</u>

Sapphire is an all-female show choir and concert choir. This course stresses the continued development of musicianship and performance skills as a chorus member, and serves as a choir that prepares you for more advanced musical skills. Students will further knowledge of choral technique, sight-reading, and music vocabulary. A small amount of concerts throughout the year will be required of each chorus member, and a small amount of extra rehearsal time will be scheduled.		
Beginning Women's Choir	2 Semesters/2 Credits	9, 10, 11, 12
Women's Choir is a beginning all-female ensemble. Members of this choir will learn to handle vocal developments that occur in the teenage female singer. Women's Choir will develop a solid understanding of pitch, rhythm, and musical interpretation. Members will also learn the basics of music theory, and incorporate those lessons in assigned repertoire. Women's choir is a class-choir This choir will perform in several concerts throughout the year and will be required to attend some after school rehearsals.		
Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
Music Men – Beginning Men's Choir	2 Semesters/2 Credits	9, 10, 11, 12
Music Men is an all-male ensemble. Members of this choir will learn to handle vocal developments that occur in the teenage male singer. Music Men will develop a solid understanding of pitch, rhythm, and musical interpretation. Members will also learn the basics of music theory, and incorporate those lessons into performances. Music Men will perform in a small amount of concerts throughout the year, and various rehearsals will be required outside of class time.		
Music Theory	1 Semesters/1 Credits	10, 11, 12
Prerequisite: Teacher recommendation from Band or Choral Director Music Theory is a class that will expand a trained musician's knowledge of music fundamentals and advanced theoretical concepts. Students will learn to master basic melodic and chord construction, dictations of rhythmic and harmonic varieties, and further their understanding of music vocabulary. Prerequisites include the ability to demonstrate proficiency on a musical instrument-or voice at the appropriate high school level. Students successfully completing this course will have the skills necessary to pass the music theory section of the college music admission test.		
Music History and Appreciation I	1 Semesters/1 Credits	9, 10, 11, 12
Prerequisites: This course may be taken for 1 or 2 semesters and material will not build from one semester to the next. ***Offered based on enrollment numbers only*** Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. They will also learn about the elements of music to read and notate at a basic level of understanding. Activities include analyzing and describing music; evaluating music and music performances, understanding relationships between music and the other arts, as well as disciplines outside of the arts, and reading and notating music.		

Physical Education

Course	# of Semesters/# of Credits	Eligible Grade Levels
Physical Education I	1 Semester/1 Credit	9, 10
Physical Education I continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty. Ongoing assessment includes both written and performance-based skill evaluations. Physical Education class provides the opportunity for students to express themselves through varied team and individual physical activities and classroom work. We will introduce and practice drills and skills for the following activities: golf, archery, swimming, aerobics, g, tennis, cross country and team sports which include touch football, basketball, volleyball, softball, hockey, and soccer. Students receiving an A or B in this class may choose from all elective classes the next year if they wish.		
Physical Education II	1 Semester/1 Credit	10, 11
PE Electives can take the place of PE II if the student earned a grade of A or B in PE I. Physical Education II 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.		
Health & Wellness Education	1 Semester/1 Credit	10, 11, 12
High School health education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. 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. This course is designed to acquaint the student with the body and its functions; to present information beneficial to the physical, mental, social, and emotional wellness of the individual. The course will cover general rules of safety for home, school, work, and community activities. An intense study in alcohol, drugs, and tobacco will be presented; and the course will acquaint the students with physical and social problems that exist with substance abuse. A comprehensive study of personality development in relationship to emotions, stress, and mental disorders will be discussed. The class will study		

relationships and involvement with family, friends, and dating partners. Information concerning sexually transmitted diseases, birth control, and AIDS will also be covered. The students will learn the benefits of basic fitness and its relationship to exercise and nutritional needs. The program on health helps students develop the skills they need to cope within a world of complex health concerns. Our perspectives on health emphasize the importance of responsible decision-making in relation to a student's overall wellness.		
Athletic Development	1 Semester/1 Credit	9, 10, 11, 12
Athletic Development/Weight Training is an intensified program in muscular development through the use of free weights and the Universal Weight Machine. Emphasis is placed on cardiovascular endurance, flexibility, strength, power, body development, and basic physiology. Nutritional aspects of muscular growth will also be emphasized.		
Lifeline	1 Semester/1 Credit	10, 11, 12
Prerequisites: Physical Education I **(**Can take the place of PE II if an A or B is earned in PE I) Elective Physical Education– Lifeline promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in specific areas. In addition, different lifetime fitness concepts will be emphasized.		

