BREMEN
SENIOR HIGH SCHOOL
COURSE AND PROGRAM GUIDEBOOK

updated October 2025

2026-2027

CORE VALUES

MUTUAL RESPECT ◊ CARING SCHOOL COMMUNITY ◊ GREAT EXPECTATIONS

WEBSITES

www.bps.k12.in.us

www.bremenlionsguidance.weebly.com

Table of Contents

WELCOME

On behalf of our students, faculty, and staff—including administrators, teachers, counselors, aides, secretaries, custodians, and food service professionals—we are delighted to welcome you to Bremen High School.

Our entire team is here to help make your experience as meaningful and successful as possible. Over the years, our community—through the leadership of the Board of School Trustees and the superintendent—has invested significant time, effort, and resources to provide outstanding staff and facilities for your benefit. These investments reflect a shared commitment to your growth, enjoyment, and success.

We have several hopes for your time at Bremen:

- **Commit to learning.** Take full advantage of the opportunities to develop your skills and knowledge.
- **Get involved.** Participate in athletics, music, clubs, and other activities that build teamwork and leadership. These experiences add depth and meaning to your school years.
- **Carry on our tradition.** Bremen High School has a proud heritage. Contribute to it by using our resources responsibly, upholding our values, and helping strengthen the legacy for those who follow.

At Bremen High School, educational programs, services, and facilities are open to all students regardless of age, race, color, national origin, sex, or disability.

For more information, clarification, or to share a concern, please contact:

Mr. Andrew Rohde, High School Principal
Bremen Public Schools
511 West Grant Street
Bremen, Indiana 46506
Phone: 574-546-3511

COUNSELING DEPARTMENT

Selecting a Curriculum

Choosing a curriculum best suited to your interest, aptitudes, and abilities is one of several decisions which will eventually lead to your style of life. Serious study of college or technical school entrance requirements, career preparation requirements, and state recommended curriculum paths is strongly recommended before a final selection is accomplished. Students are required to develop a career plan which includes:

1. Student Identification Information
2. Self-Assessment Information: Test Results, Interest Areas, Aptitude Tests, Strengths, and Accomplishments
3. A Four-Year High School Plan in a post-secondary preparation curriculum
4. A Post-Secondary Education Goal
5. A Statement of Career Goals/ Graduation Pathway
6. A Confirmation (Signature) Log

To accurately select a curriculum path, and develop your career plan, you should consider the following:

A. What occupation(s) do you intend to follow after graduation?
B. Do you need additional training or education to enter these occupations?
C. Will you need re-training to keep a job in the future?
D. Have you conducted an honest evaluation of your skills as a student, giving thought to your level of academic effort, pleasure and satisfaction derived from working with materials, and your interest in music, art, or literature?

Graduation Requirements

Students will be required to fulfill 3 areas: 1. Complete diploma designation requirement sets, 2. Learn and demonstrate employability skills, and 3. Master at least one postsecondary readiness competency. These changes are outlined in detail in the following pages of this document. Please feel free to contact the Counseling Department for clarification if needed.

Changes in College Admission Requirements

Please note that although the Diploma with a Core 40 designation is now the expected requirement for admission to a four-year college or university, many post-secondary schools have requirements above and beyond the Core 40 requirements. For example, a college may require two years of a foreign language for admission or two additional semesters of math, such as Pre-calculus and Trigonometry. Please check the admission requirements for each college or university you may be considering before you create your schedule.

CORE 40 DESIGNATION: *Your Academic Edge*

Indiana's Diploma with a Core 40 designation is the academic foundation all students need to succeed in college, apprenticeship programs, military training, and the workforce. A Core 40 Designation offers:

◊ **What Employers and Training Programs Want.** Employers, apprenticeship programs, and the military all agree – they expect you to arrive with essential skills, including speaking and writing, analyzing information, conducting research, and solving complex problems. The expectations are the same:

◊ **Preparation for College Success.** It's not just about getting in – it's about finishing. To succeed in college-level work, students need to complete at least the Core 40 requirements in high school. Anything less may mean taking remedial coursework in college. You won't be able to start at a four-year public Indiana college or university without the Core 40 or a documented equivalent. Most private higher education schools require students to have at least this level of high school academic preparation.

◊ **Money for College.** Meeting the Core 40 requirements can help you earn money for college. Indiana students who complete these requirements and meet other financial and grade requirements can receive up to 90 percent of approved tuition and fees at eligible colleges. Core 40 with Academic Honors graduates can receive up to 100 percent and some also offer scholarships specifically for students who satisfy these requirements.

By providing all Indiana students a balanced sequence of academically rigorous high school courses in the core subjects of English/language arts, mathematics, science, and social studies; physical education/health and wellness; and electives including world languages, career/technical, and fine arts, the Core 40 requirement allows all our students to compete with the best.

To graduate with less than Core 40, a student must complete a formal opt-out process involving parental consent. See your school counselor for full details. For more information about Core 40 and your career and course plan, see your counselor and visit the Learn More Resource Center at www.learnmoreindiana.org.

GRADUATION REQUIREMENTS

Classes of 2027 through 2028

Classes of 2029 and 2030 have new Graduation Requirements that are listed after the above mentioned cohorts.

Cohorts of 2027 and 2028

Students wishing to earn a Bremen High School diploma must complete the following steps:

1. The Classes of 2027,and 2028 will have to meet the Graduation Pathway requirements.
2. Take a Mathematics course or Quantitative Reasoning course each year of high school **and** earn six (6) credits in Math in high school.
3. Meet all minimum requirements for a high school diploma with a designation of either Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors (General Diploma designation is only available in conjunction with the Opt-Out Process).

Core 40 – 47 credits required

- ◊ All students must enroll in this program.
- ◊ All students must work toward meeting these requirements.
- ◊ Not all students who begin this program will complete the entire curriculum (see below)
- ◊ Not meeting the Core 40 Diploma criteria may impact a student's eligibility for admission to colleges, technical schools, and future employment opportunities. All Indiana four-year public colleges and universities now require the Core 40 as a minimum admissions requirement.

Core 40 with Academic Honors – 50 credits required

- ◊ An Academic Honors Diploma may be earned without taking any honors courses; however, the State Board of Education established these requirements to bring honor to those students who choose challenging courses.
- ◊ Many state universities are giving "tuition" breaks for students who have accomplished this distinction.
- ◊ No final grade in any required classes may be lower than a "C-" (2.0).
- ◊ A student must have a cumulative grade point average of "B" (3.0 out of 4.0).
- ◊ Students must earn 2 additional Math credits for a total of 8 credits.
- ◊ Students must earn 6 credits in one Foreign Language or 4 credits in each of 2 languages.
- ◊ Students must also meet ONE of the following requirements:
    A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
    B. Earn 6 verifiable transcripted college credits from dual credit courses from the approved dual credit list (Core Transfer Library)
    C. Earn a minimum of 3 verifiable transcripted college credits and 2 credits in AP courses and take the corresponding AP Exam.
    D. Earn a combined score of 1250 or higher on the SAT. In addition, a student may not score less than 560 on the Math section and 590 on the evidence-based reading and writing section.
    E. Score a 26 composite or higher on the ACT.

Core 40 with Technical Honors – 47 credits required

- ◊ A Technical Honors may be earned without taking any honors courses; however, the State Board of Education established these requirements to bring honor to those students who choose challenging courses.
- ◊ No final grade in any required classes may be lower than a "C-" (2.0).
- ◊ A student must have a cumulative grade point average of "B" (3.0 out of 4.0).
- ◊ RECOMMENDED: Earn 2 additional credits in Mathematics and 4-8 credits in World Languages for four-year college admission.
- ◊ Earn six (6) credits in college & career pathway approved courses **and** one of the following:
    1. Pathway designated industry-based certification, or
    2. 6 transcripted college credits from approved career pathway dual credits courses
- ◊ Students must also meet ONE of the following requirements:
    1. Any one of the options (A-E) of the Core 40 with Academic Honors (see above).
    2. Take WorkKeys, an industry-driven assessment, and score at or above a designated level on each of the three core-readiness subject areas (Applied Mathematics – Level 6, Reading for Information – Level 6, and Locating Information – Level 5).
    3. Take the Accuplacer and earn the following minimum scores: Writing 80, Reading 90, and Math 75.
    4. Take the Compass and earn the following minimum scores: Algebra 66, Writing 70 and Reading 80.

Core 40 Opt-Out Process

Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce. To graduate with less than Core 40, the following formal opt-out process must be completed.

- ◊ The student, the student's parent or guardian, the student's counselor, and a school administrator must meet to discuss the student's progress.
- ◊ The student's career and course plan is reviewed.
- ◊ The committee determines if the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- ◊ If the decision is made to opt out of Core 40, the student is required to complete the general course and credit requirements, and the career-academic sequence that the student will pursue is determined.
- ◊ All parties will complete and sign the necessary documentation.

CORE 40 DESIGNATION

The Core 40 designation consists of a list of requirements established by the State School Board.

ENGLISH/ LANGUAGE ARTS	**8 Credits** English 9, 10, 11, 12
MATHEMATICS	**6 Credits** 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II STUDENTS ARE REQUIRED TO TAKE A MATH OR QUANTITATIVE REASONING COURSE DURING **EACH YEAR OF HIGH SCHOOL.**
SCIENCE	**6 Credits** 2 credits: Biology I 2 credits: Chemistry I or Physics or ICP (Integrated Chem/Phys) 2 credits: any Core 40 science course
SOCIAL STUDIES	**6 Credits** 2 credits: World History/Civilization 2 credits: U.S. History 1 credit: Government 1 credit: Economics
DIRECTED ELECTIVES	**5 Credits** World Languages 2 credits in Fine Arts: Music, Drama, Art (local requirement) Career/Technical: a logical sequence from a technical or career area
PRACTICAL ARTS	**4 Credits (local requirements)** 2 credits: Career/Technical classes 2 credits: Preparing for College and Careers and Personal Finance

PHYSICAL EDUCATION	**2 Credits** 1 credit: PE I (1 term) 1 credit: PE II (1 term)
HEALTH & WELLNESS	**1 Credit**
ELECTIVE COURSES	**9 Credits**
TOTAL	**47 Credits**
Graduation Pathways	Required for the classes of 2023 and beyond.

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

CORE 40 WITH ACADEMIC HONORS

The Core 40 with Academic Honors is the most rigorous course of study required by the state of Indiana for high school graduation.

ENGLISH/ LANGUAGE ARTS	8 Credits English 9, 10, 11, 12
MATHEMATICS	8 Credits 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II 2 credits: Advanced Math Courses STUDENTS ARE REQUIRED TO TAKE A MATH OR QUANTITATIVE REASONING COURSE DURING EACH YEAR OF HIGH SCHOOL.
SCIENCE	6 Credits 2 credits: Biology I 2 credits: Chemistry I or Physics or ICP (Integrated Chem/Phys) 2 credit: any Core 40 science course
SOCIAL STUDIES	6 Credits 2 credits: World History/Civilization 2 credits: U.S. History 1 credit: Government 1 credit: Economics
DIRECTED ELECTIVES	5 Credits World Languages 2 credits in Fine Arts: Music, Drama, Art (local requirement) Career/Technical: a logical sequence from a technical or career area
FINE ARTS	2 Credits (meets directed elective and local requirement) Art, Music, and Drama
PRACTICAL ARTS	4 Credits (local requirements) 2 credits: Career/Technical classes 2 credits: Preparing for College and Careers and Personal Finance

PHYSICAL EDUCATION	2 Credits 1 credit: PE I (1 term) 1 credit: PE II (1 term)
HEALTH AND WELLNESS	1 Credit
ELECTIVE COURSES	7 Credits Any additional courses – Career Academic Sequence Recommended
OTHER REQUIREMENTS	Earn a grade of "C-" (2.0) or above in all required courses, have a grade point average of "B" (3.0) or above, and complete ONE of the following: - Earn 4 credits in 2 or more AP courses and take corresponding AP exams - Earn 6 verifiable transcripted college credits in dual credit courses from priority course list - Earn a combined score of 1250 or higher on the SAT. In addition, a student may not score less than 560 on the Math section and 590 on the evidence-based reading and writing section - Earn an ACT composite score of 26 or higher and complete written section - Earn both of the following: 1. A minimum of 3 verifiable transcripted college credits from the Priority course list. 2. Two credits in AP courses and corresponding AP exams
TOTAL	50 Credits
Graduation Pathways	Required for the classes of 2023 and beyond.

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

CORE 40 WITH TECHNICAL HONORS

The Core 40 with Technical Honors is the most rigorous course of study, both academically and technically, required by the state of Indiana for high school graduation.

ENGLISH/ LANGUAGE ARTS	8 Credits English 9, 10, 11, 12
MATHEMATICS	6 Credits 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II STUDENTS ARE REQUIRED TO TAKE A MATH OR QUANTITATIVE REASONING COURSE DURING EACH YEAR OF HIGH SCHOOL.
SCIENCE	6 Credits 2 credits: Biology I 2 credits: Chemistry I or Physics or ICP (Integrated Chem/Phys) 2 credit: any Core 40 science course
SOCIAL STUDIES	6 Credits 2 credits: World History/Civilization

	2 credits: U.S. History 1 credit: Government 1 credit: Economics
DIRECTED ELECTIVES	5 Credits World Languages 2 credits in Fine Arts: Music, Drama, Art (local requirement) Career/Technical: a logical sequence from a technical or career area
PRACTICAL ARTS	4 Credits (local requirements) 2 credits: Career/Technical classes 2 credits: Preparing for College and Careers and Personal Finance
PHYSICAL EDUCATION	2 Credits 1 credit: PE I (1 term) 1 credit: PE II (1 term)
HEALTH AND WELLNESS	1 Credit
ELECTIVE COURSES	7 Credits Any additional courses
OTHER REQUIREMENTS	Earn a grade of "C-" (2.0) or above in all required courses, have a grade point average of "B" (3.0) or above, earn 6 credits in college and career preparation courses in a state-approved College & Career Pathway, and ONE of the following: - Pathway designated industry-based certification or credential, or - Pathway dual credits from a list of priority courses resulting in 6 college transcripted college credits Complete ONE of the following: - Any one of the options (A-E) of the Core 40 with Academic Honors - Earn the following scores or high on Work Keys: Reading for Information – Level 6, Applied Math – Level 6, Locating Information – Level 5 - Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75 - Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80
TOTAL	47 Credits
Graduation Pathways	Required for the classes of 2023 and beyond

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

GENERAL DIPLOMA DESIGNATION

The General diploma designation is a list of minimum requirements for a student to complete to earn an Indiana high school diploma. To receive this diploma, students and parents must participate in the formal Core 40 Opt-Out Process.

ENGLISH/ LANGUAGE ARTS	8 Credits Credits must include literature, composition, and speech
MATHEMATICS	4 Credits 2 credits: Algebra I 2 credits: Any math course General diploma students are required to earn 2 credits in a Math or Quantitative Reasoning (QR) course during their junior or senior year.
SCIENCE	4 Credits 2 credits: Biology I 2 credits: Any science course At least one credit must be from a Physical Science or Earth and Space Science course.
SOCIAL STUDIES	4 Credits 2 credits: U.S. History 1 credit: Government 1 credit: Any social studies course
PHYSICAL EDUCATION	2 Credits
HEALTH & WELLNESS	1 Credit
COLLEGE AND CAREER PATHWAY COURSES	6 Credits One credit must be “Preparing for College and Careers.”
FLEX CREDITS	6 Credits Flex Credits must come from one of the following: ● Additional elective courses in a College and Career Pathway ● Courses involving workplace learning such as Cooperative Education or Internship courses ● High school/college dual credit courses ● Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
ELECTIVES	Minimum of 6 Credits Bremen requires 1 elective – “Personal Financial Responsibility” “Personal Financial Responsibility” can count as a QR course. Bremen requires 1 credit in a Fine Arts Class
TOTAL	40 Total Credits Required
Graduation Pathways	Required for the classes of 2023 and beyond.

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

GRADUATION REQUIREMENTS
Classes of 2029 and beyond

Rethinking high school

During the May 2023 meeting of the SBOE, IDOE presented a first look at the state's ongoing work to rethink the high school experience. This included an overview of the recently completed Indiana Graduation Landscape Analysis, as well as future, collaborative work that will take place as part of this process.

The Graduation Landscape Analysis marks the first step in what will be a collaborative and comprehensive, yet expeditious, process of rethinking high school in Indiana. The analysis included an in-depth look at how Indiana's graduation pathways and diploma requirements have evolved over time, as well as examples of graduation/diploma practices in other states. The analysis also included stakeholder engagement to begin identifying opportunities to ensure every student has access to rigorous coursework that is individualized and purposeful for their unique path.

Moving forward, this work will focus on three key areas:

Diploma requirements - Making high school diploma requirements more flexible and relevant to students, employers, and communities.

High-quality work-based learning - Improving access to high-quality work-based learning opportunities.

Credentials of Value - Increasing access to high-value postsecondary credentials before high school graduation, as well as the number of students earning these credentials

The "new" diploma for 2029 and beyond will have base requirements, with the opportunity to earn Readiness Seals in the areas of Enrollment, Employment, and Enlistment & Service. First listed are the base diplomas, followed by the qualifications for the Readiness Seals.

