

SHELBY EASTERN SCHOOLS HIGH SCHOOL COURSE DESCRIPTION GUIDE 2025-2026

Morristown Jr.-Sr. High School
Waldron Jr.-Sr. High School

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It is the policy of Shelby Eastern Schools not to discriminate on the basis of race, color, religion, gender, national origin, age, limited English proficiency, or disability in its programs or employment policies as required by the Indiana Civil Rights Act (I.C. 22-9-1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Inquiries regarding compliance with this policy may be directed to the Superintendent, Shelby Eastern Schools, 2451 North 600 East, Shelbyville, Indiana 46176.

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INDIANA

CORE40

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

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

Schools may have additional local graduation requirements that apply to all students (not required for students with an IEP).

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

**SAT scores updated September, 2017

***WorkKeys assessment titles updated, 2018

CORE40 with Academic Honors*(minimum 47 credits)*

For the Core 40 with Academic Honors designation, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
 2. 2 credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.**
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors*(minimum 47 credits)*

For the Core 40 with Technical Honors designation, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. Pathway designated industry-based certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following.
 - A. Any one of the options (A - F) of the Core 40 with Academic Honors
 - B. Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, Level 5.***
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass: Algebra 66 Writing 70, Reading 80.

**Guidance and details for the Graduating
Cohort of 2029 and following
have not been released at the time of this publication.**

We will update this document as information is released.

GUIDANCE INFORMATION AND GRADUATION REQUIREMENTS

1. Students are expected to achieve the Core 40, Academic Honors Diploma, or Technical Honors Diploma as detailed on the previous page. Students who academically cannot meet these standards may seek a General Diploma after that decision has been reached in a parent-requested conference.
2. In addition to the requirements set by the Indiana Department of Education, Shelby Eastern Schools also requires students to earn one credit in Preparing for College and Careers or Personal Financial Responsibility. This credit fulfills a directed elective for all diplomas except Academic Honors. It will fulfill a general elective for Academic Honors diplomas.
3. State Required Testing
 - All students are also required to take the ILEARN Grade 10 Science examination upon completion of Biology I, although at this time a passing score for this exam is not required for graduation.
 - Starting with the graduating class of 2023 all students will participate in the SAT test for school accountability and may use test scores as part of their graduation pathway post-secondary readiness competencies. Students will not be charged for the first attempt for school accountability. Students/parents will be expected to pay the exam fee for any further attempts.
 - In preparation for the SAT, students will take the PSAT during the fall of their 10th & 11th grade year.
4. Graduation requires eight (8) semesters of student attendance. Any exceptions must be pre-approved by the administration. An application for early graduation is required by January of the student's junior year. Students wishing to participate in the Mitch Daniels Early Graduation should contact your school counselor or principal prior to the end of their sophomore year.
5. Shelby Eastern Schools seeks to offer the best possible course instruction for all students. Due to small class sizes and limited faculty opportunities, students may elect to take courses outside of the traditional classroom setting. Currently Shelby Eastern works with Indiana Online Academy as well as Ivy Tech Community College to supplement and enrich our current curriculum. Students who are program ready, may have the opportunity to take high school credits earned in junior high school, summer school or authorized correspondence courses during high school. All credits will be added to the student's permanent records with the accompanied GPA values. The earned semester grades will be figured into the student's cumulative GPA and class rank. A student must earn a passing grade and provide official documentation of the final course grade. Students may earn up to four (4) credits attending summer and/or evening classes at an Indiana high school other than Morristown or Waldron, and up to four (4) alternate credits during their high school career (excluding SES approved programming such as APEX, IOA, or Ivy Tech Community College.). Students must obtain prior approval from the principal/counselor before enrolling in any of the above classes. All final exams are proctored by guidance personnel. High school principals, in extreme circumstances, may designate an alternate proctor.
6. Graduation Pathways - Starting with the class of 2023, all students must complete a Graduation Pathway. With Graduation Pathways, students are able to individualize their graduation requirements to align to their postsecondary goal of Enrollment, Employment, or Enlistment leading to service. No longer must all students fit into the same academic mold, but rather, they can choose the high school options that best meet their postsecondary needs and aspirations. Students in the graduating class of 2023 and forward must satisfy all three of the following Graduation Pathway Requirements by completing one of the associated Pathway Options: **High School Diploma** (students complete courses required for graduation); **Learn and Demonstrate Employability Skills**; **Post-Secondary Readiness Competencies**.