Science Department

Course	# of Semesters/# of Credits	Eligible Grade Levels
Biology I/Biology I FA	2 Semesters/2 Credits	9, 10, 11, 12
Biology I provides, through regular laboratory and field investigations, a study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students have opportunities to: (1) gain an understanding of the history of the development of biological knowledge, (2) explore the uses of biology in various careers, and (3) cope with biological questions and problems related to personal needs and social issues.		
Honors Biology I	2 Semesters/2 Credits	9
This course covers the same material as Biology I, but at a greater depth and with greater emphasis on experimental design, scientific writing, and quantitative data analysis. The purpose of Honors Freshman Biology I is to prepare students for AP science courses. Students who are strong in science should consider taking this course.		
AP Biology	2 Semesters/2 Credits	11, 12
Prerequisites: Biology I and Chemistry I **(Taking the AP Exam is mandatory in the 2016-2017 school year.)** Biology, Advanced Placement is a course based on the content established by the College Board. Topics include: (1) molecules and cells: chemistry of life, cells, cellular energetics; (2) heredity and evolution: heredity molecular genetics, evolutionary biology; and (3) organisms and populations: diversity of organisms, structure and function of plants and animals, ecology. The major themes of the course include: science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature and science, technology, and society.		
Chemistry I	2 Semesters/2 Credits	10, 11, 12
Prerequisites: Algebra I and Biology Chemistry I allows students to synthesize useful models of the structure of matter and the		

mechanisms of its interactions through laboratory investigations of matter and its chemical reactions. Chemistry is designed for students who wish to attain an understanding of the fundamentals used when evaluating chemical problems. Topics such as the structure of matter, kinetic theory of gases, chemical bonding, naming chemical formulas, atomic structure, and acid and base chemistry are presented in lectures and illustrated by many exercises and experiments throughout the course.

Chemistry II PNC CEP	2 Semesters/2 Credits	11, 12

Prerequisites: Minimum of B average in Chemistry I and Algebra II (Algebra II may be taken concurrently with teacher approval), An application must be filled out and course must be paid for to receive Concurrent Enrollment credit through PNC.

PNC CHEM 115 and 116—8 credits

Chemistry II provides for extended laboratory and literature investigations of the chemical reactions of matter in living and nonliving materials. 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 designed for college-bound students wishing to gain greater knowledge in complex chemical theory and reactions, acid-based chemistry, bonding, solutions, thermochemistry, and reaction rates.

Course	# of Semesters/# of Credits	Eligible Grade Levels
AP Chemistry	2 Semesters/2 Credits	11, 12

Prerequisites: Minimum of B average in Chemistry I and Algebra II (Algebra II may be taken concurrently with teacher approval). **(Taking the AP Exam is mandatory in the 2016-2017 school year.)**

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

Anatomy/Physiology	2 Semesters/2 Credits	11, 12

Prerequisites: Biology I and Chemistry (must attain a letter grade of C or better).

Anatomy/Physiology provides for the study of human biochemistry, cellular biology, and histology. This course provides for the in depth study of the anatomical and physiological aspects of human organs and systems. The course is designed for college bound students interested in biological or chemical systems.

Earth/Space Science I	2 Semesters/2 Credits	10, 11, 12

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

Environmental Science	2 Semesters/2 Credits	11, 12

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field

investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.		
AP Environmental Science	2 Semesters/2 Credits	12
Prerequisite: Biology I. "C" or better in Chemistry or ICP **(Taking the AP Exam is mandatory in the 2016-2017 school year).** *AP Environmental Science* is a course based on content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.		
Integrated Chemistry/Physics	2 Semesters/2 Credits	10, 11, 12
Prerequisite: Algebra I Integrated Chemistry-Physics is a course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in the laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.		

Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
Physics I	2 Semesters/2 Credits	11, 12
Prerequisites: Must have a B or better in Geometry, C+ or better in Algebra II or taken concurrently. Physics I aids students in synthesizing the fundamental concepts and principles concerning matter and energy through the laboratory study of mechanics, wave motion, sound, light, electricity, magnetism, electromagnetism, and atomic and nuclear physics. Physics is the most fundamental of the sciences. It deals with the behavior and structure of matter. The origin of the universe, expansion of space, general theory of relativity, black holes and curved space, birth and death of stars. Lab work is required and problem solving skills are emphasized.		
AP Physics I	2 Semesters/2 Credits	11, 12
Prerequisites: Completion of Algebra II and concurrent Precalculus is strongly recommended ***(Taking the AP Exam is mandatory in the 2016-2017 school year.)*** Physics 1 B, Advanced Placement is a course that provides students with the content established by the College Board. AP Physics 1 is the equivalent to a first semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.		
AP Physics II	2 Semesters/2 Credits	11, 12
Prerequisites: Must have earned a "C" or better in AP Physics I as well as have completed Algebra II. Concurrent Precalculus or Calculus is strongly recommended **(Taking the AP Exam is mandatory in the 2016-2017 school year.)** Physics 2 B, Advanced Placement is a course that provides students with the content established by the College Board. AP Physics 2 is the equivalent to a second semester college course in algebra		

based physics. This course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.		
Intro to Agriculture, Foods, & Natural Resources	1 Semesters/1 Credits	9, 10, 11, 12
Introduction to Agriculture, Food and Natural Resources is highly recommended as a prerequisite to and a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience and career opportunities in the area of agriculture, food and natural resources. **This is the first course in a sequence of courses for the Agricultural program we are starting at New Prairie High School.		
Agribusiness Management	2 Semesters/2 Credits	11, 12
Prerequisite: Intro to Agriculture, Foods, & Natural Resources Agribusiness Management provides foundational concepts in agribusiness. This course introduces students to the principles of business organization and management from a local and global perspective while incorporating technology. Concepts covered in the course include food and fiber, forms of business, finance, marketing, management, sales, leadership development, supervised agricultural experience career opportunities in the area of agribusiness management.		