Indiana Diploma Requirements
Starting with Class of 2029

ENGLISH	**8 CREDITS**		
	2 credits	English 9	
	1 credit	Communications focused course	
	5 credits	English Credits	
MATH	**7 CREDITS**		
	2 credits	Algebra I	
	1 credit	Personal Finance	
	4 credits	Additional Math credits	
SCIENCE, TECHNOLOGY, ENGINEERING	**7 CREDITS**		
	2 credits	Biology	
	1 credit	Computer Science	
	2 credits	Additional Science credits	
	2 credits	STEM-focused credits	
SOCIAL STUDIES	**5 CREDITS**		
	2 credits	United States History	
	1 credit	United States Government	
	2 credits	World Perspectives (options of Adv world language or SS)	
PE/HEALTH	**2 CREDITS**		
	1 credit	1 credit	Physical Education
	1 credit	1 credit	Health & Wellness
PERSONALIZED ELECTIVES	**12 CREDITS**		
		2 Credits FINE ARTS--Band, Choir, Music Courses (Piano, Musical Theater, Electronic Music, Applied Music), Art Courses, Student Media	
		Align electives to readiness seals	
		Variety of electives used for CTE, Fine Arts, World Languages	
COLLEGE AND CAREERS	**1 CREDIT**		
		1 credit	Preparing for College and Careers
TOTAL	**42 CREDITS**		

INDIANA DIPLOMA SEALS

HONORS SEAL

ENROLLMENT

- Complete at least 4 World Language and 6 Social Studies credits
- Complete at least 8 Math credits
  - Algebra I plus Geometry, Algebra II, and Pre-Calculus or any advanced math credits aligned to their course of study
- Complete at least 6 Science credits
  - Biology I plus Chemistry and Physics or any advanced lab science credits aligned to their course of study
- Earn a C or higher in all courses and earn a cumulative B average
- Complete one of the following:
  - Earn 4 credits in AP, IB, or Cambridge courses and take corresponding exams
  - Earn 6 college credits
  - Score a 1250 on the SAT or a 26 on the ACT
  - Earn two of the following:
    - At least 3 college credits
    - 2 credits in AP courses and take corresponding exams
    - 2 credits in IB courses and take corresponding exams
    - 2 credits in Cambridge courses and take corresponding exams

EMPLOYMENT

- Complete one of the following:
  - A market-driven credential of value* aligned to a specific occupation
  - 3 courses in a Career and Technology Education (CTE) pathway
  - An approved career preparation experience aligned to Indiana's CSA program, or
  - An approved, locally-created pathway
- Complete 150 hours of work-based learning (may include multiple experiences that are paid, unpaid, onsite, or simulated)
- Demonstrate skill development in Communication, Collaboration, and Work Ethic
- Meet attendance goal

ENLISTMENT & SERVICE

- Complete one of the following:
  - Introduction to Public Service course or approved locally-created equivalent
    - Emphasis on developing an awareness of the physical standards and character required for service
  - One year of JROTC in high school
- Achieve a score of 31 on the ASVAB and complete one of the following:
  - All three components of the Career Exploration Program
  - A career exploration tool approved by IDOE
- Meet attendance goal
- Demonstrate skill development in Communication, Collaboration, and Work Ethic
  - Externally verified through a mentorship experience with current military personnel, veterans, or other public safety professionals

HONORS PLUS SEAL

ENROLLMENT

Earn the Honors Enrollment Seal, plus:

- Earn a credential of value* that may include, for example:
  - Associate degree;
  - Technical Certificate;
  - Indiana College Core;
  - AP Scholar with Distinction;
  - Cambridge AICE Diploma; or
  - IB Diploma
- Complete at least 75 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated)
- Demonstrate skill development in the following areas: Communication, Collaboration, and Work Ethic

EMPLOYMENT

Earn the Honors Enrollment Seal, plus:

- Earn a market-driven credential of value* that may include, for example:
  - Associate degree;
  - Technical Certificate;
  - Indiana College Core; or
  - Advanced industry certificate
- Complete additional work-based learning (total of 650 hours in one or more experiences) that may include, for example:
  - Pre-Apprenticeship
  - Modern Youth Apprenticeship
- Demonstrate skill development in Communication, Collaboration, Work Ethic, and any additional skills determined locally

ENLISTMENT & SERVICE

Earn the Honors Enrollment Seal, plus:

- Complete one of the following:
  - Achieve a score of 50 or higher on the ASVAB
  - Enrollment in ROTC at the collegiate level
  - Acceptance to a service academy
- Demonstrate excellence in leadership through one of the following:
  - Completion of at least 100 hours of public service;
  - Holding a leadership role in a co/extracurricular activity;
  - Completion of two seasons of a team based physical sport or activity

SPECIAL EDUCATION

Special Education classes and related services are available to students with an identified disability. Students must have been evaluated within by a qualified school psychologist. A case conference is held to determine the appropriate placement of students in the continuum.

CONTINUUM OF SERVICES

Bremen Public Schools educates students in the least restrictive environment. Students with disabilities are educated with nondisabled peers. A continuum of services is available to meet the individual needs of students with disabilities and makes provision for supplementary services to be provided in conjunction with the general education placement.

Alternative Diploma

The Alternate Diploma is a framework for aligning curriculum to grade-level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP). Minimum total 40 Credits/Applied Units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned. Indiana Certificate of Completion will be decided by a case conference committee for each individual if an Alternate Diploma is not obtained.

ENGLISH/ LANGUAGE ARTS	8 Credits/Applied Units Including a balance of literature, composition, vocabulary, speech/communication.
MATHEMATICS	4 Credits/Applied Units Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities, and personal finance. Students must take math or applied math courses each year in high school.
SCIENCE	4 Credits/Applied Units Including a balance of physical, earth/nature, life, engineering, and technology.
SOCIAL STUDIES	4 Credits/Applied Units Including a balance of history, civics, government, geography, and economics.
PHYSICAL EDUCATION	2 Credits/Applied Units
HEALTH AND WELLNESS	1 Credit/Applied Units
EMPLOYABILITY	10 Credits Job exploration, work-or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, introduction to post-secondary options. Investigation into opportunities for enrollment in postsecondary programs, workplace readiness training to develop employability and independent living skills, and instruction in self-advocacy.
ELECTIVES	7 Credits/Applied Units
TOTAL	40 Total Credits Required

Alternative Diploma Transition Portfolio
Students earning a certificate of completion fulfill at least one of the following (aligned with transition goals):

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

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

GRADUATION PATHWAYS

Beginning with the graduating class of 2023, Indiana high school students must satisfy all three of the following Graduation Pathway Requirements by completing one of the bulleted options under each of the following:

1. Earn one of the following High School Diploma designation options:

    - General;
    - Core 40;
    - Academic Honors; and/or
    - Technical Honors

2. Learn and Demonstrate one of the following Employability Skills options:

    - Completion of a project-based learning experience;
    - Completion of a service-based learning experience;
    - Completion of a work-based learning experience.

3. Demonstrate one of the following Postsecondary-Readiness Competencies:

    - Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma;
    - ACT: Earn the college-ready benchmark scores;
    - SAT: Earn the college-ready benchmarks scores;
    - Armed Services Vocational Aptitude Battery (ASVAB): Earn at least a minimum Armed Forces Qualification Test (AFQT) score to qualify for placement into one of the branches of the US military;
    - State- and Industry-recognized Credential or Certification;
    - State-, Federal-, or Industry-recognized Apprenticeship;
    - Career-Technical Education Concentrator: Earn a C average or higher in a career sequence;
    - Complete AP/Dual Credit courses or College Level Examination Program Exams
    - A locally created pathway that earns the approval of the State Board of Education.

Additional Information

- Graduation Pathway information and resources can be found at the following website: https://www.doe.in.gov/graduation-pathways.
- With the new Indiana Graduation Pathway requirements, students are required to take a test for school accountability purposes. The test is the SAT which is given during the junior year.

Bremen High School NLPS Pathways

Agriculture Pathways

Pathway Title	Principles Course	Concentrator A	Concentrator B	Capstone-Level II (optional)
Ag Mechanical and Engineering	Principles of Agriculture A/B (7117)	Agriculture Power, Structures and Technology (5088)	Agriculture Structures Fabrication and Design (7112)	Agribusiness Capstone
Agri-Science Plants/ Animals	Principles of Agriculture A/B (7117)	Animal Science (5008)	Food Science (5102) OR Advanced Animal Science (5070)	Agribusiness Capstone
Landscaping	Principles of Agriculture A/B (7117)	Horticulture Science (5132)	Landscape and Turf Management (7115)	Agribusiness Capstone

Business Pathways

Pathway Title	Principles Course	Concentrator A	Concentrator B	Capstone-Level II (optional)
Business Administration	Principles of Business Management (4562)	Marketing Fundamentals (5914)	Accounting Fundamentals (4524)	Business Administration Capstone (7256)
Accounting	Principles of Business Management (4562)	Accounting Fundamentals (4524)	Advanced Accounting (4522)	Accounting Capstone (7252)
Marketing and Sales	Principles of Business Management (4562)	Marketing Fundamentals (5914)	Digital Marketing (7145)	Business Management Capstone (7201)

FACS Pathways

Pathway Title	Principles Course	Concentrator A	Concentrator B	Capstone-Level II (optional)
Culinary and Hospitality	Principles of Culinary and Hospitality (7173)	Nutrition (7171)	Hospitality Management (7172)	
Fashion and Textiles	Principles of Fashion and Textiles (7301)	Textiles, Apparel, and Merchandising (7302)	Advanced Textiles (7303)	
Education Professions	Principles of Teaching (7161)	Child and Adolescent Development (7157)	Teaching and Learning (7162)	

Industry and Engineering Pathways

Pathway Title	Principles Course	Concentrator A	Concentrator B	Capstone-Level II (optional)
Design Technology	Introduction to Engineering (4802)	Mechanical and Architectural Design (7196)	Manufacturing Principles and Design (7202)	**NOT Currenly offering Concentrator B**
Construction Trades- Carpentry	Principles of Construction Trades (7130)	Construction Trades: General Carpentry (7123)	Construction Trades: Framing and Finishing (7122)	

Bucket #2 – Employability Skills Courses

The following Courses have been added to simply indicate on the transcript the Bucket #2 has been completed by each student. No credit will be given, and each course will be marked with a "P" when added to the transcript.

0547 Project Based Learning (PBL)
Project-based learning allows students to gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging and complex question, problem, or challenge. The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make their project work public by explaining, displaying and/or presenting it to people beyond the classroom. This course code should be used to denote completion of the Graduation Pathways Employability Skills experience.
•Recommended Grade: 9-12
•Required Prerequisites: None
•Recommended Prerequisites: Preparing for College & Careers
•Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the project-based learning experience validates the PBL work product.
•Qualifies as the employability skills requirement for all diplomas.

0539 Service Based Learning (SBL)
Service-based learning integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility (and other employability skills), and strengthen communities.
SBL can be classified by three core indicators: 1. Integrating academic study with service experience; 2. Reflecting larger social, economic, and societal issues; and 3. Collaborative efforts between students, schools, and community partners. This course code should be used to denote completion of the Graduation Pathways Employability Skills experience.
•Recommended Grade: 9-12
•Required Prerequisites: None
•Recommended Prerequisites: Preparing for College & Careers
•Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the service-based learning experience validates the SBL work product.
•Qualifies as the employability skills requirement for all diplomas.

0543 Work Based Learning Level 1(WBL)
Work-based learning (WBL) level 1 course may be used to capture and track career relevant learning experiences that develop career readiness competencies and employability skills. Career relevant learning includes the universe of business and career connected experiences and opportunities that allow students to engage in meaningful conversations around careers and workforce. This level includes activities that can occur in workplaces or school-based enterprises and involve an employer assigning a student meaningful job tasks to develop skills, knowledge, and readiness for work. Example activities include Governor's Work Ethic Certificate, Student Entrepreneurial Experience, Supervised Agricultural Experience, School-based Enterprise, Employability Skills Co-op, or parttime job.

- Paid or non-paid experience
- Post secondary credential is not embedded in pathway.

•Recommended Grade: 9-12
•Required Prerequisites: None
•Recommended Prerequisites: Preparing for College & Careers
•Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the work-based learning experience validates the WBL work product.
•Qualifies as the employability skills requirement for all diplomas.

0544 Work Based Learning Level 2 (WBL)
Work-based learning (WBL) level 2 may be used to capture experiences that meet the newly adopted definition of WBL. Work based learning is defined as sustained interactions between participants and professionals in real or simulated workplace settings that foster in-depth, firsthand experiences with the tasks required in a given career field, intentionally

aligned and evaluated with course competencies, while offering participants the opportunity to gain intentional career outcomes. Internships and workplace simulations provide access or advancement in a career field that can serve as the culminating course or event in a student's chosen career pathway. Through WBL, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in real workplace settings.
Example activities include Career Exploration Internships. Cadet Teaching, Health Occupation Explorations, WBL Capstone, NLPS Capstone, and Clinicals or Practicums.

- Paid or non-paid experience
- Hours of completion = minimum of 75 hours
- Development of a training plan is required.

•Recommended Grade: 9-12
•Required Prerequisites: None
•Recommended Prerequisites: Preparing for College & Careers
•Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the work-based learning experience validates the WBL work product.
•Qualifies as the employability skills requirement for all diplomas.

0545 Work Based Learning Level 3 (WBL)
Work-based learning (WBL) level 3 may be used to capture experiences that meet the newly adopted definition of WBL. Work based learning is defined as sustained interactions between participants and professionals in real or simulated workplace settings that foster in-depth, firsthand experiences with the tasks required in a given career field, intentionally aligned and evaluated with course competencies, while offering participants the opportunity to gain intentional career outcomes. Modern youth apprenticeships are programs designed for high school students. They generally incorporate the key elements of the standard apprenticeship model, including paid workplace experience and related technical instruction. They must result in postsecondary credit and/or industry recognized credentials.

- At least two semesters of related academic instruction eligible for credit.
- Paid experience
- Hours of completion = minimum of 650 hours over two academic years
- College credit and/or industry recognized credentials earned upon completion

•Recommended Grade: 9-12
•Required Prerequisites: None
•Recommended Prerequisites: Preparing for College & Careers
•Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the work-based learning experience validates the WBL work product.
•Qualifies as the employability skills requirement for all diplomas.

0546 Work Based Learning Level 4 (WBL)
Work-based learning (WBL) level 4 may be used to capture experiences that meet the newly adopted definition of WBL. Work based learning is defined as sustained interactions between participants and professionals in real or simulated workplace settings that foster in-depth, firsthand experiences with the tasks required in a given career field, intentionally aligned and evaluated with course competencies, while offering participants the opportunity to gain intentional career outcomes. Registered apprenticeships are defined as intensive work-based learning opportunities that last from one to six years and provide a combination of on the job training and classroom instruction. They are intended to support progressive skill acquisition and lead to credentials and degrees. Any program must be registered under the federal National Apprenticeship Act.

- Paid US Depart of Labor Register Apprenticeship
- Hours of completion = minimum of 2000 hours and 144 related instruction hours
- 2 to 4 year duration
- National apprenticeship credential earned upon completion.

•Recommended Grade: 9-12
•Required Prerequisites: None
•Recommended Prerequisites: Preparing for College & Careers
•Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the work-based learning experience validates the WBL work product.
•Qualifies as the employability skills requirement for all diplomas.

SUMMER SCHOOL

Summer School (if available) is a good opportunity for students to make up classes they have failed, and it also provides students with an opportunity to get ahead so they can take other classes during the upcoming school year.

Summer School typically has course offerings for every grade level that are taught by Bremen teachers or taught by teachers from the Indiana Online Academy. Summer school is usually offered for nineteen consecutive school days during June, for 4.25 hours per day.

To offer a summer school course, a minimum of 15 students must be enrolled.

Courses traditionally offered (but never guaranteed–see below) are:

ALGEBRA I
PE I
ECONOMICS
GOVERNMENT
HEALTH
THEMES IN LITERATURE
SAE (Supervised Agricultural Experience)
BIOLOGY I

*If we are not able to enroll a minimum of 15 students in the specific courses listed above, we may also provide limited opportunities for students to enroll in The Indiana Online Academy courses for independent, online study. These courses are offered 24/7, from June through late July. Please see your School Counselors for more information. These courses are offered primarily for credit retrieval. Enrollment will be considered on a case-by-case basis and evaluated by teachers, counselors, and administrators.

Some courses available are:

GEOMETRY A and B
ALGEBRA II A and B
PERSONAL FINANCIAL RESPONSIBILITY
CHEMISTRY A and B
INTEGRATED PHYSICS A and B
PRECALCULUS A and B
US HISTORY A and B
PHYSICS A and B

Attendance Policy
The summer school attendance policy follows the regular school attendance policy. A student will be dropped from the class if he/she is absent more than 8.0 hours.

GENERAL CONSIDERATIONS

State Required Exams

All Cohorts will be required by the State Board of Education to participate in 3 exams during their high school career.

1. The ILearn science exam will be given at the completion of Biology I and will be used for data collection by the state in accordance with Federal Law. The test is aligned to the new Indiana Academic Standards in Science (specifically 50% Biology).
2. The SAT will be given to all students in the spring of their junior year. The SAT is the new accountability test for all Indiana public schools. At this time the state covers the fee required by College Board to take this college entrance exam.
3. The naturalization exam must be taken by each high school student during the required Government course. The government teacher will randomly choose 20 of the 128 questions to construct the exam. A 12 out of 20 will be considered passing. The results of these exams will be maintained by the high school for data reporting to the state.

Passing Grades

To receive credit in a course, a passing grade of D- or above is required in all coursework taken at Bremen High School. No student shall participate in graduation exercises unless all requirements are completed before Commencement.