For more information - please visit <https://www.in.gov/doe/students/graduation-pathways/>.

7. Schedule changes may be requested only for the first five days of each semester. Parent permission may be required for registration or for schedule changes. Classes dropped after five days require administrative approval and may be reflected with a WF (withdrawal failing) on the transcript.

- Course grades will appear on transcripts and report cards with the grade given, but they will receive additional weight for GPA. Dual Credit Courses through BRCP and/or other schools will only be weighted if approved through a school board review.

Grading Scale

Percentage	Letter Grade	Regular Index*	AP Index*
100-99	A+	4.33	5.33
98-93	A	4.0	5.0
92-90	A-	3.67	4.67
89-88	B+	3.33	4.33
87-83	B	3.0	4.0
82-80	B-	2.67	3.67
79-78	C+	2.33	3.33
77-73	C	2.0	3.0
72-70	C-	1.67	2.67
69-68	D+	1.33	1.33
67-63	D	1.0	1.0
62-60	D-	0.67	0.67
59-00	F	0.00	0.00

9. Parents and students are issued PowerSchool passwords, which enable them to see live grades at any time. Grades are updated as each assignment or test scores are entered. Printed grade reports are issued each semester to students. Students are responsible for sharing these with parents. Final report cards will be mailed home at the end of each school year. Transcripts for high school students are also available by request.

10. College bound students are encouraged to take college entrance exams during their junior and senior years. The SAT Reasoning, SAT Subject Tests and ACT may be taken at a college or some high school campuses in central Indiana. Test dates and registration information is available by visiting the following websites www.collegeboard.org (SAT) or www.actstudent.org (ACT). Starting in the 2021-2022 school year each high school will hold an SAT day on an in-session school day (required for junior accountability test and an option for seniors needing to test).

11. Seniors are encouraged to apply to the college of their choice in August and September of their senior year. The FAFSA (Federal Financial Student Aid Form) opens at the beginning of October for the following school year. The FAFSA deadline for most Indiana financial aid as well as the Advantage Shelby County Scholarship is April 15 of their senior year. However, Blue River Community Foundation Scholarship opportunities currently require students to complete their FAFSA prior to January 15 of their senior year to meet eligibility deadlines. See your high school counselor for more information regarding scholarships and the FAFSA.

12. Students and parents should note that not all classes are offered every year at both schools. Factors that are considered when scheduling courses include number of student requests, teacher availability, and/or licensure requirements per the state. Students will be given a course request sheet during scheduling with the

possible courses for the following school year and then will return a signed course request sheet to their school counselor.

COURSE OFFERINGS

GRADUATION SPECIFIC COURSES

As a means of documenting completion of the Employability Skills portion of the Graduation Pathway, students must complete one of the following non-credit bearing courses. Completion will involve an experience of employment, volunteering/service, participation in a high school athletic season, an apprenticeship, or project such as completion of Eagle Scout or Supervised Agricultural Experience (SAE.)

Course: Service Based Learning (SBL)

0539

Credits: 0

CORE 40+: Employability Skills

Grade: 9-12

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:

- Integrating academic study with service experience; Reflecting larger social, economic, and societal issues; and Collaborative efforts between students, schools, and community partners
- This course code should be used to denote completion of the Graduation Pathways Employability Skills experience.
- 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.

Course: Work Based Learning Level 1: Basic WBL Experience (WBL Lvl 1)

0543

Credits: 0

CORE 40+: Employability Skills

Grade: 9-12

Work-based learning (WBL) is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals. WBL includes activities that can occur in workplaces or school-based enterprises and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. It supports entry or advancement in a career field and 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 world settings. Governor's Work Ethic Certificate or Career Exploration Internship- time dedicated to WBL experiences during the school day (e.g., student schedule allows ½ day off campus to experience world of work)

- Paid or non-paid experience
- Post-secondary credential is not embedded in pathway; WBL experience only
- 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 work-based learning experience validates the WBL work product.
- Qualifies as the employability skills requirement for all diplomas.

Course: Work Based Learning Level 2: WBL Capstone (WBL Lvl 2)

0544

Credits: 0

CORE 40+: Employability Skills

Grade: 9-12

Work-based learning (WBL) is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals.