Social Sciences Department

Course	# of Semesters/# of Credits	Eligible Grade Levels
World History I & II	2 Semesters/2 Credits	9, 10, 11, 12
World History and civilization provides for a study of selected world cultures, past and present. The content of this course provides a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. This course emphasizes the interaction of local cultures with the natural environment, as well as the connections among civilizations from earliest times to the present. This course traces the development of human culture from its beginning to the present, viewing the diverse political, religious, social, and economic systems found in the history of man.		
AP World History	2 Semesters/2 Credits	9, 10, 11, 12
Prerequisite: Teacher Approval and a 3.0 GPA or higher. The expectation for taking the AP Exam for this course may become mandatory in the 2016-2017 school year). World History, Advanced Placement is a course that provides students with the content established by the College Board. The course will have a chronological frame from the periods 8000 B.C.E. to the present. AP World History focuses on five overarching themes (1) interaction between humans and the environment, (2) development and interaction of cultures, (3) state-building, expansion, and conflict, (4) creation, expansion, and interaction of economic systems, and (5) development and transformation of social structures.		
United States History I & II	2 Semesters/2 Credits	11
United States History is a study of our country's history, beginning with early exploration and		

progressing to the present. Emphasis is made, whenever possible, to present our history in relation to the present-day United States. United States History emphasizes national development in the late nineteenth and the twentieth centuries and builds upon concepts developed in previous studies of American history. Students in this course also identify and review significant events, figures and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of historical events and geographic, social, and economic influences on national development in the late nineteenth and twentieth centuries. A chronological, topical, or comparative approach can be used in developing themes from America's past as they relate to the life in Indiana and the US today.

AP United States History	2 Semesters/2 Credits	11, 12

Prerequisite: 3.0 GPA or higher. (**The expectation for taking the AP Exam for this course may become mandatory in the 2016-2017 school year).**

United States History, Advanced Placement is a two-semester course which has a chronological frame from 1492 to the present. The course builds upon concepts developed in previous studies of American history. Students in this course are expected to identify and review significant events, persons, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of key events, persons, and groups with political, economic, social, and cultural influences on state and national development in the late nineteenth, twentieth, and early twenty-first centuries. Students are expected to trace and analyze chronological periods and examine the relationship of significant themes and concepts in Indiana and United States history. They are expected to develop skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, and research that uses primary and secondary sources found at local and state historic sites, museums, libraries, and archival collections, including electronic sources. Opportunities are given to develop inquiry skills by gathering and organizing information from course.

Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
Geography & History of the World I & II	2 Semesters/2 Credits	9, 10, 11, 12

World Geography provides an opportunity to study the interaction of humans and their environment in space and time. This course helps students understand global patterns of physical and cultural characteristics. The study of cultural settings should also include political structures, ways of life, customs, and past events that have influenced or have been influenced by the environment. World Geography provides the opportunity to study the five basic geographic themes of: (1) location, (2) place, (3) relationships within places, (4) movement, and (5) regions as they apply to selected areas of the world. Regions selected for study will vary but should include examples from each continent. These studies focus upon the relationships among regions and exemplify important geographic concepts and problems. This course explores physical and political geography. Locations and map study are emphasized during the semester. There are many hands-on and interactive activities included in the curriculum of this course.

AP Human Geography	2 Semesters/2 Credits	10, 11, 12

Prerequisites: 3.0 GPA or higher, and Geography & History of the World I & II or AP World History I & II **(The expectation for taking the AP Exam for this course may become mandatory in the 2016-2017 school year).**

Human Geography, Advanced Placement is a course based on the content established by the

College Board. The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Topics include: (1) Geography: its nature and perspectives, (2) population, (3) cultural patterns and processes, (4) political organization of space, (5) agriculture and rural land use, (6) industrialization and economic development, and (7) cities and urban land use.

Government	1 Semester/1 Credit	12

United States Government provides a framework for understanding the nature and importance of responsible civic participation and for learning the rights and responsibilities of individuals in a constitutional democracy. Constitutional structure and the processes of the legislative, executive, and judicial branches of the national, state, and local levels of government are examined. Students learn to draw conclusions about the impact and interrelationships of history, geography, and economics upon our system of government. They also learn to demonstrate an understanding of the governmental structures of the United States and other political systems, as well as, the relationship of American government to world affairs. Students learn to analyze the roles of individuals and groups in the political process by identifying and analyzing political issues. They also learn to access data from primary and secondary resources and use current technology to access relevant source materials and as a tool for producing documents in support of learning projects. Students have opportunities to take, defend, and evaluate positions on current issues that impact political decision making.

Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
AP American Government	1 Semester/1 Credit	12

Prerequisite: Teacher approval, a 3.0 GPA or higher, and the successful completion of AP US History. (**The expectation for taking the AP Exam for this course may become mandatory in the 2016-2017 school year).**

American Government, Advanced Placement, is a course that builds upon concepts developed in previous studies of government, history, and social studies. Students in this course are expected to identify and review significant ideas, events, court cases, and movements in American political thought. Understanding the nature and importance of responsible civic participation is emphasized, as well as the rights and responsibilities of individuals in a constitutional democracy. Constitutional structure and the processes of the legislative, executive, and judicial branches of the national, state, and local levels of government are examined. Each branch of government is studied as to its construction, powers, and purpose. Fundamental legal rights within the framework of the political system are also studied. Additional studies focus on the sources of public authority and political power, the relationship between state and society, the relationship between citizens and states, political institutions, and political change. There is a considerable amount of reading and writing for this course

Current Problems, Issues, and Events	1 Semester/1 Credit	10, 11, 12
Prerequisite: Must have successfully completed 2 Semesters of Social Sciences, receiving a "C" or higher in each course and have a 2.5 GPA or higher. This class provides opportunities to apply techniques of investigation and inquiry to the study of significant current events and issues. Students develop competence in: (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studied from the viewpoint of the social science discipline.		
Economics	1 Semester/1 Credit	12
Economics includes a study of the allocation of scarce resources and their alternative uses for satisfying human wants. This course examines basic models of decision making at various levels and in different areas including; (1) decisions made as a consumer, producer, saver, investor, and voter; (2) business decisions to maximize profits; and (3) public policy decisions in specific markets dealing with output and prices in the national economy. Basic decisions will face students as consumers throughout their lives. Consumer needs are studied with special attention paid to investment programs as well as the process of shopping wisely when the need to borrow arises. The economy is studied to learn how goods and services are produced to create income and how the flow of income is important.		
Psychology	1 Semester/1 Credit	10, 11, 12
Prerequisite: Minimum GPA 2.5 Psychology provides an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. Content for the course includes some insights into behavior patterns and adjustments to social environments. The course should develop critical attitudes toward superficial generalizations about human beings, respect for the difficulty of establishing the truth of a proposition, and a heightened sensitivity to the feelings and needs of others. This course includes the study of human development in the areas of the mental and behavioral process. The major focus of this class will be on the following: the history of psychology, theories of learning and memory, self-esteem and personality development, altered states of consciousness, abnormal behavior, and research design.		
Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
Sociology	1 Semester/1 Credit	10, 11, 12
Prerequisite: Minimum GPA 2.5 Sociology provides opportunities for students to study group behavior and basic human institutions. Broad areas of content include the study of institutions found in all societies and could involve: (1) the family, (2) religion, (3) community organizations, (4) political and social groups, and (5) leisure time organizations. Moral values, traditions, folkways, the mobility of people, and other factors of society which influence group behavior should also be included in the study of Sociology. This course investigates the structure and origin of society and culture and explains the functions of social instruction. The major focus of this class will be on our changing society, socializing agents (the family, schools, peers, and the media), and current social problems. Understanding our society as a means of becoming a more productive member is stressed.		

Vocational Technical Department

LaPorte County Career and Technical Education Center

The LaPorte Count Career and Technical Education Center in Michigan City has an extensive program that is available to New Prairie High School students. Juniors and seniors who select this program will attend New Prairie High School four periods each day. The remainder of the school day will be allocated to completing the requirements of their specific programs. The following vocational programs are available to juniors and seniors that meet the following criteria:

1. Student has completed the 9th and 10th grade requirements, and is on track to graduate.
2. Student has related career goals.
3. Student has counselor approval of junior and senior course selections.
4. Student has a steady attendance record.

Course	# of Semesters/# of Credits	Eligible Grade Levels

Electronics I	2 Semesters/6 Credits	11
Electronics I introduces students to the fundamental electronic concepts necessary for entry into an electronic and computer systems career pathway, which will culminate with industry certifications or additional post-secondary education. Classroom and laboratory experiences will allow students to begin their career preparation in the fundamental electronics concepts of Jobsite Skills, DC Basics, AC Basics, and Personal Computer Design, and will incorporate safety, technical writing, mathematical concepts, and customer service.		
Electronics II	2 Semesters/6 Credits	12
Electronics II provides the opportunity for students to continue with foundational electronic concepts including circuit analysis and digital electronics modules. After completing the two additional foundational modules, students may choose to focus on one of the optional modules that can include more intense instruction, research, specialized projects and internships. The optional modules include industrial technology, emerging electronic technologies, residential and commercial electronic communication, and automation. The content of this class is designed to provide the state of Indiana with a trained workforce in emerging technologies career pathways that will make a significant contribution to the Indiana economy. Industry certifications and additional post-secondary education are critical components of the pathway. Classroom, laboratory, and work-based experiences in the fundamental electronics concepts of circuit analysis and digital electronics as well as one of the optional modules will incorporate safety, technical writing, mathematics, and customer service.		

Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
Automotive Services Technology I	2 Semesters/6 Credits	11
Automotive Services Technology I is a one-year course that encompasses the subtopics of 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 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.		
Automotive Services Technology II	2 Semesters/6 Credits	12
Automotive Services Technology II 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 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. 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.		
Advanced Manufacturing Technology I	2 Semesters/6 Credits	11
Advanced Manufacturing Technology I includes a wide range of classroom and laboratory experiences that develop skills and knowledge in the shaping of metal parts. Emphasis is placed on basic precision machining operations including the use of lathes, drill presses, and grinders, in addition to mill and bench work. Instruction includes the use and care of other precision tools such as micrometers, indicators, combination squares, scales, and calipers. Advanced instruction should include preparation in the use of Computer Numerically Controlled (CNC) machines that reflect current industry practices. Application of mathematical skills and blueprint reading and writing skills will also be emphasized.		
Advanced Manufacturing Technology II	2 Semesters/6 Credits	12
The course combines the Precision Machining II and Advanced Manufacturing II and is a more in-depth study of skills learned in Precision Machining I with a stronger focus in CNC setup/operation/programming. Classroom activities will concentrate on precision set-up and inspection work as well as machine shop calculations. Students will develop skills in advanced machining and measuring parts involving tighter tolerances and more complex geometry. A continued focus on safety will also be included.		

Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
Welding Technology I	2 Semesters/6 Credits	11
Welding Technology I includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. This course is designed for individuals who intend to make a career as a Welder, Technician, Sales, Designer, Researcher, or Engineer. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.		
Welding Technology II	2 Semesters/6 Credits	12

Welding Technology II builds on the Gas Metal Arc welding, Flux Cored Arc Welding, Gas Tungsten Arc welding, Plasma Cutting and Carbon Arc skills covered in Welding Technology I. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.		
Transportation Distribution & Logistics I	2 Semesters/6 Credits	11
Transportation, Distribution & Logistics I is a study of the basic concepts included in the field of logistics and supply chain management through distribution and transportation. Topics covered include supply chain management, customer service, transportation, purchasing, inventory, and warehouse management and introduces students to the various components of logistics. Topics will include logistics systems, supply chain management, order, demand inventory and warehouse management, and the control systems and automated components of logistics systems. The course also focuses on the terminology of supply chain management including the history, integration into the business plan, partnerships, profits and saving potential, sources of supply and other issues concerning supply chain management and operating environment. The course includes MSSC concepts required to earn the CLA/CLT MSSC certification. This course is aligned with Ivy Tech and provides Dual Credit opportunities.		
Transportation Distribution & Logistics II	2 Semesters/6 Credits	12
Transportation, Distribution and Logistics II introduces the physical components of finished product handling. The focus is on the methods, mechanical equipment, systems and related controls used to achieve these functions. Topics covered include product receiving, storage methods, order picking, inventory control, lean concepts, packaging, and palletizing. A year-long class, operating and maintain material handling equipment in a safe and efficient manner in an industrial setting is stressed. The course applies concepts to develop a work environment that promotes continuous improvement, eliminates waste, reduces operating cost, improves quality, and achieves measurable improvement in customer satisfaction. This course is aligned with Ivy Tech and provides Dual Credit opportunities.		

Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
Culinary Arts & Hospitality Management	2 Semesters/6 Credits	11
Culinary Arts and Hospitality Management prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hospitality courses. Major topics include: introduction to the hospitality industry; food safety and		

personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills, culinary math; and food preparation techniques and applications. Instruction and laboratory experiences will allow students to apply principles of purchasing, storage, preparation, and service of food and food products; apply basic principles of sanitation and safety in order to maintain safe and healthy food service and hospitality environments; use and maintain related tools and equipment; and apply management principles in food service or hospitality operations. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students' laboratory experiences. Students are monitored in their laboratory experiences by the Culinary Arts and Hospitality teacher.		
Advanced Culinary Arts	2 Semesters/6 Credits	12
Advanced Culinary Arts prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry, including (but not limited to) food production and services; food science, dietetics, and nutrition; and baking and pastry arts. Major topics for this advanced course include: basic baking theory and skills, introduction to breads, introduction to pastry arts, nutrition, nutrition accommodations and adaptations, cost control and purchasing, and current marketing and trends. Instruction and intensive laboratory experiences include commercial applications of principles of nutrition, aesthetic, and sanitary selection; purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; baking and pastry arts skills; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; and related research, development, and testing. Intensive laboratory experiences with commercial application 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 encouraged. A standards-based plan guides the students' laboratory and work-based experiences. Students are monitored by the Advanced Culinary Arts teacher.		

Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
Cosmetology I	2 Semesters/6 Credits	11
Cosmetology I 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 the 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.		
Cosmetology II	2 Semesters/6 Credits	12
Cosmetology II emphasis will cover 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. Students must have their 1500 hours completed prior to graduation. Certification: State of Indiana, Cosmetology License		
Criminal Justice I	2 Semesters/6 Credits	11
Criminal Justice I 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.		
Criminal Justice II	2 Semesters/6 Credits	12
Criminal Justice II introduces students to concepts and practices in controlling traffic as well as forensic investigation at crime scenes. Students will have opportunities to use mathematical skills in crash reconstruction and analysis activities requiring measurements and performance of speed/acceleration calculations. Additional activities simulating criminal investigations will be used to teach scientific knowledge related to anatomy, biology, and chemistry as well as collection of evidence found at the scene and while in transit to a forensic science laboratory. Procedures for the use and control of informants, inquiries keyed to basic leads, and other information gathering activity and chain of custody procedures will also be reviewed.		

Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
Early Childhood Education I	2 Semesters/6 Credits	11
Early Childhood Education 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. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education teacher. Student laboratory/field experiences may be either school-based or "on-the-job" in community-based early childhood education centers or in a combination of the two. Dual credit agreements with postsecondary programs are encouraged.

Early Childhood Education II	2 Semesters/6 Credits	12

Early Childhood Education II 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. ECE II is a sequential course that builds on the foundational knowledge and skills of Early Childhood Education I, which is a required prerequisite. In ECE II students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of ECE II include: overview of the Child Development Associate (CDA) credential, safe, and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. These include rigorous levels of self-critique and reflection; performance assessments by instructors, parents, and other professionals; comprehensive assessment of knowledge through a standardized exam; and other professional documentation. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in ECE I and ECE II. These experiences may be either school-based or "on-the-job" in community-based early childhood education centers, or in a combination of the two. A standard-based plan for each student guides the early childhood education experiences. Students are monitored in these experiences by the Early Childhood Education II teacher.

Course	# of Semesters/# of Credits	Eligible Grade Levels
Horticulture Science & Landscape Mgmt I	2 Semesters/6 Credits	11
Horticulture Science and Landscape Management I is a two-semester course designed to give students a background in the field of horticulture and landscape management and its many career opportunities. It addresses the biology and technology involved in the production, processing, and marketing of plants and their products. Topics covered include: reproduction and propagation of plants, plant growth, and plant growth media. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures of landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscape operation and the care and use of equipment utilized by landscapers. Students participate in a variety of activities to include extensive laboratory work usually in a school greenhouse, leadership development, supervised agricultural experience and learning about career opportunities in the area of horticulture science and landscape management.		
Horticulture Science & Landscape Mgmt II	2 Semesters/6 Credits	12
Horticulture Science and Landscape Management II extends the content and skills of Horticulture Science and Landscape Management I and provides the student with in-depth exploration of the many career opportunities in the diverse field of horticulture and 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 operations; and the use and maintenance of equipment utilized by landscapers. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry certified through a state approved program.		

World Languages

Course	# of Semesters/# of Credits	Eligible Grade Levels
French I	2 Semesters/2 Credits	9, 10, 11, 12
Spanish I	2 Semesters/2 Credits	9, 10, 11, 12
Mandarin Chinese I	2 Semesters/2 Credits	9, 10, 11, 12

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

French II	2 Semesters/2 Credits	9, 10, 11, 12
Spanish II	2 Semesters/2 Credits	9, 10, 11, 12
Mandarin Chinese II	2 Semesters/2 Credits	9, 10, 11, 12

Prerequisite: Must complete level I world language with a C– or better both semesters.

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

Course	# of Semesters/# of Credits	Eligible Grade Levels
French III	2 Semesters/2 Credits	10, 11, 12
Spanish III	2 Semesters/2 Credits	10, 11, 12
Mandarin Chinese III	2 Semesters/2 Credits	10, 11, 12
Prerequisite: Must complete level II world language with a C– or better both semesters. World Language III builds upon effective strategies for world language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of world language speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture. This course further emphasizes making connections across content areas as well the application of understanding world language and culture outside of the classroom.		
French IV/V	2 Semesters/2 Credits	11, 12
Spanish IV/V	2 Semesters/2 Credits	11, 12
Mandarin Chinese IV	2 Semesters/2 Credits	11, 12
German IV	2 Semesters/2 Credits	11, 12
Prerequisite: Must complete level III world language with a grade of C– or better both semesters World Language IV/V provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of world language speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the world language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native world language speakers.		

Advanced Placement (AP) COURSES

Note: Students enrolled in AP courses will not have the option to withdraw from the class at the beginning of the new school year. For Math, Science, and English AP classes, students are required to take the AP Exam at the end of the course.