Schedule Changes

Students may request changes to their schedule within the first three (3) days of school, only if they meet the requirements for an approved schedule change (listed below). Change requests will not be accepted after that time. All changes are subject to a counselor and/or administrative review and approval.

- Missing a class required for graduation
- Adding a class that has not previously been passed
- Changing CTE pathway or career choice
- Diploma change
- Incomplete schedule
- Teacher recommendation for academic reasons
- An error made by the school

Schedules will not be changed for any other reason after the conclusion of the previous school year including: extracurricular involvement, outside time constraints teacher preferences, the difficulty of the class,
having classes with friends, personality conflicts, etc.

Advanced College Project/Dual Credit Enrollment Program

Definition from the Indiana Commission for Higher Education

Dual-credit courses are defined as courses that are taken by high school students that can satisfy requirements for earning both a high school diploma and a college degree. Dual-credit courses are taught by regular high school faculty who have been trained by certified college faculty members or by regular or adjunct college faculty. The term “concurrent enrollment” is also sometimes used to describe high-school students who enroll in courses that generate dual credit.

Dual credit opportunities at Bremen include the ACP Program (see below), Ivy Tech Agriculture courses, or courses taken at the college level. For students to qualify to take courses at the college level that also count for high-school credits, they must meet the following requirements:

▪ Courses must be taken through an accredited college and Bremen must have an articulation agreement with that college.

▪ Students must meet ACP (Advance College Project) requirements.

▪ Courses taken off-campus must not also be offered at Bremen High School.

*Note: Students who attend the Elkhart Career Center may have the opportunity to earn dual credit through Ivy Tech, Trine University, or Vincennes University.

ADVANCED COLLEGE PROJECT (ACP) - Students who have a minimum GPA of 2.7 (3.0 for Language Arts courses) and have completed the prerequisites may choose to enroll in classes that fulfill their high school requirements and also receive college credit through Indiana University South Bend. ACP is a dual credit partnership program between Indiana University and Bremen High School. Credits received in these courses are transferable to many colleges nationwide, providing students earn a "C" or higher. The cost for taking the courses through IUSB is $25 per credit hour. Students are billed through the IUSB Bursar, not through Bremen High School.

Physical Education Requirement

Physical Education is required. Students who have permanent physical disabilities will be required to complete an individualized program of exercise to meet the P.E. requirement. A doctor's recommendation will be needed before school starts in the fall to allow the physical education teachers time to plan this program.

Study Halls

Students are strongly encouraged to take five classes each term. Students who desire a study hall should have it placed in their schedule due to their IEP (Individual Education Plan), ILP (Individual Language Plan), MTSS (Multi-Level Systems of Support), or based on the recommendation of the Counseling Department. General Education students will be limited to one study hall per year. Exceptions will be made on a limited basis and will be based on recommendations from classroom teachers and counselors according to individual student needs. Final approval for a student taking more than one study hall must be granted by the administration.

Grading

Students' grades are determined on an accumulated point system over twelve weeks. Final Exams are factored into the accumulated points for the trimester. Students/parents are expected to review Harmony to check the status of a student's grades and communicate with their teachers to determine where improvements may be necessary.

Grading Procedures

A uniform letter system of grading is used in all subject areas. Letter grades will be categorized as follows:

A, A-	The student has mastered all concepts presented
B+, B, B-	The student has exceeded expectations held for every student and has mastered almost all of the concepts presented
C+, C, C-	The student has met the expectations held for this class and demonstrated mastery of those concepts required to continue study in this area
D+,D,D-	

Weighted Grades

All ACP (Advance College Project) and Advanced Placement (AP) courses will be weighted by adding numerically 1/3 of a letter grade to the final term grade issued by the teacher. The weighting process will be administered through a specifically tabulated grading scale assigned to that course as the teacher creates the grade book. As an example, if the

teacher gives a grade of an A, the student will receive 4.3 points instead of 4 or if a student receives a grade of a B, the student will receive 3.3 points instead of 3.0, etc. The actual letter grade given by the teacher will not be altered.

Early Graduation

A student may elect to "graduate" after nine (9), ten (10), or eleven (11) terms, provided that all graduation requirements are met, and appropriate notification (application completed) is given to the Counseling Office during the scheduling process in the last term of the sophomore or junior year. Early graduation may also be dependent on the individual needs of the student and whether course selections coincide with the Master Schedule.

- ◊ Seniors who attend the Elkhart Career Center may NOT graduate early.
- ◊ Students must be aware that all behavioral expectations must be maintained through the graduation ceremony at the end of the final trimester.
- ◊ Students who fail a required course in their final scheduled term will forfeit their early graduation status and return for a full schedule during the next scheduled term.
- ◊ Students are strongly encouraged to complete the early graduation application before the end of their junior year. Realizing that situations may change over the summer, students will be allowed five (5) school days in the fall to apply for early graduation.
- ◊ Final approval will be granted by the building principal.

Valedictorian/Salutatorian

Valedictorian and Salutatorian will be chosen based on achieving a class rank of one (1) and two (2) respectively. Students must be on the Academic Honors Diploma track and must not have retaken any courses in their high school career.

Do-Over Policy

Students can retake a course under special considerations. The following form must be requested from your Counselor and follow the guidelines per the document outlined below.

Bremen High School Do-Over Request Form

(Revised January 2020)

A class may be retaken only if one or more of the following conditions exist:

A. The student received a grade of F in the class.
B. The student received a grade of C- or below and wishes to better master the content.
C. The student received a grade of C- or below and wishes to meet the grade requirements for an Academic Honors Diploma.
D. The student has not met the GPA requirement for the graduation pathway waiver.

A student seeking to retake a class will make an application with the guidance department. The student shall state the reason for the requested retake on the application. The guidance department will review the application. The principal shall have the authority to grant final approval or disapproval for a student to retake a class.

The following conditions apply to retaking a class:

A. A student who is allowed to retake the second trimester of a two (2) trimester class may also retake the first trimester on an audit basis (no credit), with permission of the Department Chairperson.
B. A student may retake two (2) classes (two trimesters) to improve a grade during his/her high school career and it must begin within one year after receiving the trimester grade of the class being retaken (may not be done after graduation).
C. When retaking a class for no credit, the word "audit" will be placed on the student's transcript next to the original grade and this will not be figured into the student's grade point average (GPA).
D. The grade earned (either higher or lower) when the class is retaken will be placed on the transcript and will replace the original numerical value of the grade in the calculation of the GPA. The letter grades for both attempts will remain on the transcript as an historical record.
E. The grade that is earned in the retaken class will be used in calculation of the GPA, but the new GPA shall render the student ineligible for recognition as valedictorian and salutatorian.
F. All retakes must be completed in classes offered at Bremen High School, and only one of the two possible retake opportunities may be done online.

Student Name: _____

Course Student is Retaking: _____

Reason for retaking the course: _____

Student Signature:_____ **Date:** _____

Parent Signature:_____ **Date:** _____

Counselor Signature: _____ **Date:** _____

Principal Signature: _____ **Date:** _____

For Office Use Only:

Original Grade: _____ Retake Grade: _____

Term/Date of Original Grade _____ Term/Date of Retake: _____

COURSE OFFERINGS

DUAL CREDIT OFFERINGS AT BREMEN HIGH SCHOOL

Course Title	College Course Code	Indiana High School Code
ACP Composition and Literature	W131, L202	1124
ACP Speech	CMCL S121	1124S
ACP Calculus I	Math M215	2544CA, 2544CB
ACP Finite Math	Math M118	2544 FA, 2544CB
ACP Chemistry	Chem-C101, Chem-C121	3066A, 3066B, 3066C
Principles of Agriculture	AGRI 100	7117A/B
Animal Science	AGRI 103	5008A/B
Advanced Animal Science	AGRI 107	5070A/B
Food Science	AGRI 104	5102A/B
Horticulture Science	AGRI 116	5132A/B
Agriculture Power, Structures, and Technology	AGRI106	5088A/B
Agriculture Structures, Fabrication, and Design	AGRI 271	7112A/B
Landscape and Turf Management	AGRI 164	7115A/B
Plant and Soil Science	AGRI 105	5170A/B
Principles of Entrepreneurship	Possible Ivy Tech general credit	7154 A/B
Personal Finance	Possible Ivy Tech general credit	4540
AP United States History	*credits dependent on test scores	1562 A/B
AP Music Theory	*credits dependent on test scores	4210 A/B
AP Spanish	*credits dependent on test scores	2132 A/B

FINE ARTS

ART

INTRODUCTION TO TWO-DIMENSIONAL ART

9, 10, 11, 12

4000

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

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

ADVANCED TWO-DIMENSIONAL ART

10, 11, 12

Prerequisite: Intro to 2-D Art

Students are recommended to have C or higher in previous Art courses

4004

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

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

INTRODUCTION TO THREE-DIMENSIONAL ART

9, 10, 11, 12

Prerequisite: Intro to 2-D Art

4002

Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore the historical and

cultural background and connections; analyze, interpret, theorize and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration, and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

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

ADVANCED THREE-DIMENSIONAL ART
10, 11, 12
Prerequisites: Intro to 2-D Art and Intro to 3-D Art
Students are recommended to have C or higher in previous Art courses

4006

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

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

CERAMICS
11, 12
Prerequisites: Intro to 2-D Art, Intro to 3-D Art, AND Adv. 3-D Art
Students are recommended to have C or higher in previous Art courses

4040

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

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

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

SCULPTURE
11, 12
Prerequisites: Intro to 2-D Art, Intro to 3-D Art, AND Adv. 3-D Art
Students are recommended to have C or higher in previous Art courses

4044

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

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

DRAWING
10, 11, 12
Prerequisites: Intro to 2-D Art AND Adv. 2-D Art
Students are recommended to have C or higher in previous Art courses

4060

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

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

PAINTING
10, 11, 12
Prerequisites: Intro to 2-D Art AND Adv. 2-D Art
Students are to have recommended C or higher in previous Art courses

4064

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

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

PRINTMAKING
10, 11, 12
Prerequisite: Intro to 2-D Art
Students are recommended to have C or higher in previous Art courses

4066

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

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

STUDIO ART – 2D DESIGN PORTFOLIO

12

Prerequisite: 5 or more credits in Art courses and instructor permission

Students are recommended to have C or higher in previous Art courses

4050A, 4050B

This portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. The principles of design articulated through the visual elements help guide artists in making decisions about how to organize the elements on a picture plan to communicate content. For this portfolio, students are asked to demonstrate proficiency in 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. Any work that makes use of (appropriates) other artists' works (including photographs) and/or published images must show significant development beyond duplication.

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

ART HISTORY

9,10,11,12

Prerequisite: Parent Permission due to images in textbook.

4024

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

- ◊ Credits: 1 term course, 1 credit per term
- ◊ Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- ◊ Counts as a directed elective or elective for all diplomas

MUSIC

BEGINNING CONCERT BAND
9, 10, 11, 12

4160A, 4160B, 4160C

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences include, but are not limited to: improvising, conducting, playing by ear, and sight-reading. Students are given opportunities to develop the ability to understand and convey the composer's intent to connect the performer with the audience.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day will be scheduled for dress rehearsals and performances. Such performances serve as a culmination of daily rehearsal and musical goals, support and extend learning in the classroom, and are required. In addition, students perform, with expression and technical accuracy, a large and varied repertoire of developmentally appropriate concert band literature. Evaluation of music and music performances is included.

The first term (4160A) of this course is considered Marching Band, and students will be required to attend summer and after school rehearsals.

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

INTERMEDIATE CONCERT BAND
10, 11, 12
Prerequisite: Beginning Concert Band

4168A, 4168B, 4168C

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences include, but are not limited to: improvising, conducting, playing by ear, and sight-reading. Students are given opportunities to develop the ability to understand and convey the composer's intent to connect the performer with the audience.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day will be scheduled for dress rehearsals and performances. Such performances serve as a culmination of daily rehearsal and musical goals, support and extend learning in the classroom, and are required. In addition, students perform, with expression and technical accuracy, a large and varied repertoire of developmentally appropriate concert band literature. Evaluation of music and music performances is included.

The first term (4168A) of this course is considered Marching Band, and students will be required to attend summer and after school rehearsals.

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

ADVANCED CONCERT BAND

11, 12

Prerequisites: Beginning Concert Band & Intermediate Concert Band

4170A, 4170B, 4170C
4170A2, 4170B2, 4170C2

Advanced Concert Band provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences include, but are not limited to: improvising, conducting, playing by ear, and sight-reading. Students are given opportunities to develop the ability to understand and convey the composer's intent to connect the performer with the audience.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day will be scheduled for dress rehearsals and performances. Such performances serve as a culmination of daily rehearsal and musical goals, support and extend learning in the classroom, and are required. In addition, students perform, with expression and technical accuracy, a large and varied repertoire of developmentally appropriate concert band literature. Evaluation of music and music performances is included.

Band repertoire must be of the highest caliber. Mastery of advanced wind band technique must be evident. Areas of refinement consist of advanced techniques including, but not limited to: (1) intonation, (2) balance and blend, (3) breathing, (4) tone production, (5) tone quality, (6) technique, (7) rhythm, (8) sight-reading, and (9) critical listening skills. Evaluation of music and music performances is included.

The first term (4170A, 4170AC) of this course is considered Marching Band, and students will be required to attend summer and after school rehearsals.

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

JAZZ ENSEMBLE (JAZZ BAND)
Zero Hour
9,10, 11, 12
Corequisite: Any Concert Band course

4164

Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through (1) improvisation, (2) composition, (3) arranging, (4) performing, (5) listening, and (6) analyzing. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day will be scheduled for dress rehearsals and performances. Such performances serve as a culmination of daily rehearsal and musical goals, support and extend learning in the classroom, and are required. In addition, students perform, with expression and technical accuracy, a large and varied repertoire of developmentally appropriate concert band literature. Evaluation of music and music performances is included.Student participants must also be receiving instruction in another band or orchestra class offering, at the discretion of the director.

- ◊ Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Though a 1-term course, the class meets during each of the three terms on selected mornings before the start of the school day.
- ◊ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma

***Note regarding Chorus:** Students will only be allowed to take two terms of Chorus per year. Students who participate in the Choral Chamber Ensembles for two terms may take only one additional term of Chorus, preferably in the term they do not have Choral Chamber Ensemble.

BEGINNING CHORUS
9, 10, 11, 12

4182

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

INTERMEDIATE CHORUS

10, 11, 12

4186 *Prereq- Pass 2 terms of Beginning Chorus*

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

ADVANCED CHORUS

4188 *Prereq- Pass 2 terms of Intermediate Chorus*

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

CHORAL CHAMBER ENSEMBLE

9, 10, 11, 12

4180

Students in the Choral Chamber Ensemble will be selected based on audition. Musicianship and specific performance skills in the course are enhanced through specialized small group instruction. Students will incorporate visual and dramatic elements to the music selections. Students will also learn and sing a cappella music at an advanced level. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other areas. Time outside of the school day will be scheduled for dress rehearsals and performances, and multiple public performances will allow students to share their learning with the community and receive constructive evaluations. Students must participate in performance opportunities as both a performer and audience member outside of the school day, that support and extend learning in the classroom. Students are expected to attend weekly rehearsals before and/or after school in the term the course is not offered during the school day.

- ◊ Admission to this course is by audition only

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

ELECTRONIC MUSIC

9, 10, 11, 12

4202

Electronic Music is based on the Indiana Academic Standards for High School Music Technology.
Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music. Students learn the fundamentals of music theory to improve the memorability and impact of their creations and discussions.

- ◊ Credits: 1 semester course, 1 credit per semester.
- ◊ The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- ◊ Counts as a directed elective or elective for all diplomas.
- ◊ Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- ◊ Laboratory course

PIANO AND ELECTRONIC KEYBOARD

9, 10, 11, 12

4204

Piano and Electronic Keyboard is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles, and make interpretive decisions.

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

APPLIED MUSIC – Band
9, 10, 11, 12

4200B

Applied Music Band offers high school students the opportunity to receive small group instruction in beginning band instruments designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music. Students will be expected to perform at an instrumental concert at the end of the term.

- ◊ Laboratory course
- ◊ Credits: a 1-term course for 1 credit. The nature of this course allows for successive semesters of instruction.
- ◊ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◊ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

AP MUSIC THEORY
11, 12
Recommended Prerequisite: Music Theory and Composition

4210A, 4210B

AP Music Theory is a course based on the content established and copyrights by the College Board. The course is not intended to be used as a dual credit course. The AP Music Theory course corresponds to two trimesters of a typical introductory college music theory course. Students develop skills in the analysis of music and theoretical concepts. Students develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music.

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

MUSIC HISTORY AND APPRECIATION
10, 11, 12

4206
Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

- ◊ Credits: 1 term course for 1 credit.
- ◊ Counts as a directed elective or elective for all diplomas
- ◊ Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

THEATRE

Theater Arts
10, 11, 12

4242

Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

- Theatre History and Culture: Students recognize and study significant works of musical theatre, analyze the significance of the art form, how it has evolved, and its place in our culture today.
- Analysis and Response: Students analyze the elements and structure of musical theatre and develop and apply criteria to make informed judgments about the art form.
- The Creative Process: Students participating in staging, choreographing, rehearsing, and performing an existing or original work of musical theatre.
- Integrated Studies: Students make connections between musical theatre and disciplines outside the arts and understand the nature of musical theatre as a fully integrated art form.

Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

- ◊ Credits: a 1-term course for 1 credit
- ◊ Does not fulfill the Fine Arts requirement of the Core 40 with Academic Honors Diploma but counts as an elective for any diploma

ENGLISH/LANGUAGE ARTS

INTRODUCTION

A balance of reading, writing, listening, speaking, grammar, literature, and media studies is the most important academic function in every area of learning – not just as individual subject areas. Reading and language arts are not just something we should do primarily to be used to develop a competent and competitive workforce but, further, to connect ourselves more fully with others in our society and the world. Teachers, then, create a sense of community within the classroom as they share this knowledge and help students to understand all aspects of reading and the language arts, including the ability to think critically and then act on this knowledge that empowers both teachers and students to expand beyond the classroom into the larger societal community.

The goal of the study of literature is to provide students with frequent and continual opportunities to (1) learn and apply essential skills in reading and writing, (2) read widely to build a better understanding of various types of texts, genres, and cultures of our country and those in other parts of the world, (3) read well, (4) acquire new information that

will assist in responding to the needs of the workplace and society as a whole, and (5) make reading a lifelong pursuit. Literature courses provide students with opportunities to respond to literature critically, reflectively, and imaginatively both in writing and speaking and to develop concepts and strategies for making independent critical evaluations of literature. These types of courses enhance students' awareness of various cultures and develop a sense of identity. Literature courses include reading for pleasure and expose students to reading materials available in school media centers and public libraries.

The goal of composition is to provide students with frequent and continual opportunities to learn and apply essential skills in writing, using a process that includes (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5) producing a final, corrected product. Strategies should include evaluating and responding to the writing of others. In addition to instruction in creating clear, coherent, and organized paragraphs and multi-paragraph essays for a variety of audiences and purposes, the courses teach strategies for collecting and transforming data for use in writing as well as criteria to use in the evaluation and revision of various types of writing. Instruction in grammar, usage, and mechanics is integrated with writing instruction so that students develop a common language for discussion. All writing in its final publication form follows accepted conventions of language, style, mechanics, and format.

The State Board of Education requires eight credits in English/Language Arts for graduation from Indiana high schools. All courses should be based on Indiana's Academic Standards for English/Language Arts. The courses that meet Indiana Core 40 requirements should also meet the Indiana Academic Standards. A course that primarily emphasizes the completion of (1) forms, (2) letter writing, (3) worksheets, and (4) skill-and-drill does not meet the English/Language Arts graduation requirements. These courses must assist students in developing skills in all aspects of reading and language arts, especially the ability to think critically.

The Language Arts Department strongly recommends that students pass both terms in each grade level before beginning the next grade level of English. Students should not take two English courses at the same time. Experience has shown that taking two classes at one time often results in lower grades in both classes, or at least one failure.

Students who take English classes without following listed prerequisites, or who take two English classes at once, must seek permission from the Language Arts Department. Permission will be granted only when students have extreme scheduling problems.

APPLIED ENGLISH 9
9, 10, 11, 12

1002PA, 1002PB

Applied English 9¸ an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver 2 grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- ◊ Applied Units: 4 units maximum
- ◊ Counts as an English/Language Arts Requirement for the Certificate of Completion.

ENGLISH 9
9, 10, 11, 12

1002A, 1002B

English 9¸ an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary

literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver 2 grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH 9 HONORS
9

1002HA, 1002HB

Enrollment Criteria: The student must have a B+ or higher average in 7th and 8th grade English classes. In addition, scores from the 8th grade ISTEP, 8th grade NWEA test, and the STAR Reading test will be reviewed. Teacher recommendation will also be considered.

This two-term course is for Advanced Level English 9 students to further develop their use of language as a tool for learning and thinking and as a source of leisure. The composition component of language arts requires students to write extensively for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. Composition also provides opportunities to create multiple types of writing, including expository essays of persuasion and literary analysis, and technical writing assignments. Oral communication (speech) emphasizes effective listening and speaking techniques and provides opportunities for students to integrate other reading and language arts skills as they learn to express ideas verbally. Student expectations emphasize both making presentations and being critical participants and listeners.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

APPLIED ENGLISH 10
10, 11, 12

1004PA, 1004PB

Applied English 10¸ an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver 2 grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- ◊ Applied Units: 4 units maximum
- ◊ Counts as an English/Language Arts Requirement for the Certificate of Completion.

ENGLISH 10
10, 11, 12
Prerequisite: English 9 or English 9 Honors

1004A, 1004B

English 10¸ an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and

argumentative/persuasive compositions, and sustained research assignments. Students deliver two grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH 10 HONORS

10

Prerequisite: Successful completion of English 9 Honors (A & B) with a grade of B or better, by teacher recommendation based on documentation indicating the student meets the qualifying criteria established for admission.

1004HA, 1004HB

Enrollment Criteria for students new to the honors program: The student must (1) have a B+ or higher average in 9th grade English classes. (2) Permission by instructor.

NOTE: Students who receive a "C-" after English 10A Honors will be placed on probationary period for the second (B) term. Those who receive a D+ or lower will be placed back into English 10 (after term A), but DO NOT have to retake English 10A unless the student fails.

This two-term course is for English 10 Honors students and continues to make full use of the activities and skills of English 9 Honors. The composition component gives honors students the opportunity to write well-organized analytical, narrative, and expository writings. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. In the speech component, honors students are provided with opportunities to develop greater skill in choosing and employing different elements of effective oral communication. Honors students are expected to present a minimum of two presentations throughout the terms. The literature component focuses on opportunities to respond critically, reflectively, and imaginatively to literature; practice distinguishing among the different types of contents and purposes language can hold; and identify and form conclusions about the literature they read. Honors students are provided with opportunities to use skills acquired in English class in real-life situations to benefit the school and the community.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

APPLIED ENGLISH 11

11, 12

Prerequisite: English 10 (A & B)

1006PA, 1006PB

Applied English 11¸ an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- ◊ Applied Units: 4 credits maximum
- ◊ Counts as an English/Language Arts Requirement for the Certificate of Completion

ENGLISH 11

11, 12

Prerequisite: English 10 (A & B) or English 10 Honors (A & B)

1006,

English 11¸ an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- ◊ Credits: a 1 term course, 1 credit per term
- ◊ Fulfills an English/Language Arts requirement for all current Indiana diplomas

SPEECH 11 (11B)

11, 12

Prerequisite: English 10 (A & B) or English 10 Honors (A & B)

1076 Speech

English 11B will combine both speech and English Language Arts skills. Throughout the course, students will study and apply the basic principles and techniques of effective oral communication by delivering focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. This course will also work to build English Language Arts skills introduced in English 11A, including research and the research process, speech writing/outline creation, and grade-appropriate grammar and vocabulary development. Students will deliver different types of oral presentations, including viewpoint, demonstration, informative, persuasive, and impromptu, honing skills in both delivery and effective listening/audience etiquette. Students use the same Standard English conventions for oral speech that they use in their writing.

- ◊ Credits: a 1-term course, 1 credit per term
- ◊ Fulfills an English/Language Arts requirement for all current Indiana diplomas

ENGLISH 11 HONORS

Prerequisite: Successful completion of English 10 Honors (A & B) with a grade of B or better, or by teacher recommendation based on documentation indicating the student meets the qualifying criteria established for admission.

1006HA, 1006HB

Enrollment Criteria for students new to the honors program: (1) Have passed the 10th grade State assessment; (2) Received a score above the national average on the verbal sections of the PSAT taken during sophomore year; and (3) Hold a “B+” average in all previous high school English classes.

NOTE: Students who receive a “C-“ after English 11A Honors will be placed on probationary period for the second (B) term. Those who receive a D+ or lower will be placed back into English 11 (after term A), but DO NOT have to retake English 11A unless the student fails.

English 11 Honors is designed for the high-achieving junior student. Through an integrated study of literature, composition and oral communication, English 11 Honors students further develop their use of language as a tool for learning and thinking and as a source of pleasure. English 11 Honors incorporates a survey of American Literature from different periods, ranging from the early 1600’s to the present, including the reading of two American novels. Projects that require both individual and group work to synthesize major themes from the novel as well as an understanding of

the time period will be required. The composition component of English 11 Honors provides students with opportunities to produce a variety of forms including synthesis and analysis of information from a variety of sources in the form of an in-depth advanced research paper. The formal study of grammar, usage, spelling and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing. Students are given the opportunity to learn the usage of one of the manuals of style such as Modern Language Association (MLA). Oral communication continues to emphasize effective listening and speaking techniques. This includes providing opportunities for students to integrate other reading and language arts skills while learning to express ideas verbally.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma

APPLIED ENGLISH 12

Prerequisite: English 11 (A & B)

1008PA, 1008PB

Applied English 12¸ an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on an exploration of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- ◊ Applied Units: 4 units maximum
- ◊ Counts as an English/Language Arts Requirement for the Certificate of Completion.

ENGLISH 12

Prerequisite: English 11 (A & B) or English 11 Honors (A & B)

1008A, 1008B

English 12¸ an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on an exploration of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED ENGLISH/LANGUAGE ARTS – COLLEGE CREDIT

Advanced College Project

12

Prerequisite: English 11 Honors A & B or permission of instructor by application per Indiana University Standards *Students must have a minimum of a 3.0 cumulative GPA; students must have a minimum of 500 on the Critical Reading Section of the SAT OR a 21 minimum on the English and Reading Sections of the ACT (they must take the SAT or ACT)

1124A, 1124B

Advanced English/Language Arts – College Credit, is an advanced course based on Indiana's Academic Standards for English/Language Arts. Advanced English/Language Arts – College Credit is a title covering (1) any English language, literature, and composition advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school, or (2) any other post-secondary English language, literature, and composition course offered for dual credit under the provisions of 511 IAC 6-10.

The Advanced College Project is a partnership program between Indiana University and Bremen High School. ACP English provides credit to qualified high school students while simultaneously allowing students to earn up to six hours of college credit from I.U. (Semester A is W131, freshmen composition [3 hours], and Semester B is L202, the introduction to literature course [3 hours]). The I.U. credit is transferable to many other colleges nationwide, providing students earn a grade of "C" or higher. Students may enroll in the class for high school credit only; they are not required to enroll in the college course.

In the first semester, students in W131 examine issues in varied disciplinary fields and cultivate reading, writing, and analytical skills. Students summarize arguments, identify the structure of claims, and examine the strength of evidence offered in support of those claims. Through a sequence of analytical responses, students demonstrate not only that they comprehend the argument of experts but also formulate, articulate, and defend claims of their own.

In the second semester, students in L202 explore the process of literary analysis. Students use techniques for close reading to develop a framework for articulating and supporting interpretations and work with an array of classic and contemporary texts including short stories, poetry, drama, film, and novels. Students do extensive reading, write in response to literature, raise significant questions of themselves and of the text, and discover interrelationships among the works studied. The ultimate goal is for students to formulate precise, thoughtful, and in-depth responses to their reading, using the analytical powers they developed in W131. While L202 is not generally a required college course, it often meets the literature elective many college majors require.

◊ Credits: a 3-term course, 1 credit per term

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

◊ NOTE: Only dual high school/college credit courses listed on the Core Transfer Library fulfill the additional requirements of the Core 40 with Academic Honors diploma

◊ Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school.

STUDENT MEDIA

9, 10, 11, 12

Prerequisite: Recommended grade of a B average or higher in English classes (or a B average or higher in Business or Photography classes) or a 3.0 GPA

1086

Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staff so that they may prepare themselves for career paths in journalism, communications, writing, or related fields. Students MUST be able to work independently to problem solve and complete projects in a timely manner to meet deadlines. Students MUST also be able to work together as a team with other students in the class.

- ◊ Credits: 1-8 credits – The nature of this course allows for successive semesters of instruction at advanced levels. May be offered over three or four years by subtitling the course with Beginning, Intermediate, or Advanced.
- ◊ Counts as an Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- ◊ Fulfills the Fine Arts requirement for the Core 40 with Academic Honors
- ◊ NOTE: This is the designated school newspaper or yearbook course

ADVANCED ENGLISH/LANGUAGE ARTS – COLLEGE CREDIT
Advanced College Project – Public Oral Communication
11, 12
Prerequisite: English 10 Honors (A & B) or permission of instructor
By application per Indiana University Standards (must take SAT or ACT)
Juniors: 3.0 cumulative GPA and an "A-"average in English courses
Seniors: 3.0 cumulative GPA and a "B" average in English courses

1124S

P155 Public Oral Communication is an advanced course based on Indiana's Academic Standards for English/Language Arts. ACP Speech continues with the skills learned in sophomore and junior speech assignments. The course prepares students in the liberal arts to communicate effectively with public audiences. The course emphasizes oral communication as practiced in public contexts: how to advance reasoned claims in public; how to adapt public oral presentations to particular audiences; how to listen to, interpret, and evaluate public discourse; and how to formulate a clear response.

The Advanced College Project is a partnership program between Indiana University and Bremen High School. ACP provides credit to qualified high school students while simultaneously allowing students to purchase up to three hours of college credit from I.U. The I.U. credit is transferable to many other colleges nationwide, providing students earn a grade of "C" or higher. Students may enroll in the class for high school credit only; they are not required to enroll in the college course.

- ◊ Credits: a 1-term course for 1 credit
- ◊ Please note that while Biblical Literature, Creative Writing, and ACP Speech are part of the English department, these three classes are considered electives to be taken in addition to traditional English courses and are not to be used as a replacement for any English course or credit.
- ◊ NOTE: Only dual high school/college credit courses listed on the Core Transfer Library fulfill the additional requirements of the Core 40 with Academic Honors diploma
- ◊ Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school.

THEMES IN LITERATURE

9, 10, 11, 12

This course is offered only in summer school as a credit recovery course

1048

Themes in Literature is a study of universal themes, such as the journey of the hero, the search for identity, and other themes appropriate to the level and interests of the students. The course may be limited to a few important related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of cultural context. This course includes a research paper and oral communication to fulfill the Language Arts requirements.

- ◊ Credits: 1-4 credits. This course is used as an alternative credit for any grade level English course after at least two (2) attempts have been made to obtain the English credit in English 9, 10, 11, 12.
- ◊ Themes in Literature counts as an English/Language Arts credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.
- ◊ This course is for students who need an alternative course and additional support in all the language arts (reading, writing, speaking and listening), especially in writing.

ENGLISH AS A NEW LANGUAGE

9, 10, 11, 12

Prerequisite: Based on English proficiency placement test results, Level 1 and 2 students will be placed in ENL 1012

GOAL: The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.

English as a New Language, an integrated English course based on Indiana's English Language Proficiency (ELP) Standards, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

- ◊ Credits: a 2-term course, 1 credit per term. The nature of this course allows for successive semesters of instructors at advanced levels (up to a maximum of four credits).
- ◊ English/Language Arts credit (1012): If ENL course work addresses Indiana's Academic Standards for English/Language Arts, up to four (4) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- ◊ World Language credit (2188): If ENL course work addresses Indiana's Academic Standards for World Languages and is taken concurrently with another English/Language Arts course, up to four (4) credit accrued may count as World Language credits for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.
- ◊ Language Proficiency Standards: http://www.doe.in.gov/achievement/english-learners

BIBLICAL LITERATURE

Recommended grades 11, 12

Prerequisite: English 9, English 10, or teacher recommendation

1022

Biblical Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the Bible, viewed from a literary standpoint, as a source of a wide variety of literary patterns, themes, conventions. Students examine the different books in relation to the various historical time frames of the books and in relation to related

literature as it pertains to Biblical themes. Students read, discuss, and write about Biblical references (allusions) in both classical and modern literature, formation of a canonical Bible, inclusion of apocryphal and heretical writings, oral versus literate transmission of sacred history and doctrine, and questions and problems of interpretation.

- ◊ Credits: a 1-2 term course,1 credit per term
- ◊ Fulfills an English/Language Arts requirement for all current Indiana diplomas
- ◊ Offered only on odd school years

FILM LITERATURE
Recommended Grades 11, 12
Recommended Prerequisites English 9, English 10, or teacher recommendation

1034

Film Literature is a study of how literature is adapted for film or media. Students learn about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine films with a focus on literary techniques. Students examine the limitations of film versus text. Students analyze how films have evolved over the past century, and how they represent society. Students learn to view films critically, and look at them beyond a level of mere entertainment.

- ◊ Credits: a 1 term course, for 1 credit
- ◊ Fulfills an English/Language Arts requirement for all current Indiana diplomas
- ◊ Offered only on odd school years.

CREATIVE WRITING
11, 12
Prerequisite: English 9, English 10, or teacher recommendation

1092

Creative Writing, a course based on Indiana's Academic Standards for English/Language Arts, is a study application of the rhetorical (effective) writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. This class devotes six weeks to poetry and six weeks to fiction.

- ◊ Credits: a 1-2 term course, 1 credit per term
- ◊ Fulfills an English/Langauge Arts requirement for all diplomas
- ◊ Offered only on even school years

FOREIGN LANGUAGE

SPANISH I
9, 10, 11, 12

2120A, 2120B

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

situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma.