WBL includes activities that can occur in workplaces or school-based enterprises and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. It supports entry or advancement in a career field and 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 world settings.

- WBL Capstones for Academic & CTE Pathways
- Previous completion or current enrollment in one advanced dual credit course
- Paid or non-paid experience
- Hours for Completion - minimum 80 hours
- Post-secondary credential embedded in pathway
- Academic Pathway: Indiana College Core
- CTE Pathway: Industry-Recognized Certification or Credential
- 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 work-based learning experience validates the WBL work product.
- Qualifies as the employability skills requirement for all diplomas.

Work Based Learning Level 3: Pre-Apprenticeship (WBL Lvl 3)

0545

Credits: 0

CORE 40+: Employability Skills

Grade: 11-12

Work-based learning (WBL) is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals.

WBL includes activities that can occur in workplaces or school-based enterprises and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. It supports entry or advancement in a career field and 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 world settings.

- Pre-Apprenticeship: This level provides students with the potential to earn a CTE Concentrator with an embedded 3E Experience
- This pre-apprenticeship provides one year of the required credits needed in Level 4 and will be applied to Level 4 completion
- Sequence of Courses: CTE Concentrator and/or Indiana College Core embedded
- Paid or non-paid experience
- Hours for Completion - 650 hours over the 11th and 12th grade years
- Post-secondary CTE certificate or dual credit credential earned upon completion
- This course code should be used to denote completion of the Graduation Pathways Employability Skills experience.
- Recommended Grade: 11-12
- 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.

Work Based Learning Level 4:

Federal Registered Apprenticeship /Modern Youth Apprenticeship (WBL Lvl 4)

0546

Credits: 0

CORE 40+: Employability Skills

Grade: 9-12

Work-based learning (WBL) is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals.

WBL includes activities that can occur in workplaces or school-based enterprises and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. It supports entry or advancement in a career field and 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 world settings.

- Paid WBL experience
- Hours for Completion - approximately 2,000 hours
- 2–3-year duration
- Post-secondary CTE certificate or dual credit credential earned upon completion
- 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 work-based learning experience validates the WBL work product.
- Qualifies as the employability skills requirement for all diplomas.

Project Based Learning (PBL)

0547

Credits: 0

CORE 40+: Employability Skills

Grade: 9-12

Project-based learning allows students to gain knowledge and skills by working for an extended period of time 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.

LANGUAGE ARTS

The State Board of Education requires 8 credits of English Language Arts for graduation from Indiana high schools. Students are required to take English 9 and 10. Students may choose from a variety of Language Arts courses to fulfill their remaining credits. Students may take additional English Language Arts classes that can count as electives.

Course: English 9

Credits: 2

Grade: 9

1002

CORE 40+: ELA

English 9 is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and argumentative/persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. Note: Honors level English 9 course may be offered if there are enough requests and scheduling flexibility. The intent of Honors level English 9 and 10 is to help students be prepared for AP and dual credit English and History courses their junior and/or senior year. Therefore students should be prepared for the course to be more demanding in terms of time requirements and difficulty.

Course: English 10

Credits: 2

Grade: 10

1004

CORE 40+: ELA

English 10 is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and argumentative/persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online

information. Note: Honors level English 10 course may be offered if there are enough requests and scheduling flexibility. The intent of Honors level English 9 and 10 is to help students be prepared for AP and dual credit English and History courses their junior and/or senior year. Therefore students should be prepared for the course to be more demanding in terms of time requirements and difficulty.

Course: English 11

1006

Credits: 2

CORE 40+: ELA

Grade: 11

English 11 is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes in a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

Course: English 12

1008

Credits: 2

CORE 40+: ELA

Grade: 12

English 12 is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

Course: Language Arts Lab/Basic Skills English

1010

Credits: 1-8

CORE 40+: ELA

Grade: 9-12

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing coursework aligned with the Indiana Academic Standards for English Language/Arts focusing on the writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

Course: Composition

1090

Credits: 1

CORE 40+: ELA

Grade: 11 or 12

Composition is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for

writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature.

Course: Creative Writing

1092

Credits: 1

CORE 40+: ELA

Grade: 11 or 12

Creative Writing is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing.

Course: Debate

1070

Credits: 1

CORE 40+: ELA

Grade: 11 or 12

Debate is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking).