Course	# of Semesters/# of Credits	Eligible Grade Levels
AP Art History	2 Semesters/2 Credits	10, 11, 12
The expectation for taking the AP Exam for this course may become mandatory in the 2016-2017 school year). Art History, Advanced Placement is a course based on the content established by the College Board. Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine major forms of artistic expression from the past and the present from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. This course incorporates research, extensive reading, and analytical writing.		
AP Computer Science	2 semester/ 2 Credits	11, 12
Prerequisite: Computer Applications (Digital Applications and Responsibility or Digital Citizenship), Algebra I and Algebra II Work-based learning will further a student's skills and knowledge in their chosen career path through continued coursework and industry placement. A standards based training plan is developed to guide the student's work-based learning experiences. Students will be required to apply and be admitted to the program to complete the required coursework, and number of industry hours of work, in order to receive credit and stay in the program.		
AP English Language and Composition	2 Semesters/2 Credits	11, 12
Prerequisite: English 9 and English 10 **(Taking the AP Exam is mandatory in the 2016-2017 school year).** English Language and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.		
AP English Literature and Composition	2 Semesters/2 Credits	12

Prerequisite: English Language and Comp AP or English teacher recommendation. **(Taking the AP Exam is mandatory in the 2016-2017 school year).**

An advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course.

Course	# of Semesters/# of Credits	Eligible Grade Levels
AP Statistics, PNC CEP	2 Semesters/2 Credits	11, 12

Prerequisites: Geometry and Algebra II. An application must be filled out and course must be paid for to receive Concurrent Enrollment Credit **(Taking the AP Exam is mandatory in the 2016-2017 school year.)**

PNC STAT 301—3 credits

Statistics, Advanced Placement is a course based on content established by the College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing ~~conclusions~~ inferences from data.

AP Calculus AB	2 Semesters/2 Credits	12

Prerequisite: A/B in Pre-Calculus. (**Taking the AP Exam is mandatory in the 2016-2017 school year.**)

Calculus AB, AP is a course that provides students with the content established by the College Board. Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connection among these representations also are important. Topics include: (1) functions, graphs, and limits (2) derivatives and (3) integrals.

AP Biology	2 Semesters/2 Credits	11, 12

Prerequisites: Biology I and Chemistry I **(Taking the AP Exam is mandatory in the 2016-2017 school year.)**

Biology, Advanced Placement is a course based on the content established by the College Board. Topics include: (1) molecules and cells: chemistry of life, cells, cellular energetics; (2) heredity and evolution: heredity molecular genetics, evolutionary biology; and (3) organisms and populations: diversity of organisms, structure and function of plants and animals, ecology. The major themes of the course include: science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature and science, technology, and society.

AP Chemistry	2 Semesters/2 Credits	11, 12

Prerequisites: Minimum of B average in Chemistry I and Algebra II (Algebra II may be taken concurrently with teacher approval). **(Taking the AP Exam is mandatory in the 2016-2017 school year.)**

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

AP Environmental Science	2 Semesters/2 Credits	11, 12
Prerequisites: Biology I; "C" or better in Chemistry or ICP **(Taking the AP Exam is mandatory in the 2016-2017 school year.)** The AP Environmental Science course is based on content established by the College Board and is designed to be the equivalent of a one-semester college course in environmental science. In this course students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. AP Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Because it is designed to be a course in environmental science rather than environmental studies, the AP Environmental Science course includes a strong laboratory and field investigation component.		
Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
AP Physics I	2 Semesters/2 Credits	11, 12
Prerequisites: Completion of Algebra II and concurrent Precalculus is strongly recommended ***(Taking the AP Exam is mandatory in the 2016-2017 school year.)*** Physics 1 B, Advanced Placement is a course that provides students with the content established by the College Board. AP Physics 1 is the equivalent to a first semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.		
AP Physics II	2 Semesters/2 Credits	11, 12
Prerequisites: Must have earned a "C" or better in AP Physics I as well as have completed Algebra II. Concurrent Precalculus or Calculus is strongly recommended **(Taking the AP Exam is mandatory in the 2016-2017 school year.)** Physics 2 B, Advanced Placement is a course that provides students with the content established by the College Board. AP Physics 2 is the equivalent to a second semester college course in algebra based physics. This course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.		
AP World History	2 Semesters/2 Credits	9, 10, 11, 12
Prerequisite: Teacher Approval and a 3.0 GPA or higher. The expectation for taking the AP Exam for this course may become mandatory in the 2016-2017 school year). World History, Advanced Placement is a course that provides students with the content established by the College Board. The course will have a chronological frame from the periods 8000 B.C.E. to the present. AP World History focuses on five overarching themes (1) interaction between humans and the environment, (2) development and interaction of cultures, (3) state-building, expansion, and conflict, (4) creation, expansion, and interaction of economic systems, and (5) development and transformation of social structures.		
AP United States History	2 Semesters/2 Credits	11, 12
Prerequisite: 3.0 GPA or higher. (**The expectation for taking the AP Exam for this course may become mandatory in the 2016-2017 school year).** United States History, Advanced Placement is a two-semester course which has a chronological frame from 1492 to the present. The course builds upon concepts developed in previous studies of American history. Students in this course are expected to identify and review significant events, persons, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of key events, persons, and groups with political, economic, social,		

and cultural influences on state and national development in the late nineteenth, twentieth, and early twenty-first centuries. Students are expected to trace and analyze chronological periods and examine the relationship of significant themes and concepts in Indiana and United States history. They are expected to develop skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, and research that uses primary and secondary sources found at local and state historic sites, museums, libraries, and archival collections, including electronic sources. Opportunities are given to develop inquiry skills by gathering and organizing information from course.