SPANISH II

10, 11, 12

Prerequisite: Recommended Spanish I with a C- or higher or pass a placement test

2122A, 2122B

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

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH III

11, 12

Prerequisite: Recommended Spanish II with a C- or higher

2124A, 2124B

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

- ◊ Credits: a 2-term course, 1 credit per term

◊ Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH LANGUAGE, ADVANCED PLACEMENT – SPANISH IV (AP)
11, 12
Prerequisite: Recommended Spanish III with a C- or higher

2132A, 2132B

Spanish Language, Advanced Placement(AP) is a course based on content established by the College Board. Emphasizing the use of the Spanish language for active communication, the AP Spanish Language course has as its objective the development of advanced listening comprehension, reading without the use of a dictionary, expanded conversational skills, fluent and accurate written expression, and strong command of vocabulary and structure of the Spanish language. Spanish alone is spoken in the class, according to The College Board guidelines. Course content might best reflect interests shared by the students and the teacher, e.g. the arts, current events, sports, etc. The AP Spanish Language course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than being limited to any specific body of subject matter. Extensive practice in the organization and writing of compositions should also be emphasized. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

◊ Credits: a 2-term course, 1 credit per term
◊ Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

HEALTH AND PHYSICAL EDUCATION

Academic Content Standards
https://www.doe.in.gov/standards

Teacher Requirements
https://www.doe.in.gov/student-services/licensing/what-can-i-teach-my-indiana-license

Curriculum Standards and Resources
https://www.doe.in.gov/standards/health-and-wellness

INTRODUCTION

Physical Education I and II, as well as Elective Physical Education, are based on Indiana's Academic Standards for Physical Education and identify what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Through a variety of instructional strategies, students practice skills that demonstrate: competency in motor skills and movement patterns needed to perform a variety of physical activities; understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities; regular participation in physical activity to achieve and maintain a health-enhancing level of physical fitness; responsible personal and social behavior that respects self and others in physical activity settings; value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction; and physical activity as critical to the development and maintenance of good health.

APPLIED PHYSICAL EDUCATION I
9, 10

3542P

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

- ◊ Applied Units: 2 units maximum
- ◊ Counts as the Health & Wellness requirement for the Certificate of Completion.
- ◊ Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender
- ◊ Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- ◊ As a designed laboratory course, 25% of course time must be spent in activity
- ◊ Students must wear school appropriate athletic clothing and footwear appropriate for athletic movement, cardiovascular training, and strength training.

PHYSICAL EDUCATION I
9, 10

3542

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

- ◊ Fulfills part of the Physical Education requirement for all current Indiana Diplomas
- ◊ Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender
- ◊ Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- ◊ As a designed laboratory course, 25% of course time must be spent in activity
- ◊ Students must wear school appropriate athletic clothing and footwear appropriate for athletic movement, cardiovascular training, and strength training.

ELECTIVE PHYSICAL EDUCATION
Zero Hour
10, 11, 12
Prerequisite: Physical Education I and participation in school sponsored athletics or instructor approval if not in school sponsored athletics.
Freshman will only be considered on a case by case basis and require instructor approval.l
3560ZA, 3560ZC

The Athletic Performance training course takes place before the normal learning day and promotes the enhancement of skills associated with high-level athletic performance such as strength training, plyometric, agility, speed and power training, core strength, and flexibility. It includes the study of physical development concepts and principles of exercise as well as opportunities to develop or refine skills and attitudes that promote improved athletic performance. Students will follow a trimester long, instructor designed training periodization that utilizes macro and microcycles for maximum effectiveness. The study of nutritional considerations (macronutrients), hydration needs, and proper recovery will occur throughout the course. This course was specifically designed for those athletes with previous exposure to advanced training techniques, who desire to be leaders for their teams, and who desire to pursue continued athletic competition at the collegiate level.

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

ELECTIVE PHYSICAL EDUCATION

Athletic Performance Training 10, 11, 12

Prerequisite: Physical Education I and participation in school sponsored athletics or instructor approval in not in school sponsored athletics.

Freshman will only be considered on a case by case basis and require instructor approval

3560APT

The Athletic Performance training course promotes the enhancement of skills associated with high-level athletic performance such as strength training, plyometric, agility, speed and power training, core strength, and flexibility. It includes the study of physical development concepts and principles of exercise as well as opportunities to develop or refine skills and attitudes that promote improved athletic performance. Students will follow a trimester long, instructor designed training periodization that utilizes macro and microcycles for maximum effectiveness. The study of nutritional considerations (macronutrients), hydration needs, and proper recovery will occur throughout the course. This course was specifically designed for those athletes with previous exposure to advanced training techniques, who desire to be leaders for their teams, and who desire to pursue continued athletic competition at the collegiate level.

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

APPLIED ELECTIVE PHYSICAL EDUCATION – LIFELONG PHYSICAL FITNESS
9, 10, 11, 12

3560P

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

- ◊ Applied Units: 8 units maximum
- ◊ Counts as the Health & Wellness Requirement for the Alternate Diploma.
- ◊ Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objected standard of individual performance developed and applied without regard to gender.
- ◊ Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- ◊ As a designated laboratory course, 25% of course time must be spent in activity.

ELECTIVE PHYSICAL EDUCATION – LIFELONG PHYSICAL FITNESS
9, 10, 11, 12
Prerequisite: Physical Education I

3560

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

- ◊ Credits: a 1-term course for 1 credit or upon mastery of course standards. There is no maximum amount of credits that may be earned provided that there is no course or skill level duplication.
- ◊ Counts as an Elective for all current Indiana diplomas.

- ◊ Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objected standard of individual performance developed and applied without regard to gender.
- ◊ Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- ◊ As a designated laboratory course, 25% of course time must be spent in activity.

APPLIED HEALTH & WELLNESS EDUCATION
10, 11, 12

3506P

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

- ◊ Applied units: 2 units maximum
- ◊ Counts as an Elective or Health & Wellness requirement for the Certificate of Completion.

HEALTH & WELLNESS EDUCATION
10, 11, 12

3506

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

- ◊ Credits: a 1-term course for 1 credit
- ◊ Fulfills the Health & Wellness requirement for all diploma designations.

MATHEMATICS

To meet the requirements for a Core 40 designation, a student MUST successfully complete Algebra II and acquire 6 credits in math courses while in high school. Waivers require a "C" average in all courses required for graduation.

STUDENTS TAKING MATH MUST SUCCESSFULLY COMPLETE BOTH TERMS IN EACH COURSE BEFORE BEGINNING THE NEXT LEVEL OF MATH. STUDENTS WHO FAIL A TERM OF MATH SHOULD MEET WITH THEIR SCHOOL COUNSELOR TO REDESIGN THEIR SCHEDULE. ONCE A STUDENT HAS BEGUN A MATH COURSE, THE STUDENT WILL NOT BE ALLOWED TO DROP TO A LOWER LEVEL OF MATH WITHOUT THE PERMISSION AND RECOMMENDATION OF THE INSTRUCTOR. Failure due to a student's repeated lack of completion of homework, or other assignments and projects, will not qualify a student for this type of consideration.

While calculators will be used to allow students to reduce time spent on homework assignments from time to time, students should not be dependent on these tools in testing situations.

APPLIED ALGEBRA I
9, 10, 11, 12

2520PA, 2520PB

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

- ◊ Applied Units: 4 units maximum
- ◊ Counts as a Math Requirement for the Certificate of Completion.

ALGEBRA I
9, 10, 11, 12

2520A, 2520B

Algebra Recommendation: For incoming freshmen to move on to Geometry, students should have met two of the three following recommendations:

- ◊ Completion of Algebra I in 7th or 8th grade with a "B" or better
- ◊ Spring NWEA math score of 250 or higher
- ◊ Teacher recommendation

If two of the three recommendations listed above are not met, freshmen will be advised to repeat Algebra I during their first year at BHS.

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 6 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving,

and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribed that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills the Algebra I/Integrated Mathematics I requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- ◊ Students pursuing Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

APPLIED GEOMETRY
9, 10, 11, 12

2532PA, 2532PB

Applied Geometry formalizes and extends the students' geometric experiences from the middle grades. Three critical areas comprise the Geometry course: Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability

- ◊ Applied Units: 4 units maximum
- ◊ Counts as a Math Requirement for the Certificate of Completion.

GEOMETRY
9, 10, 11, 12
Prerequisite: Algebra I

2532A, 2532B

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

ALGEBRA II
9, 10, 11, 12
Prerequisite: Algebra I, Geometry, or Teacher Recommendation
May be taken with Geometry

2522A, 2522B

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

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics course for the General Diploma

FINITE MATHEMATICS

9, 10, 11, 12

Prerequisite: Algebra II & Geometry

2530

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

- ◊ Credits: 1 or 2 semester course, 1 credit per semester
- ◊ Fulfills a Mathematics course requirement for all diplomas

PROBABILITY AND STATISTICS

9, 10, 11, 12

Prerequisite: Algebra II & Geometry

2546

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Probability and Statistics are made up of three strands: Data Analysis; Experimental Design; and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing technology and computer programs is encouraged. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics
as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- ◊ 1 semester course, 1 credit per semester
- ◊ Fulfills a Mathematics course requirement for all diplomas

PRE-CALCULUS: ALGEBRA

9, 10, 11, 12

Prerequisite: Algebra II & Geometry

2564

Pre-Calculus: Algebra extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The eight Process Standards for Mathematics apply throughout the course. Together with content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- ◊ Credits: a 1-term course, 1 credit per term
- ◊ Counts as a Mathematics course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PRE-CALCULUS: TRIGONOMETRY

9, 10, 11, 12

Prerequisite: Algebra II & Geometry

2566

Pre-Calculus: Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angels and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, finance, and nearly all other STEM disciplines. Trigonometry consists of seven strands; conics, unit circle, geometry, periodic functions, identities, polar coordinates, and vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- ◊ Credits: a 1-term course, 1 credit per term
- ◊ Counts as a Mathematics course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED MATHEMATICS, COLLEGE CREDIT – CALCULUS

Advanced College Project

12

Prerequisite: Algebra I, Algebra II, Geometry, Pre-Calculus: Algebra/Pre-Calculus: Trigonometry

By application per Indiana University Standards (must take the SAT or ACT)

2544CA, 2544CB

Advanced Mathematics, College Credit is a title covering (1) any advanced mathematics course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school, or (2) any other post-secondary mathematics course offered for dual credit under the provisions of 511 IAC 6-10.

The Advance College Project is a partnership program between Indiana University and Bremen High School. ACP Math provides Math credit to qualified high school students while simultaneously allowing students to pay for college credit from I.U. The I.U. credit is transferable to many other colleges, providing students earn a grade of "C" or higher.

Calculus I is a mathematical modeling course that provides rigorous instruction in fundamental mathematical concepts and skills presented in the context of real-world applications. It is designed for students pursuing a STEM degree. Topics of study: Term 1: Limits, Continuity, Derivatives and Applications; Term 2: Definite Integrals, Indefinite Integrals and Applications.

- ◊ Credits: a 2-term course for 2 high school credits
- ◊ Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◊ College Credit course offered through Indiana University

ADVANCED MATHEMATICS, COLLEGE CREDIT – FINITE MATH
Advanced College Project
12
Prerequisite: Algebra I, Algebra II, Geometry Pre-Calculus: Algebra/Pre-Calculus: Trigonometry
By application per Indiana University Standards (must take SAT or ACT)

2544FA, 2544FB

Advanced Mathematics, College Credit is a title covering (1) any advanced mathematics course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school, or (2) any other post-secondary mathematics course offered for dual credit under the provisions of 511 IAC 6-10.

The Advance College Project is a partnership program between Indiana University and Bremen High School. ACP Math provides Math credit to qualified high school students while simultaneously allowing students to pay for college credit from I.U. The I.U. credit is transferable to many other colleges, providing students earn a grade of "C" or higher. Students may enroll in the class for high school credit only; they are not required to enroll in the college course.

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake high-level mathematics in college that may not include calculus. Topics of study: Term 1: Sets and Partitions, Tree Diagrams and Counting, and Probability; Term 2: Systems of Linear Equations, Matrix Algebra and Applications, Markov Chains, and Linear Programming.

- ◊ Credits: a 2-term course, 1 credit per term; based on Indiana's Common Core Standards for Finite Mathematics
- ◊ Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◊ College Credit course offered through Indiana University

MULTI-DISCIPLINARY

PEER TUTORING
10, 11, 12
Must meet criteria

0520

Peer Tutoring provides high school students with an organized exploratory experience to assist students in our High School Functional Skills classroom through a helping relationship with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

- ◊ Credits: a 1-term course for 1 credit (up to 2 credits in High School). Can also be taken for 0 credits and be used for community service hours.
- ◊ Students must report daily to their assigned location and have time verified by the teacher.
- ◊ Students are recommended to have a GPA of 2.0 or higher to work with elementary students and a 3.0 or higher to work with high school students.
- ◊ Letter grades will not be issued; students will receive either a “Pass” / “Fail” on the transcript
- ◊ Counts as an Elective for all diplomas

SCIENCE

Indiana’s Academic Standards for Science are organized by grade level from kindergarten through Grade 8 and by individual courses for high school. The standards contain both content and process standards. In grades K-8 the Process Standards precede the Content Standards and are organized as the nature of Science and the Design Process. In grades 9-12 the Process Standards precede the Content Standards for each course offering. Through Grade 8, the standards are organized in four content strands: (1) Physical Science; (2) Earth Science; (3) Life Science; (4) Science, Technology, and Engineering. High School courses each have a differing number of standards and each address a core concept in the given content area.

Rules of the State Board of Education for each diploma are as follows:

GENERAL	CORE 40	ACADEMIC HONORS	TECHNICAL HONORS
Four credits from more than one of the three major categories in Life Science, Physical Science, and Earth and Space Science	Six credits in science: - 2 credits in Biology I - 2 credits in Chemistry I OR Physics I OR Integrated Chemistry-Physics - 2 additional credits in a Core 40 Science	The same course requirements as the Core 40 diploma, but students must earn a grade of “C” in order for a course to count towards this diploma. In addition, students must have a grade point average of “B” or above	The same course requirements as the Core 40 diploma, but students must earn a grade of “C” in order for a course to count towards this diploma. In addition, students must have a grade point average of “B” or above

APPLIED BIOLOGY I

9, 10, 11, 12

3024PA, 3024PB

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

- ◊ Applied Units: 4 units maximum
- ◊ Counts as a Science Requirement for the Certificate of Completion.

BIOLOGY I

9, 10, 11, 12

Recommended: 9th graders only with a submitted teacher recommendation

3024A, 3024B

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

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills the life science requirement for the General diploma
- ◊ Fulfills Biology credit for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

ADVANCED SCIENCE, SPECIAL TOPICS – HUMAN BIOLOGY

11,12

Prerequisite: Biology I / Recommended Health and Chemistry I

3092BA, 3092BB

Human Biology provides a systematic study of the major systems of the human body (i.e.. Skeletal, muscular, digestive, circulatory, nervous, respiratory, endocrine, immune, and reproductive). Students will develop an understanding of the relationship that exists between the structure and function of the human body. Students will explore the cause and effect nature of diseases and disorders of the human body. Research on recommendations for a healthy lifestyle will be shared with and explored by the students as each body system is covered. This course will include discussion and integration of fundamental concepts from biology, chemistry, and medical terminology.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Counts as a science course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

APPLIED EARTH AND SPACE SCIENCE

9, 10, 11, 12

3044PA, 3044PB

Applied Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- ◊ Applied Units: 4 units maximum
- ◊ Counts as a Science Requirement for the Certificate of Completion.

EARTH AND SPACE SCIENCE

9, 10, 11, 12

Recommended: 9th graders only with a submitted teacher recommendation

3044A, 3044B

Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills the earth and space science requirement for the General Diploma
- ◊ Fulfills Core 40 science credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED SCIENCE, SPECIAL TOPICS – ASTRONOMY

11,12

Prerequisite: Earth and Space Science I, completion of or enrolled in Algebra II

3092A, 3092B

Advance Science, Special Topics is any science course which is grounded in extended laboratory, field, and literature investigations into one or more specialized science disciplines, such as astronomy. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issued. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student's course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities.

- ◊ Credits: a 1-term course for 1 credit

- ◊ Counts as a science course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

CHEMISTRY I
10, 11, 12
Prerequisite: Algebra I must be completed.

3064A, 3064B

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

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills the requirement for physical science for the General diploma
- ◊ Fulfills Chemistry credit for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- ◊ Counts as an Applied Mathematics (Quantitative Reasoning) Course

ACP CHEMISTRY II – COLLEGE CREDIT
(CHEM-C 101/CHEM-C 121)
11, 12
Prerequisite: Successful completion of Chemistry I (B or better),
and Algebra II (B or better), and IU/ACP Acceptance

3066A, 3066B, 3066C

ACP Chemistry is a rigorous, college-level course offered through Indiana University that combines CHEM-C 101: Elementary Chemistry I and CHEM-C 121: Elementary Chemistry Laboratory I. This year-long course introduces the foundational principles of chemistry, including stoichiometry, thermochemistry, atomic and molecular structure, gases, and solutions. The corresponding laboratory emphasizes experimental techniques, data analysis, and the practical application of theoretical concepts. This is a yearlong course. Students earn both high school and potential college credit through IU upon meeting all university and course requirements. Due to the college-level nature of the course, students are expected to work independently, manage their time effectively, complete assignments outside of the classroom, and communicate directly with instructors regarding academic progress. In accordance with FERPA regulations, instructors may not discuss grades with parents.

- ◊ Credits: a 3 term course, 1 HS credit per term
- ◊ Counts as an Applied Mathematics (Quantitative Reasoning) Course
- ◊ College Credit course offered through Indiana University (5 credits)
- ◊ Strict attendance policy (See below)
  This course follows a very strict attendance policy consistent with Indiana University standards. Because participation, laboratory work, and lecture material are essential for success, poor attendance will directly impact a student's grade and may result in loss of college credit. Students are permitted no more than three absences per semester, and all missed work must be made up promptly and is still due on the due date. Missed

labs cannot be completed outside of the normal school day and will result in a lower lab grade. Consistent attendance and engagement are required to maintain enrollment and earn credit for this course.