Course: Dramatic Literature

1028

Credits: 1

CORE 40+: ELA

Grade: 11 or 12

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

Course: Etymology

1060

Credits: 1

CORE 40+: ELA

Grade: 11 or 12

Etymology is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (Latin, Greek, Germanic, Romance Languages). Students analyze meanings of English words by examining roots, prefixes, suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation.

Course: Film Literature

1034

Credits: 1

CORE 40+: ELA

Grade: 11 or 12

Film Literature is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film

versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present.

Course: Novels

1042

Credits: 1

CORE 40+: ELA

Grade: 11 or 12

Novels, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors from the past and present or sets of novels from a specific era or across several eras. Courses can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

Course: Speech

1076

Credits: 1

CORE 40+: ELA

Grade: 9-12

Speech is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multimedia presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.

Course: Advanced Speech and Communication

1078

Credits: 1

Core 40+: ELA

Grade: 11 or 12

Advanced Speech and Communication, a course based on the Indiana Academic Standards for English/Language Arts and emphasizing the High School Speech and Communication Standards, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multimedia presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery.

Course: Student Publications

1086

Credits: 1-8

CORE 40+: Elective

Grade: 9-12

Student Publications 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.

Course: Technical Communications

1096

Credits: 1

CORE 40+: ELA

Grade: 11 or 12

Technical Communication is the study and application of the processes and conventions needed for effective technical writing-communication. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style.

Course: Themes in Literature

1048

Credits: 1

CORE 40+: ELA

Grade: 11 or 12

Themes in Literature is a study of universal themes, such as the journey of the hero, the trials of youth, the search for identity, and other themes appropriate to the level and interests of 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 the cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition.

Course: English Language and Composition, AP

1056

Credits: 2

CORE 40+: ELA

Grade: 11 or 12

English Language and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. The course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

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

Course: English Literature and Composition, AP

1058

Credits: 2

CORE 40+: ELA

Grade: 11 or 12

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

MATHEMATICS

The State Board of Education requires 6-8 credits of Mathematics for graduation from Indiana high schools. Students are required to take Algebra I, Algebra II, and Geometry. Students may choose from a variety of Mathematics courses to fulfill their remaining credits. Students must take a math or quantitative reasoning course each year of high school. Students may take additional Mathematics classes that can count as

electives. Students and parents are encouraged to view college admissions requirements at desired institutions as some of them require a minimum level of mathematics courses (i.e., Precalculus, Trigonometry).

Course: Algebra I

2520

Credits: 2

CORE 40+: Math

Grade: 9-12

Algebra I formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

Course: Algebra II

2522

Credits: 2

CORE 40+: Math

Grade: 9-12

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.

Course: Geometry

2532

Credits: 2

CORE 40+: Math

Grade: 9-12

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the Geometry course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra.

Course: CCR Bridge: Math Ready

2514

Credits: 2

CORE 40+: Math

Grade: 11-12

Math Ready will include and reinforce the Algebra 1, Geometry, Algebra 2 and Statistics skills necessary to be ready for an entry-level college math course. This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking skills in order to apply math skills, functions and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements for college entry. The content of this course is designed to enhance students' math skills so that they are ready for college-level math assignments. It is not designed to prepare students for college-level math in STEM majors.

Course: Finite Mathematics

2530

Credits: 2

CORE 40+: Math

Grade: 10-12

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus.

Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory. Technology, such as computers and graphing calculators, should be used frequently.

Course: Mathematics Lab

2560

Credits: 1-8

CORE 40+: Elective

Grade: 9-12

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. It is recommended that Mathematics Lab is taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course.

Course: Pre-Calculus: Algebra

2564

Credits: 1

CORE 40+: Math

Grade: 10-12

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

Course: Pre-Calculus: Trigonometry

2566

Credits: 1

CORE 40+ Math

Grade: 10-12

Pre-Calculus: Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, finance, and nearly all other STEM disciplines. Trigonometry consists of six strands: Unit Circle; Triangles; Periodic Functions; Identities; Polar Coordinates and Complex Numbers; and Vectors. Students will 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.

Course: Quantitative Reasoning

2550

Credits: 2

CORE 40+: Math

Grade: 10, 11 or 12

Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build

knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real-world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standard prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Course: Calculus (AB), AP

2562

Credits: 2

CORE 40+: Math

Grade: 11 or 12

Calculus AB, Advanced Placement is a course based on content established by the College Board. The course is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf>.