Course	# of Semesters/# of Credits	Eligible Grade Levels
AP American Government	1 Semesters/1 Credits	12

Prerequisite: Teacher approval, a 3.0 GPA or higher, and the successful completion of AP US History. **(The expectation for taking the AP Exam for this course may become mandatory in the 2016-2017 school year).**

American Government, Advanced Placement, is a course that builds upon concepts developed in previous studies of government, history, and social studies. Students in this course are expected to identify and review significant ideas, events, court cases, and movements in American political thought. Understanding the nature and importance of responsible civic participation is emphasized, as well as the rights and responsibilities of individuals in a constitutional democracy. Constitutional structure and the processes of the legislative, executive, and judicial branches of the national, state, and local levels of government are examined. Each branch of government is studied as to its construction, powers, and purpose. Fundamental legal rights within the framework of the political system are also studied. Additional studies focus on the sources of public authority and political power, the relationship between state and society, the relationship between citizens and states, political institutions, and political change. There is a considerable amount of reading and writing for this course

Project Lead the Way (PLTW) Courses

Course	# of Semesters/# of Credits	Eligible Grade Levels
Introduction to Computer Science- PLTW	1 Semester/1 Credit	9,10, 11, 12
Designed to be the first computer science course for students who have never programmed before, ICS is an optional starting point for the PLTW Computer Science program. Students work in teams to create simple apps for mobile devices using MIT App Inventor®. Students explore the impact of computing in society and the application of computing across career paths and build skills and awareness in digital citizenship and cybersecurity. Students model, simulate, and analyze data about themselves and their interests. They also transfer the understanding of programming gained in App Inventor to learn introductory elements of text-based programming in Python® to create strategy games.		
Principles of Biomedical Science- PLTW	2 Semesters/2 Credits	9,10, 11, 12
Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, research processes, and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Taking the PLTW EOC Exam is mandatory.		
Human Body Systems- PLTW	2 Semesters/2 Credits	10, 11, 12
Prerequisite: Principles of Biomedical Science (Earning a "C" or higher in both semesters of PBS) and Teacher Recommendation Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students		

build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries. Taking the PLTW EOC Exam is mandatory.		
Medical Intervention- PLTW	2 Semesters/2 Credits	11, 12
Prerequisites: Principles of Biomedical Science and Human Body Systems (Earning a "C" or higher in both semesters of HBS) and Teacher Recommendation Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario introduces multiple types of interventions and reinforces concepts learned in the previous two courses, as well as presenting new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions are showcased across the generations of the family and provide a look at the past, present and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future. Taking the PLTW EOC Exam is mandatory.		
Course	**# of Semesters/# of Credits**	**Eligible Grade Levels**
Biomedical Innovation-PLTW	2 Semesters/2 Credits	11, 12
Prerequisites: Principles of Biomedical, Human Body Systems and Medical Intervention (Earning a "C" or higher in both semesters of MI) and Teacher Recommendation In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students 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. There is not a EOC for this course, however, students must earn an A or B both semesters and have a recommendation from the teacher to be eligible for college credit.		

Concurrent Enrollment and Dual Credit Programs

Purdue University North Central (*Tuition is to be paid to PNC)*

Students receive both high school and college credit in these courses taught by New Prairie Faculty following the Purdue North Central Curriculum. Students will be considered eligible for admission provided they meet two of the following three criteria:

1. Rank in the upper 1/3 of the class

2. Cumulative grade point average of 3.0 or greater

3. SAT combined score of 1500 or ACT composite score of 21

Contact person: Rachel Weaver, PNC Dual Credit Coordinator: 1-800-872-1231

Approved PNC courses taught at NPHS:

Advanced Math/College Algebra	Spanish III
Chemistry II	Spanish IV
Pre-Calculus	Environmental Science

Ivy Tech Dual Credit *(Tuition is not charged for Ivy Tech dual credit)*

Students receive both high school and college credit in these courses taught by New Prairie Faculty following the Ivy Tech Curriculum. Students will be considered eligible for admission provided the

score within a certain range on the Accuplacer exam given at the start of the course.

Contact person: Ivy Tech Director of Admissions at 574-289-7001

Approved Ivy Tech dual credit courses taught at NPHS:

Medical Terminology	Advanced Business Management
Interactive Media	Administrative and Office Management
Principles of Business Management	Entrepreneurship
Construction Technology I/II	

Vincennes Dual Credit (*Tuition is to be paid to Vincennes*)

Information, Communications and Technology

It is strongly recommended that parents and students investigate and, if necessary, contact potential institutions of higher learning to determine the transfer of credits to that particular institution and major before taking a course for dual credit.