ADVANCED SCIENCE, SPECIAL TOPICS – ORGANIC CHEMISTRY
11,12
Prerequisite: Chemistry I

3092C

This course provides a background in the fundamentals of nomenclature, mechanisms, structures, and synthesis of carbon-based compounds. Students will develop an understanding of the nomenclature, structures, and reactions of simple organic compounds: hydrocarbons, alcohols, ethers, aldehydes and ketones, carboxylic acids, carboxylic acid derivatives, and amines. Students will explore a non-mathematical, mechanistic approach to explain the reactions of these compounds. Research on the relationship between organic molecules and food, fuels, medicines and more will be completed. Laboratory work will include common organic techniques and experiments supporting the principles covered in lecture.

- ◊ Credits: a 1-term course for 1 credit
- ◊ Counts as a science elective course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

INTEGRATED CHEMISTRY PHYSICS
11,12
Prerequisite: Successful completion of Algebra I
Students must not have previously taken Chemistry and/or Physics.
Students enrolled in the Gifted and Talented program are not eligible for this course.

3108A, 3108B

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills the physical science requirement for the General diploma
- ◊ Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- ◊ Counts as an Applied Mathematics (Quantitative Reasoning) Course

PHYSICS I
11, 12
Prerequisite: Successful completion of Algebra II

3084A, 3084B

Physics I is an introductory course with an extensive use of mathematics. In this course a great amount of time will be spent solving problems and deriving mathematical equations of key concepts. Physics is the study of matter and energy

and their interactions, it is considered to be the most basic of all sciences. Major areas of study are mechanics (motion of objects), waves (light and sound), heat, electricity, magnetism and modern physics (atomic, nuclear and relativity). Major emphasis of instruction are: development of concepts, problem solving and the use of technology which will be the basis for a more traditional approach to the study of physics.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ A Core 40, AHD, and THD Course
- ◊ Counts as an Applied Mathematics (Quantitative Reasoning) Course

SOCIAL STUDIES

WORLD HISTORY AND CIVILIZATION

9, 10, 11, 12

1548A, 1548B

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

- ◊ Credits: a 2-term course for 1 credit per term
- ◊ Counts as an elective for all diplomas
- ◊ Fulfills the Geography History of the World/World History and Civilization graduation for all diplomas

APPLIED UNITED STATES HISTORY

9, 10, 11, 12

1542PA, 1542PB

Applied United States History is a two-trimester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues as well as understand the causes for changes in the nation over time.

- ◊ Applied units: 4 units maximum
- ◊ Counts as a Social Studies Requirement or Elective for the Certificate of Completion

UNITED STATES HISTORY
9, 10, 11, 12

1542A, 1542B

United States History is a two-trimester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development across the entirety of American History. After reviewing fundamental themes in early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course also gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late 18th century through the present as they relate to life in Indiana and the United States. Major topical themes include the formation of a Constitutional government, the expansion and eradication of slavery, westward expansion, urbanization and economic reform, imperialism, civil rights, and the cold war. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues as well as understand the causes for changes in the nation over time.

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

AP UNITED STATES HISTORY
10, 11, 12

1562A, 1562B (US HIST AP)

AP U.S. History covers the development of the United States from pre-Columbian times to the present. The course is divided into nine chronological periods, emphasizing key themes such as American identity, politics, economics, culture, and global connections. Major topics include Colonization, the American Revolution, the Constitution, Civil War, Reconstruction, Industrialization, the Progressive Era, the World Wars, the Cold War, Civil Rights movements, and modern U.S. policies. Students analyze historical documents, interpret evidence, and build arguments. The course prepares students for the AP exam, which includes multiple-choice, short-answer, document-based, and long essay questions, testing both factual knowledge and analytical skills. This exam takes place nationally in May and is accredited by the College Board for potential college credit.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
- Credits: 2 semester course, 1 credit per semester
- Fulfills the US history requirement for all diplomas

UNITED STATES GOVERNMENT

11, 12

1540

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students will understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students will examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be examined. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities, as well as the need for civic and political engagement of citizens in the United States.

- ◊ Credits: a 1-term course for 1 credit
- ◊ Students are required to take the naturalization test for citizenship per SEA 132
- ◊ Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective or any diplomas

ECONOMICS

11, 12

1514

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

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

PSYCHOLOGY

11, 12

Prerequisite: Passing grade in World History and Civilization A & B

1532

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

of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

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

SOCIOLOGY

11, 12

Prerequisite: Passing grade in World History and Civilization A & B

1534

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

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

APPLIED INDIANA STUDIES

9, 10, 11, 12

1518P

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

- ◊ Applied Units: 2 units maximum
- ◊ Counts as a Social Studies Requirement or Elective for the Certificate of Completion

INDIANA STUDIES

9,10, 11, 12

1518

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

- ◊ Credits: a 1-term course for 1 credit

- ◊ Counts as an Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

PRACTICAL ARTS

APPLIED PERSONAL FINANCIAL RESPONSIBILITY

9, 10, 11, 12

Prerequisite: Completion of Algebra I

4540P

Applied 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, environment, 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.

- ◊ Applied Units: 2 Units Maximum
- ◊ Counts as an Elective for the Certificate of Completion

PERSONAL FINANCIAL RESPONSIBILITY

10, 11, 12

Prerequisite: Completion of Algebra I

4540

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, environment, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

- ◊ Credits: a 1-term course for 1 credit
- ◊ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◊ Counts as an Applied Mathematics (Quantitative Reasoning) Course

APPLIED PREPARING FOR COLLEGES AND CAREERS

9, 10

5394P

Applied Preparing for Colleges and Careers, High School Level addresses the knowledge, skills, and behaviors all students need to be prepared for success in their 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; managing personal and financial resources. This course includes investigating the 16 national career clusters and Indiana's College and Career Pathways, reviewing graduation

plans and developing career plans; building employability skills and developing personal and career portfolios. A project-based approach, including computer and technology applications and cooperative ventures between school and community is recommended.

- ◊ Applied Units: 2 units maximum
- ◊ Counts as an Elective or Employability for the Certificate of Completion

PREPARING FOR COLLEGES AND CAREERS

9, 10

5394

Preparing for Colleges and Careers, High School Level addresses the knowledge, skills, and behaviors all students need to be prepared for success in their 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; managing personal and financial resources. This course includes investigating the 16 national career clusters and Indiana's College and Career Pathways, reviewing graduation plans and developing career plans; building employability skills and developing personal and career portfolios. A project-based approach, including computer and technology applications and cooperative ventures between school and community is recommended.

- ◊ Credits: a 1-term course for 1 credit
- ◊ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ONLINE COURSE OPTIONS

INDIANA ONLINE

8000

Indiana Online is designed to assist students in meeting their educational needs by providing an alternative learning environment. This program is an option for approved students who have (1) unique circumstances, (b) failed a required class in a traditional classroom setting, or (c) a desire to experience courses that are not offered at Bremen High School. The course provider will be Indiana Online, and courses will be offered at $100. Interested students and/or guardians need to inquire at the Counseling Office. Involvement in this program is based on the decision of a selection committee.

If you are interested in taking a course online, please complete the following steps:
Step One: Decide if an online course is right for you.
Consider these key factors:

- You are willing and able to ask for help from the online teacher by email, text, or phone and respond to the teacher using the same methods.
- You understand that BHS Teachers are NOT required, nor expected, to assist you with this course because there is an online instructor available to assist you.
- You understand that online courses often take as much or more time than face-to-face courses and you MUST PASS the final to pass the course.
- You rarely need reminders or assistance in completing routine assignments.
- You maintain the self-discipline to create and maintain a study schedule throughout the semester without direct supervision.

- You are a self-directed learner and are comfortable learning new material without requiring real-time feedback from teachers regarding basic directions and follow-up support.
- You are motivated to complete activities and can initiate the communication required to be successful.
- You don't require supervision to remain on task and complete assignments.
- You understand that failure to comply with the rules for taking an online course means you will not be permitted to enroll in another IOA course.

Step Two: Choose your course. Go to https://indianaonline.org/courses/ for a complete list of offered courses.
Step Three: Meet with your Counselor and fill out an application.
Step Four: If approved, pay your portion ($100.00) and enroll in the course with your counselor.

STUDY HALLS

STUDY HALL
9, 10, 11, 12

6000

Students are strongly encouraged to take five classes each term. Students who desire a study hall for no credit should have it placed in their schedule due to their IEP (Individual Education Plan), ILP (Individual Language Plan), MTSS (Multi-level Systems of Support) Plan "504 Plan," or based on the recommendation of the Guidance Department. General Education students will be limited to one study hall per year with no choice of which term the study hall will occur. Exceptions will be limited, and will be based on recommendations from classroom teachers and counselors according to individual student needs. A building principal along with the MTSS team must grant final approval for a student taking more than one study hall per year.

This class period is a time for students to do homework, prepare for class, or receive extra help. Study hall should be used by students who are willing to study and use their time wisely. This should not be a time for sleeping or wasting time. We encourage students to enroll in five classes each term, but if a study hall is deemed necessary, students are expected to use their time wisely or risk not being allowed to take study halls in the future.

SE CONSULT: SPECIAL EDUCATION STUDY HALL
9, 10, 11, 12

9997, 9998, 9999
9994, 9995, 9996

This is an assigned study hall for students with identified special needs who have a current Individual Education Plan (IEP) stating the need and designated amount of time appropriate for the student as determined by the case conference committee. Students will report to the Resource Room to receive additional assistance on assignments or additional instruction.

ENL STUDY HALL
9, 10, 11, 12

0003, 0004, 0005

This is an assigned study hall for ENL students who are at a Level 1, 2, or 3 based on the WIDA assessment and their Individual Learning Plan (ILP). Students at a level 4 or 5 will be assigned to a regular study hall. Students will report to an assigned area to receive additional assistance or tutoring. Building level teams consisting of ENL staff, classroom teachers, counselors, and/or administrators will monitor student progress. If monitoring shows that the student is falling behind in academic performance, the team can refer the student back to the ENL study hall.

CAREER AND TECHNICAL EDUCATION (CTE)/NEXT LEVEL PROGRAMS OF STUDY (NLPS)

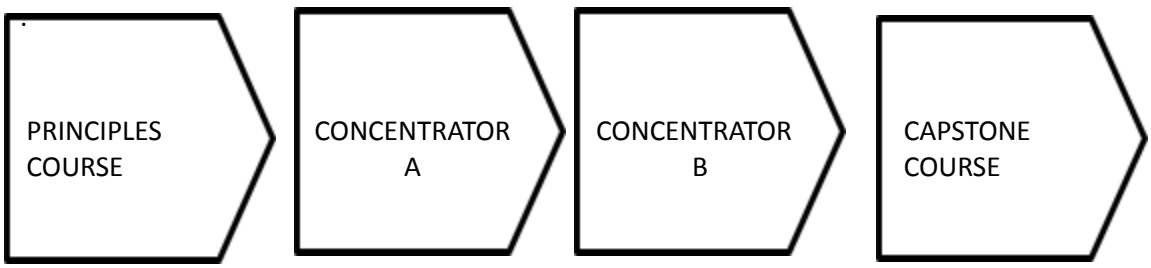
CAREER PATHWAYS/PROGRAMS OF STUDY

Career and Technical Education (CTE) is focused on delivering students of all ages with hands-on, skills-based education that better prepares them for future education or entering the workforce. In Indiana, CTE Next Level Programs of Study (NLPS) focus on in-demand occupations across 15 “career clusters”. These Programs of Study have been recently revamped to ensure students have the opportunity to earn credentials, certifications, and dual credits while in high school.

A Program of Study offers a more comprehensive and structured approach to offering CTE that includes stronger course sequences, improved consistency, greater intentionality, and high quality.

PROGRAM OF STUDY COURSE SEQUENCE

Each NLPS pathway contains a 4-course sequence that progresses from general to specific within a chosen field



Glossary of Terms to Know:

CAREER CLUSTERS: Career Clusters are a way of organizing groups of closely related careers as identified by industry and education leaders and other stakeholders. Career Clusters identify a common core of knowledge and skills, both academic and technical, for a broad set of careers allowing all learners to pursue a wide range of career opportunities from entry level through management and professional levels. Indiana and most other states list careers under the 16 National Career Clusters to organize pathways.

COURSE FRAMEWORK: A written document that includes the state-approved elements that make up a specific course (course description, specifications, and standards that define the content).

CTE PARTICIPANT: A student who has earned one or more credits in any CTE (Career and Technical Education) course.

CTE CONCENTRATOR: A student who has earned at least (6) six credits in CTE pathway courses in a state approved College and Career Pathway (for cohorts 2020, 2021, 2022).

CTE COMPLETER: A CTE Concentrator who has taken the state-specific pathway assessment in a state approved College and Career Pathway.

AGRICULTURAL SCIENCE

INTRODUCTION

Agricultural Education 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. The courses provide students with a solid foundation of academic knowledge and ample opportunities to apply this knowledge through classroom activities, laboratory experiments and project applications, supervised agricultural experiences, and the F.F.A.

The vision and mission of Agricultural Education is that all people value and understand the vital role of agriculture, food, fiber, and natural resource systems in advancing personal and global well-being; and that students are prepared for successful careers and a lifetime of informed choices in agriculture.

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

- ◊ Demonstrate desirable work ethics and work habits.
- ◊ Apply the basic agricultural competencies and the basic background knowledge in agriculture and related occupations.
- ◊ Analyze entrepreneurial, business, and management skills needed by students preparing to enter agriculture and related occupations.
- ◊ Expand leadership and participatory skills necessary for the development of productive and contributing citizens 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 the basic learning skills in reading, writing, thinking, mathematics, communicating, listening, and studying.
- ◊ Recognize the interaction of agriculture with governments and economic systems at the local, state, national, and international levels.
- ◊ Recognize how new technology impacts agriculture and how agriculture impacts the environment.

It is important to understand and reaffirm that vocational-technical experiences do not preclude students from going on to higher education, and in fact, participation actually enhances the opportunity. A growing number of students are combining both college preparation and workplace experiences in their high school preparation. Agricultural Science and Business and the F.F.A. programs have a long history of successfully preparing students for entry level careers and further 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.

F.F.A

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 competent 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.

Agriculture NLPS Pathways offered:

Pathway Title	Principles Course	Concentrator A	Concentrator B	Capstone-Level II (optional)
Ag Mechanical and Engineering	Principles of Agriculture A/B (7117)	Agriculture Power, Structures and Technology (5088)	Agriculture Structures Fabrication and Design (7112)	Agribusiness Capstone
Agri-Science Plants/ Animals	Principles of Agriculture A/B (7117)	Animal Science (5008)	Food Science (5102) OR Advanced Animal Science (5070)	Agribusiness Capstone
Landscaping	Principles of Agriculture A/B (7117)	Horticulture Science (5132)	Landscape and Turf Management (7115)	Agribusiness Capstone

PRINCIPLES OF AGRICULTURE

9, 10, 11, 12

7117A, 7117B

Principles of Agriculture is a two-trimester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding and the role of agriculture in the United States and globally. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures, and technology as well as careers

- ◊ Credits: a 2-term course, 1 credit per term.
- ◊ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◊ Offered as dual credit through Ivy Tech

AGRICULTURE, POWER, STRUCTURE AND TECHNOLOGY

10, 11, 12

Recommended Prerequisite: Principles of Agriculture

5088A, 5088B

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

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◊ Offered as dual credit through Ivy Tech

AGRICULTURE STRUCTURES, FABRICATION, AND DESIGN

10, 11, 12

Recommended Prerequisite: Principles of Agriculture

7112A, 7112B

Agricultural Structures Fabrication and Design is a two-semester course that focuses on metal work, and agricultural structures. This course will allow students to develop skills in welding and metalworking, construction, fabrication, machine components and design while incorporating the engineering design process. Students will also cover safety topics for each area while demonstrating appropriate health and safety standards.

- ◊ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◊ Counts as a directed elective or elective credits for all diplomas
- ◊ Offered as dual credit through Ivy Tech

ANIMAL SCIENCE

10, 11, 12

5008A, 5008B

Animal Science is a two trimester program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: history and trends in animal agriculture, laws and practices relating to animal agriculture, comparative anatomy and physiology of animals, biosecurity threats and interventions relating animal and human safety, nutrition, reproduction, careers, leadership, and supervised agriculture experiences relating to animal agriculture.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills a Life Science or Physical Science requirement for the General Diploma only
- ◊ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◊ Maximum of 2 credits
- ◊ Offered as dual credit through Ivy Tech

ADVANCED LIFE SCIENCE: ANIMALS

11, 12

Prerequisite: Principles of Agriculture, Animal Science or Instructor Permission

5070A, 5070B

Advanced Life Science: Animals is a two-trimester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students will explore concepts related to history and trends in animal agriculture as related to animal welfare, husbandry, diseases and parasites, laws and practices relating to handling, housing, environmental impact, global sustainable practices of animal agriculture, genetics, breeding practices, biotechnology uses, and comparative knowledge of anatomy and physiology of animals used in animal agriculture.

- ◊ Highly Recommended Prerequisite: Biology and Chemistry due to course content standards
- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills a Core 40 Science requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- ◊ This course is aligned with postsecondary courses for Dual Credit with Purdue University
- ◊ Counts as an Applied Mathematics (Quantitative Reasoning) Course
- ◊ Offered as dual credit through Ivy Tech

FOOD SCIENCE

11, 12

Recommended Prerequisite: Biology & Chemistry or ICP

5102A, 5102B

Food Science is a two-semester course that provides students with an overview of food science and the role it plays in the securing of safe, nutritious, and adequate food supply. A project-based approach is utilized in this course, along with laboratory, team building, and problem solving activities to enhance student learning. Students are introduced to the following areas of horticulture science: food processing, food chemistry and physics, nutrition, food microbiology, preservation, packing and labeling, food commodities, food regulations, issues and careers in the food science industry.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills a Life Science or Physical Science requirement
- ◊ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◊ Offered as dual credit through Ivy Tech

HORTICULTURE SCIENCE
10, 11, 12
Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher

5132A, 5132B

Horticulture Science is a two-semester course that provides students with a background in the field of horticulture. Coursework includes hands-on activities that encourage students to investigate areas of horticulture as it relates to the biology and technology involved in the production, processing and marketing of horticultural plants and products. Students are introduced to the following areas of horticulture science: reproduction and propagation of plants, plant growth, growth-media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest, greenhouse management, flora design, and pest management. Students participate in a variety of activities including

- ◊ Credits: a 2-term course, 1 credit per term. This course can be offered for a second full year at an advanced level. Fulfills a Life Science or Physical Science requirement for the General Diploma only
- ◊ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◊ Offered as dual credit through Ivy Tech

LANDSCAPE AND TURF MANAGEMENT
10, 11, 12
Prerequisite: Principles of Agriculture

7115A, 7115B

Landscape and Turf Management is a two-semester course that provides the student with an overview of the many career opportunities in the diverse field of landscape and turf management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications, and management skills necessary in landscaping operations, and the care and use 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.

- ◊ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◊ Counts as a directed elective or elective credits for all diplomas
- ◊ Offered as dual credit through Ivy Tech

PLANT AND SOIL SCIENCE

10, 11, 12

Prerequisite: Principles of Agriculture

5170A, 5170B

Plant and Soil Science is a two-trimester course that provides students with opportunities to participate in a variety of activities including laboratory work. Coursework includes hands-on learning activities that encourage students to investigate areas of plant and soil science. Students are introduced to the following areas of plant and soil science: plant growth, reproduction and propagation, photosynthesis and respiration, diseases and pests of plants and their management, biotechnology, the basic components and types of soil, soil tillage, and conservation.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◊ Fulfills a Life Science or Physical Science requirement for the General Diploma only
- ◊ Offered as dual credit through Ivy Tech

AGRIBUSINESS CAPSTONE

11, 12

Required prerequisite: any Agriculture concentrator sequence

7238A, 7238B

Agribusiness Management Capstone course is a two semester course that introduces students to the Principles of agribusiness management and leadership from a local and global perspective, with the utilization of technology. The course will help students build a strong knowledge base of the agribusiness industry as they study agribusiness types, communications, agricultural law, leadership, and teamwork, ethics, and agricultural economics. Additionally, students will understand the role of selling in the agricultural economy, stressing the points and terminology necessary in today's agriculture. Students will demonstrate principles and techniques for planning, development, application and management of agribusiness systems through project-based learning and a supervised agriculture experience (work-based learning) programs.

- ◊ Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits max
- ◊ Counts as a directed elective or elective for all diplomas

AGRICULTURAL RESEARCH CAPSTONE

11, 12

Required prerequisite: any Agriculture concentrator sequence

7262

The Agricultural Research Capstone includes extended laboratory, field, and literature investigations in one or more specialized agricultural science disciplines, such as animal, plant, food, natural resources, biotechnology, engineering, etc. Students enrolled in this course will apply scientific applications, concepts, principles, and design processes to solve complex, real-world issues in agriculture. Students will become familiar with

laboratory procedures used in an educational, research, or industrial setting. Students will complete an end-of-course project and presentation, such as a scientific research paper, agriscience fair project, or some other 152 2025-2026 High School Course Titles and Descriptions suitable presentation of their findings. This course can be used as a capstone experience for any agriculture pathway.

- ◊ Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits max
- ◊ Counts as a directed elective or elective for all diplomas

AGRICULTURE MECHANIZATION AND TECHNOLOGY CAPSTONE

11, 12

Required prerequisite: Ag Mechanical and Engineering Pathway

7228

The Agriculture Mechanization and Technology Capstone builds upon the knowledge and skills developed in the Principles, Ag Power, Structures and Technology, Agricultural Structures Fabrication and Design courses by developing advanced skills that students can apply to the field. Students enrolled in this course will participate in lab activities involving agricultural equipment such as fueled power engines, electrical motors, pneumatic and hydraulic systems, etc. Students will be instructed on the operation, maintenance, repair, engineering and design of the agricultural mechanics and technology systems. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.

- ◊ Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits max
- ◊ Counts as a directed elective or elective for all diplomas

LANDSCAPE MANAGEMENT CAPSTONE

11, 12

Required prerequisite: Agriculture Landscaping Pathway

7234

The Landscape Capstone course builds upon the knowledge and skills developed in the Principles, Horticultural Science and Landscape and Turf Management courses by developing advanced skills that students can apply to the field. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.

- ◊ Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits max
- ◊ Counts as a directed elective or elective for all diplomas

SUPERVISED AGRICULTURAL EXPERIENCE

10, 11, 12

SUMMERS ONLY

Prerequisite: Principles of Agriculture

5228S

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agricultural field(s) in which they are interested. Students should experience and apply what is learned in the classroom, laboratory, and training site to real-life situations. Students work closely with their agricultural science and business

teacher(s), parents, and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated.

- ◊ Credits: A maximum of eight credits may be earned in this course when offered as a "non-co-op," one hour course over eight trimesters, some of which can be earned during summer sessions. Curriculum content and competencies should not be duplicated when multiple credits are being earned.
- ◊ Credits: A maximum of twelve credits may be earned in this course when offered as an SAE Cooperative Education course (one credit for related instruction and two credits for on the job training – over four trimesters = 12 credit hours). On the job training credit hours may be increased in approved situations.
- ◊ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma

BUSINESS

Business NLPS pathways offered:

Pathway Title	Principles Course	Concentrator A	Concentrator B	Capstone-Level II (optional)
Business Administration	Principles of Business Management (4562)	Marketing Fundamentals (5914)	Accounting Fundamentals (4524)	Business Administration Capstone (7256)
Accounting	Principles of Business Management (4562)	Accounting Fundamentals (4524)	Advanced Accounting (4522)	Accounting Capstone (7252)
Marketing and Sales	Principles of Business Management (4562)	Marketing Fundamentals (5914)	Digital Marketing (7145)	Business Management Capstone (7201)

PRINCIPLES OF BUSINESS MANAGEMENT
9, 10, 11
Prerequisite: None

4562A, 4562B

Principles of Business Management examines business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. Attention will be given to developing business communication, problem-solving, and decision-making skills using spreadsheets, word processing, data management, and presentation software.

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

MANAGEMENT FUNDAMENTALS

10, 11, 12

Required Prerequisite: Principles of Business Management

7143A, 7143B

Management Fundamentals describes the functions of managers, including the management of activities and personnel. Describes the judicial system and the nature and sources of law affecting business. Studies contracts, sales contracts with emphasis on Uniform Commercial Code Applications, remedies for breach of contract and tort liabilities. Examines legal aspects of property ownership, structures of business ownership, and agency relationships.

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

ACCOUNTING FUNDAMENTALS

9, 10, 11, 12

Prerequisite: Any Freshman Level Math

4524A, 4524B

Introduction to Accounting introduces students to 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.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◊ Qualifies as a Quantitative Reasoning course for the General diploma only
- ◊

ADVANCED ACCOUNTING

10,11, 12

Required Prerequisites: Accounting Fundamentals

4522A, 4522B

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

- ◊ Credits: a 2-term course for 1 credit per term, 2 credits required, 2 credits maximum
- ◊ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◊ Qualifies as a Quantitative Reasoning course

BUSINESS ADMINISTRATION CAPSTONE

11, 12

Required Prerequisites: Principles of Business Management; Management Fundamentals; Accounting Fundamentals

7256A, 7256B, 7256C

The Business Administration Capstone course will allow students to explore advanced topics in business leadership including Human Resources and International Business. Additionally students will have the chance to complete Managerial Accounting. Throughout the course students will develop business communication skills through work on projects, labs, and simulations. All of these courses represent key business competencies required by nearly all postsecondary Business schools.

- ◊ Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- ◊ Counts as a Directed Elective or Elective for all diplomas

ACCOUNTING CAPSTONE

11, 12

Required Prerequisites: Principles of Business Management; Accounting Fundamentals; Advanced Accounting

7252A, 7252B, 7252C

The Accounting Capstone course will emphasize Managerial Accounting concepts and Income Tax Accounting for individuals and sole proprietorships. Topics include general versus cost accounting systems, cost behavior, cost-volume profit analysis, budgeting, standard cost systems, responsibility accounting, incremental analysis, and capital investment analysis. Offers an overview of federal and state income tax law for individuals including taxable income, capital gains and losses, adjustments, standard and itemized deductions, tax credits and appropriate High School Course Titles and Descriptions 2022-2023 275 tax forms. When offered for multiple credits per semester, the Accounting Capstone may be used to provide students the opportunity to participate in an intensive work-based learning experience and/or to complete additional coursework in using spreadsheets to solve accounting cases and to complete a postsecondary credential from ITCC or VU.

- ◊ Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- ◊ Counts as a Directed Elective or Elective for all diplomas
- ◊ Qualifies as a quantitative reasoning course

MARKETING FUNDAMENTALS

11, 12

5914A, 5914B

Marketing Fundamentals provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking

skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management. Interested in joining DECA? This class will prepare you for competition!

- ◊ Credits: a 2-term course for 2 credit per term
- ◊ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

DIGITAL MARKETING
11, 12

7145A, 7145B

Digital Marketing provides an introduction to the world of e-commerce and digital marketing media. The course covers how to integrate digital media and e-commerce into organizational and marketing strategy. Students will explore e-commerce applications and the most popular digital marketing tactics and tools. Emphasizes familiarity with executing digital media, understanding the marketing objectives that digital media can help organizations achieve, and establishing and enhancing an organization's digital marketing presence.

- ◊ Recommended Grade(s): 10, 11, 12
- ◊ Required Prerequisites: Principles of Business Management; Marketing Fundamentals
- ◊ Recommended Prerequisites: None
- ◊ 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◊ Counts as a directed elective or elective for all diplomas

BUSINESS MANAGEMENT CAPSTONE
11, 12
Required Prerequisites: : Any CTE Business Concentrator Sequence except Business Administration

7201A, 7201B, 7201C

The Business Management Capstone is designed to provide any student with the Business Management skills necessary to run their own business or to serve in upper level management. Students will explore Management Theory, Accounting, and Business Law. The Business Management Capstone can be used with any career pathway except Business Administration. Completion of the course may allow students the opportunity to earn a CT or TC through ITCC.

- ◊ Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- ◊ Counts as a Directed Elective or Elective for all diplomas
- ◊ Recommended Capstone course for Entrepreneurship, Insurance, and Marketing Programs of Study

PRINCIPLES OF ENTREPRENEURSHIP
10,11,12

7154A, 7154B

Principles of Entrepreneurship is targeted to students interested in creating and growing their own businesses. The course will focus on key marketing strategies particularly relevant for new

ventures. Students will apply marketing concepts to entrepreneurial company challenges, which include creating and nurturing relationships with new customers, suppliers, distributors,
employees and investors; and understand the special challenges and opportunities involved in developing marketing strategies "from the ground up."

- ◊ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◊ Counts as a directed elective or elective for all diplomas
- ◊ Purdue Fort Wayne credit available upon completion of application and processing fee to Purdue Fort Wayne

COMPUTING FOUNDATIONS FOR A DIGITAL AGE
9, 10, 11, 12

4565 Computing Foundations for a Digital Age

Computers and the internet have revolutionized the way we access and disseminate information. As technology continues to change at an ever-increasing pace, the need for students to gain a foundational understanding of computer science is clear. Computing Foundations for a Digital Age is designed to introduce students to five major topics within computer science including computing systems, networks and the internet, data and analysis, algorithms and planning, and impacts of computing. The course introduces foundational computing concepts while exploring current events and building critical thinking, collaboration, problem solving, and other important skills that are invaluable for life in a global and technologically advancing society.

- ◊ Credits: a 1-term course, 1 credit per term
- ◊ Fulfills Computer Science requirement pursuant to Indiana Code IC 20-32-4-18.

FAMILY & CONSUMER SCIENCES

INTRODUCTION

Family and Consumer Sciences has roots in both academic and career/technical (vocational) education and easily reaches beyond the education system into the community as it focuses on the needs of individuals and families. Essential preparation for success of all students includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied contexts. As the future members and leaders of tomorrow's families, workplaces, and communities, students need to be able to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives.

FACS NLPS pathways offered:

Pathway Title	Principles Course	Concentrator A	Concentrator B	Capstone-Level II (optional)
Culinary and Hospitality	Principles of Culinary and Hospitality (7173)	Nutrition (7171)	Hospitality Management (7172)	
Fashion and Textiles	Principles of Fashion and Textiles (7301)	Textiles, Apparel, and Merchandising (7302)	Advanced Textiles (7303)	
Education Professions	Principles of Teaching (7161)	Child and Adolescent Development (7157)	Teaching and Learning (7162)	

PRINCIPLES OF TEACHING
9,10,11,12

7161A, 7161B

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20-hour classroom observation experience is required for successful completion of this course.

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

CHILD AND ADOLESCENT DEVELOPMENT
10,11,12
Prerequisite: Principles of Teaching

7157A, 7157B

Child and Adolescent Development examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation

and interviewing techniques are explored. The influence of parents, peers, the school environment, culture, and the media are discussed. An observation experience up to 20 hours may be required for completion of this course. This course has been approved to be offered for dual credit. Students pursuing this course for dual credit are still required to meet the minimum prerequisites for the course and pass the course with a C or better in order for dual credit to be awarded.

- ◊ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◊ Counts as a directed elective or elective for all diploma

TEACHING AND LEARNING
10,11,12
Prerequisite: Principles of Teaching

7162A, 7162B

Teaching and Learning provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management.

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

PRINCIPLES OF CULINARY AND HOSPITALITY
9,10,11

7173A, 7173B

Principles of Culinary and Hospitality is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision making which affects operation management, products, labor, and revenue. Additionally, students will learn the fundamentals of food preparation, basic principles of sanitation, service procedures, and safety practices in the food service industry including proper operation techniques for equipment.

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

NUTRITION

10,11,12

Prerequisite: Principles of Culinary and Hospitality

7171A, 7171B

Nutrition students will learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and to apply those principles to menu planning and food preparation. This course will engage students in hands-on learning of nutritional concepts such as preparing nutrient dense meals or examining nutritional needs of student athletes.

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

HOSPITALITY MANAGEMENT

10,11,12

Prerequisite: Principles of Culinary and Hospitality

7172A, 7172B

Hospitality Management prepares students for employment in the hospitality industry. It provides the foundations for study in higher education that leads to a full spectrum of hospitality careers. This is a broad-based course that introduces students to all segments of hospitality, what it includes, and career opportunities that are available; provides a survey of management functions, highlighting basic theories and facts; and exposes students to current trends and current events within the industry. Three major goals of this course are for students to be able to identify current trends in hotel and restaurant management, distinguish the difference between hospitality and tourism, and state differences in front of the house versus back of the house.

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

PRINCIPLES OF FASHION AND TEXTILES

9,10,11

7301A, 7301B

Principles of Fashion and Textiles prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students for all aspects of the fashion creation process. Major topics include: Basic clothing construction techniques, pattern alterations, and use of commercial patterns.

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

TEXTILES, APPAREL AND MERCHANDISING

10,11,12

Prerequisite: Principles of Fashion and Textiles

7302A, 7302B

Textiles, Apparel, and Merchandising provides a comprehensive overview of the textiles, apparel and merchandising industry specific to fashion related goods including the nature of fashion, raw materials and production, designers, retailers, and supporting services.

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

ADVANCED TEXTILES

10,11,12

Prerequisite: Principles of Fashion and Textiles

7303A, 7303B

Advanced Textiles will focus on the study of textiles concerning fiber, yarn, fabric construction, and finishes which affect the selection, use, and care of textiles.

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

FASHION AND TEXTILES CAPSTONE

Required Prerequisites: : Any CTE Business Concentrator Sequence except Business Administration

7304

Fashion Textile Capstone studies the evolution of Western dress from ancient times to the twentieth century. Emphasis on representative style and change over time. Additionally, this course will focus on the Identification of physical features which affect apparel quality. Analysis of ready-to-wear apparel to identify features which produce desirable aesthetic and functional performance is also covered.

- ◊ Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- ◊ Counts as a Directed Elective or Elective for all diplomas

CULINARY CAPSTONE

Required Prerequisites: : Culinary and Hospitality Pathway

7233

This course covers the techniques and skills needed in breakfast cookery as well as insight into the pantry department. Various methods of preparation of eggs, pancakes, waffles and cereals will be discussed. Students will receive instruction in salad preparation, salad dressing, hot and cold sandwich preparation, garnishes and appetizers. This course also covers

the necessary skills for proper recruiting, staffing, training, and management of employees at various levels. The course will help prepare the student for the transition from employee to supervisor. Additionally, it will help the student evaluate styles of leadership, and develop skills in human relations and personnel management.

- ◊ Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- ◊ Counts as a Directed Elective or Elective for all diplomas
- ◊

EDUCATION PROFESSIONS CAPSTONE

Required Prerequisites: : Educations Professions Pathway

7267

The Education Professions Capstone provides an extended opportunity for field experience to further apply concepts that have been presented throughout the pathway. Students will also have the opportunity to explore the topics of the exceptional child and literacy development through children's literature. Students will gain a deeper understanding of inclusive teaching techniques along with policies, theories, and laws related to special education. Students interested in pursuing a career in Elementary Education are encouraged to also study the benefits of using children's literature in the classroom. This course may be further developed to include specific content for students interested in pursuing a career in secondary education. The course should include a significant classroom observation and assisting experience.

- ◊ Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- ◊ Counts as a Directed Elective or Elective for all diplomas

HEALTH SCIENCES

PRINCIPLES OF HEALTHCARE

11, 12

Prerequisite: Successful completion of Health and Wellness Education
2.7 cumulative GPA and teacher recommendation

7168A

Principles of Healthcare content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, and an introduction to healthcare systems. Lab experiences are organized and planned around the activities associated with the student's career objectives. This course will be offered as a dual credit, Advanced College Project (ACP) course through Indiana University and will follow all guidelines and requirements set by the instructor and ACP.

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

INDUSTRY AND ENGINEERING

Industry and Engineering NLPS pathways offered

Pathway Title	Principles Course	Concentrator A	Concentrator B	Capstone-Level II (optional)
Design Technology	Introduction to Engineering (4802)	Mechanical and Architectural Design (7196)	Manufacturing Principles and Design (7202)	**NOT Currenly offering Concentrator B**
Construction Trades-Carpentry	Principles of Construction Trades (7130)	Construction Trades: General Carpentry (7123)	Construction Trades: Framing and Finishing (7122)	

INTRODUCTION TO ENGINEERING DESIGN
9, 10, 11, 12

4802A, 4802B

Introduction to Engineering Design is an introductory course that develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques. Computer Aided Design (CAD). This class follows the Project Lead the Way curriculum.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MECHANICAL AND ARCHITECTURAL DESIGN
10, 11, 12
Prerequisite: Introduction to Engineering Design

7196A, 7196B

Mechanical and Architectural Design provides students with a basic understanding of creating working drawings related to manufacturing detailing and assembly as well as a survey of Architectural design focused on the creative design of buildings. Topics include fastening devices, thread symbols and nomenclature, surface texture symbols, classes of fits, and the use of parts lists, title blocks and revision blocks. From an Architecture perspective, this course covers problems of site analysis, facilities programming, space planning, conceptual design, proper use of materials, and selection of structure and construction techniques.

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

MANUFACTURING PRINCIPLES AND DESIGN

10, 11, 12

Prerequisite: Introduction to Engineering Design

7202A, 7202B

Manufacturing Principles and Design will challenge students to use 2D and 3D CAD skills to explore topics related to manufacturing principles and design. Students will gain an understanding of solid modeling and parametric solid modeling and use 3D printers to create industry part prints. Additionally, students will compare manufacturing practices like Lean Manufacturing, design and program CNC processes, and use metrology tools and practices to evaluate an object.

- ◊ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◊ Counts as a directed elective or elective for all diplomas
- ◊ Counts as a quantitative reasoning course

PRINCIPLES OF CONSTRUCTION TRADES

9, 10, 11, 12

7130A, 7130B

Principles of Construction Trades prepares students with the basic skills needed to continue in a construction trade field. Topics will include an introduction to the types and uses for common hand and power tools, learn the types and basic terminology associated with construction drawings, and basic safety. Additionally, students will study the roles of individuals and companies within the construction industry and reinforce mathematical and communication skills necessary to be successful in the construction field.

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

CONSTRUCTION TRADES GENERAL CARPENTRY

10, 11, 12

Prerequisite: Principles of Construction

7123A, 7123B

Construction Trades: General Carpentry builds upon the skills learned in the Principles of Construction Trades and examines the basics of framing. This includes studying the procedures for laying out and constructing floor systems, wall systems, ceiling joist and roof framing, and basic stair layout. Additionally, students will be introduced to building envelope systems.

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

CONSTRUCTION TRADES FRAMING AND FINISHING

10, 11, 12

Prerequisite: Principles of Construction

7122A, 7122B

Construction Trades: Framing and Finishing prepares students with advanced framing skills along with interior and exterior finishing techniques. Topics include roofing applications, thermal and moisture protection, exterior finishing,

cold-formed steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, window, door, floor, and ceiling trim, and cabinet installation.

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

WORK BASED LEARNING OPPORTUNITIES

INTRODUCTION

Work-Based Learning is a framework of various pathways, or solutions, which include practical experiences to help individuals gain an understanding of an occupation with on-the-job learning. It ranges from career awareness to career training. (Indiana Office of Work-Based Learning and Apprenticeship) It also means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. (Perkins V)

The program criteria provide a baseline for developing and further defining high-quality work based learning opportunities.

Criteria 1: The local school corporation provides a well-trained coordinator with a manageable workload and adequate resources.

Criteria 2: The program has an active process in place to gather feedback from stakeholders to assist with design, development, implementation, and continuous improvement.

Criteria 3: The coordinator has a process in place to build and nurture business partnerships and to establish meaningful work based learning experiences for students.

Criteria 4: The program implements clearly defined, equitable admission policies and procedures for identifying and enrolling students.

Criteria 5: The students are appropriately enrolled and placed in approved experiences.

Criteria 6: The sites are in compliance with federal and state labor laws and local policies.

Criteria 7: Students, parents and worksite mentors complete an orientation specific to their roles and responsibilities.

Criteria 8: A student training plan and a training agreement are required. The formal training plan for the experience must be jointly developed by the student, parent, teacher, and employer and set standards for the specific career cluster/pathway the student pursues. The plan must specify attitudes, skills, and knowledge that will be achieved and specifics of how they will be developed and reinforced through the on-the-job experience. Once the plan has been developed, a training agreement is written specifying the responsibilities of all parties involved. At the work site, students are placed under the direct supervision of experienced employees, called “training supervisors” who serve as on-the-job trainers in accordance with the training plans and assist in evaluating the student’s job performance.

Criteria 9: Each student receives regular feedback from the worksite mentor and coordinator on progress toward goals established in the training plan.

Criteria 10: The coordinator is responsible for maintaining accurate records regarding enrollment, assessment, and awarding of credit for data and monitoring purposes.

Criteria 11: An annual program review is submitted to the IDOE to ensure continuous program improvement.

APPLIED WORK BASED LEARNING CAPSTONE
11, 12

5974

Applied Work Based Learning Capstone (WBL) is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards-based training plan is developed by the student, teacher, and workplace mentor to guide the student's work-based learning experiences and assist in evaluating achievement and performance, whether WBL is a stand-alone course or a component of discipline-specific CTE course.

- ◊ Applied Units: 6 units maximum
- ◊ Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion.

WORK BASED LEARNING CAPSTONE
12

Prerequisites: Complete at least one advanced career and technical education course from a program or program of study. Worksite placement must align to the student pathway.

5974

Work-Based Learning Capstone is a stand-alone course that prepares students for college and/or a career. Work-Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. Related Instruction shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway and shall be taught either on-the-job or in a classroom setting during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies. Credits: 1 semester course, 1-3 credits per semester, 6 credits maximum

- ◊ Required Prerequisites: Complete at least one advanced career and technical education course from a program or program of study. Worksite placement must align to the student pathway
- ◊ Recommended Prerequisites: None
- ◊ 1 semester course, 1-3 credits per semester, 6 credits maximum
- ◊ A minimum of 75 hours of workplace and classroom activities are required for one credit; 150 hours are required for the two credits. Of the 75 or 150 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related instruction.
- ◊ Counts as a directed elective or elective for all diplomas
- ◊ Course is funded at a flat rate of $500
- ◊ When offered as applied: 6 units maximum; counts as an employability applied unit, capstone course, or elective for alternate diploma

CAREER EXPLORATION INTERNSHIP
12
Prerequisites: None

0530

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

- Recommended Prerequisites: Preparing for College and Careers; Career Information and Exploration
- 1 semester course, 1-3 credits per semester, 6 credits maximum
- A minimum of 75 hours of workplace and classroom activities are required for one credit; 150 hours are required for the two credits. Of the 75 or 150 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction.
- Counts as a directed elective or elective for all diplomas
- When offered as applied: 4 units maximum; counts as an employability applied unit for alternate diploma

ELKHART AREA CAREER CENTER

ELKHART AREA CAREER CENTER (E.A.C.C.)
11, 12
Including Related Instruction and On-The-Job Training
Prerequisites:

AM: 5900, 5901, 5902 – for scheduling purposes only
PM: 5903, 5904, 5905 – for scheduling purpose only

Formalized training is offered in several careers. Students wishing to attend the Career Center must apply to the Counseling Department during the scheduling process conducted prior to the end of March each year. Students must have demonstrated their interest in pursuing a program at the Career Center by completing the following preparatory steps:

- ◊ Development of a 4-year plan that includes this career area;
- ◊ Be making adequate progress toward completing one of the four diploma designations such that attending EACC does not prohibit graduating on time;
- ◊ Exhibit acceptable attendance and behavior characteristics during the freshman and sophomore years;
- ◊ Meets the individual EACC course prerequisites for the course of interest;
- ◊ Show interest in the area selected by taking courses related to the designated area of interest, including Principles courses that Bremen offers.

Classes are conducted at the Career Center in Elkhart. Each class meets approximately 15 hours each week. As a student at the Career Center, they will:

- ◊ Represent Bremen High School and the community of Bremen, and realize their actions and behavior reflect on BHS and Bremen.
- ◊ Make adequate academic progress both at EACC and Bremen to ensure on time graduation.
- ◊ Understand that bus service is provided to and from the Career Center, and they are required to ride the bus each day. (Exceptions: students enrolled in cosmetology, or a student who occasionally acquires permission from his EACC instructor)
- ◊ Realize that the bus driver is in charge of the bus, and that he/she may establish rules as he/she believes necessary; including the assigning of seats for the trips to and from Elkhart.
- ◊ Understand that the same rules concerning smoking, drugs, alcohol, etc. that apply to BHS also apply to the school bus.
- ◊ Be subject to Elkhart's rules of discipline and attendance.
- ◊ Understand that problems between other students, faculty, administration or staff of the EACC and the student may cause them to be removed from the program at any time.
- ◊ Understand that if they are removed from the program, they would have to enroll in classes at BHS if courses are not filled to capacity and provided the term has not progressed past a point that would cause failure.
- ◊ Understand that if a problem occurs which causes their removal from the EACC, the number of credits needed to graduate may not be met; and that their graduation might be delayed.

Bremen and EACC reserve the right to withdraw a student from EACC for violation of any of the previously stated expectations.

EACC 20256-2027 COURSES

Each of the EACC courses qualifies as a Core 40 elective course or an elective course for an Academic or Technical Honors Diploma. Many also satisfy the Graduation Pathways requirement for ALL diploma designations if a student attends junior and senior year.

For a full list of courses offered visit the following website https://myeacc.org/ or visit the counseling office for a printed EACC course guide.

NATIONAL TECHNICAL HONOR SOCIETY

NTHS is a national organization founded to reward excellence in career and technical education, to encourage scholastic excellence and skill development and to cultivate a stronger, more positive image for career education.

The goal of National Technical Honor Society is to see that deserving career and technical education students be recognized and that the local community becomes aware of the talents and abilities of the people who choose career/technical education as a pathway to a successful future.

How to Apply

Students are nominated by their instructors, must have 3 or less absences and tardies, and have an "A" in their career technical education program at the end of first semester.
An induction ceremony is held in the spring and parents, students, family members, and friends are invited.

AWARDS AND SCHOLARSHIPS

Annual Awards
Teachers Choice Award: Nominated by their EACC instructor because they have proven themselves in an extraordinary way.
Annual Scholarships
Shane Miller Memorial Scholarship
Larry Carroll Memorial Scholarship

Basil S. (Ethel L.) Turner Scholarship
And many others

SkillsUSA

Student Benefits
SkillsUSA offers materials and programs to help students develop as individuals, employees, and citizens
Teaches teamwork, leadership and reinforces industry standards within each individual contest category
Students advance through district, regional and state competitions
Contests give students a way to test their skills
Opportunities to network, potentially meeting future employers

Awards
Winners at the state and national levels can win medallions, scholarships, tools, leadership development materials and other awards
Offering $1 million in scholarships annually
Every year at the national level a very select few are chosen to compete internationally

- ◊ Annual Dues: $15 per student
- ◊ Additional information available from instructors
- ◊

INTERNSHIPS

Internships will:

Consist of on-the-job training for professional careers in the EACC program you choose.
Exchange experiences between the student and employer.
Used to determine if you have an interest in a particular career, and to gain school credit towards the Technical Honors diploma.
Find permanent, paid employment with the companies in which they interned.
May be paid or non-paid depending on the company policies.

STUDENT ACTIVITY PROGRAMS

Bremen High School offers a variety of extra-curricular activities to help meet the developing needs and interests of the students. The student, along with the student's parents, must exercise good judgment to balance an academic program with extra-curricular activities. Decisions to participate in an activity should be based on interest in the area and the student's willingness and ability to make the necessary commitments required by the program. Students are encouraged to talk with the sponsor of the activity that they wish to join to discuss these commitments. Participation in at least one activity is recommended for every student. The following activities are presently available in the high school:

ACT (Awakened Compassionate Teens)	Jennifer Heiter	jheiter@bps.k12.in.us
Art Club	Ashley Boardman	aboardman@bps.k12.in.us
B-Club	Justin Grubbs	jgrubbs@bps.k12.in.us
Bremen F.F.A. Association	Chad Berger/Autumn Schafer	cberger@bps.k12.in.us aschafer@bps.k12.in.us
BTV (Broadcasting) Crew	Laura Andujar	landujar@bps.k12.in.us

Cheerleading	Melissa Mason Tashara Blair	memason@bps.k12.in.us tblair@bps.k12.in.us
Chess Club	John Kucela	jkucela@bps.k12.in.us
Color/Winter Guard	Sarah Wesselhoft & Anna Seifer	snowangel95gt@yahoo.com anna_borkholder@yahoo.com
DECA (Marketing)	Amber Reed	areed@bps.k12.in.us
Esports	Matthew Shaw	mshaw@bps.k12.in.us
Fall Play	Autumn Buck	theatre@bps.k12.in.us
National Honor Society	Tiffany Inks	tinks@bps.k12.in.us
Intramural Basketball	Amber Reed & Karen Henion	areed@bps.k12.in.us khenion@bps.k12.in.us
Jazz Band	Matthew Sutton	msutton@bps.k12.in.us
Key Club (Community Sponsored Service)	Jill Hassel	jhassel@bps.k12.in.us
Lion's Roar (Newspaper) Staff	Laura Andujar	landujar@bps.k12.in.us
Recycling Club	Amber Reed	areed@bps.k12.in.us
Science Club	Aaron McNeely	amcneely@bps.k12.in.us
Spanish Club	Rose Kaseweter	rkaseweter@bps.k12.in.us
Sprig (Yearbook) Staff	Laura Andujar	landujar@bps.k12.in.us
Spring Musical	Kaitlyn Cullers	theatre@bps.k12.in.us
Student Council	Brandt Ayoub	bayoub@bps.k12.in.us
Chamber Choir	Mitchell Calderone	mcalderone@bps.k12.in.us
Treble Choral Ensemble	Mitchell Calderone	mcalderone@bps.k12.in.us
Boys' Athletics		
Basketball	Matt Miller	mattmiller425@gmail.com
Baseball	Aaron Perch	aperch@bps.k12.in.us
Cross Country	Sarah Brady	sbrady1977@yahoo.com
Football	Justin Bogunia	justinfb1@alive.com
Golf	Jessica Klingerman	jklingerman@bps.k12.in.us
Soccer	Mark Yoder	myoder@bps.k12.in.us
Swimming	Max Milton	max.milton@inumc.org
Tennis	Kevin Hickman	kevinhickman5@gmail.com
Track	Mark Yoder	myoder@bps.k12.in.us
Wrestling	Dylan Shumaker	dshumaker@bps.k12.in.us
Girls' Athletics		
Basketball	Alex Robinson	alrobinson@bps.k12.in.us
Cross Country	Sarah Brady	sbrady1977@yahoo.com

Golf	Jessica Klingerman	jklingerman@bps.k12.in.us
Soccer	Ricardo Reynoso	ricardogarcia570@yahoo.com
Softball	Mike Huppert	mhuppert@masonite.com
Swimming	Max Milton	max.milton@inumc.org
Tennis	Tim Lawmaster	timlawmaster@yahoo.com
Track	Mark Yoder	myoder@bps.k12.in.us
Volleyball	Deanna Wisler	dwisler@phm.k12.in.us
Academic Competitions		
Hoosier Spell Bowl	Amber Reed	areed@bps.k12.in.us
Hoosier Academic Super Bowl Teams		
English	Laura Andujar	landujar@bps.k12.in.us
Math	Kathy Cullers	kcullers@bps.k12.in.us
Science	Aaron McNeely	amcneely@bps.k12.in.us
Social Studies	Aaron Perch	aperch@bps.k12.in.us
Fine Arts	Ashley Boardman	aboardman@bps.k12.in.us

Students must meet eligibility requirements established by the Extra-Curricular Code, the Athletic Code, and the Random Drug Testing program for participation in the extra-curricular and athletic activities that may include inter-school competition/performances.

Since the BHS grading period is 12 weeks in length, the academic ineligibility period will also be 12 weeks for extra-curricular participation. A student must earn four credits in the previous term to retain eligibility in the following term.