Course: AP Computer Science A

4570

Credits: 2

CORE 40+: Math/Science

Grade: 11 or 12

AP Computer Science A introduces students to computer science through programming. Fundamental topics include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. AP Computer Science A is equivalent to a first-semester, college-level course in computer science.

- Counts as a Math Course for all diplomas
- Fulfills a science course requirement for all diplomas

Course: AP Computer Science Principles

4568

Credits: 2

CORE 40+: Math/Science

Grade: 10-12

The AP Computer Science Principles course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. The course is not intended to be used as a dual credit course.

- Counts as a Math Course for all diplomas
- Fulfills a science course requirement for all diplomas

Course: Statistics, AP

2570

Credits: 2

CORE 40+: Math

Grade: 11 or 12

Statistics, Advanced Placement is a course based on content established by the College Board. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns (2) sampling and experimentation: planning and conducting a study, (3) anticipating patterns: exploring random phenomena using probability and simulation, and (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/repository/ap-statistics-course-description.pdf>.

SCIENCE

Students must earn 6 credits in Science. Biology I is required, as well as one year of a physical science course (Integrated Chemistry-Physics, Chemistry I or Physics). Students may choose from a variety of Science courses to fulfill their remaining credits. Students will take the Biology I ILEARN exam after completing Biology I. Students may take additional Science classes that can count as electives.

Course: Anatomy & Physiology

5276

Credits: 2

CORE 40+: Science

Grade: 11-12

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

Course: Biology I

3024

Credits: 2

CORE 40+: Science

Grade: 9-12

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

Course: Biology II

3026

Credits: 2

CORE 40+: Science

Grade: 10-12

Biology II is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also

analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

Course: Chemistry I

3064

Credits: 2

CORE 40+: Science

Grade: 10-12

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.

Course: Chemistry II

3066

Credits: 2

CORE 40+: Science

Grade: 11 or 12

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.

Course: Earth and Space Science

3044

Credits: 2

CORE 40+: Science

Grade: 9-12

Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. 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.

Course: Environmental Science

3010

Credits: 2

CORE 40+: Science

Grade: 11 or 12

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

Course: Integrated Chemistry-Physics

3108

Credits: 2

CORE 40+: Science

Grade: 9-12

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.

Course: Physics

3084

Credits: 2

CORE 40+: Science

Grade: 11 or 12

Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. 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.

Course: Biology, AP

3020

Credits: 2

CORE 40+: Science

Grade: 11 or 12

Biology, Advanced Placement is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. 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>.

Course: Chemistry, AP

3060

Credits: 2

CORE 40+: Science

Grade: 11 or 12

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

SOCIAL STUDIES

Students must earn 6 credits in Social Studies. US History, Government, and Economics are required. Students may choose from World Geography or World History to fulfill their remaining credits. Students may take additional Social Studies classes that can count as electives.

Course: Economics

1514

Credits: 1

CORE 40+: Economics

Grade: 11 or 12

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, and the role of financial institutions, economic stabilization, and trade.

Course: Ethnic Studies

1516

Credits: 1

CORE 40+: Elective

Grade: 9-12

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

Course: Geography and History of the World

1570

Credits: 2

CORE 40+: SS

Grade: 9-12

Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships.

Course: Indiana Studies

1518

Credits: 1

CORE 40+: Elective

Grade: 9-12

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and 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.

Course: Psychology

1532

Credits: 1

CORE 40+: Elective

Grade: 9-12

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

Course: Sociology

1534

Credits: 1

CORE 40+: Elective

Grade: 11 or 12

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.

Course: United States Government

1540

Credits: 1

CORE 40+: Government

Grade: 11 or 12

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

Course: United States History

1542

Credits: 2

CORE 40+: US History

Grade: 11 or 12

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

Course: World Geography

1564

Credits: 1

CORE 40+: SS

Grade: 9-12

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

Course: World History and Civilization

1548

Credits: 2

CORE 40+: SS

Grade: 9-12

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

Course: United States History, AP

1562

Credits: 2

CORE 40+: US History

Grade: 11 or 12

United States History, Advanced Placement is a course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret

primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives. 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>.

- The exam fee for this course has historically not been funded by the Indiana Department of Education.

WORLD LANGUAGES

College bound students are encouraged to earn at least 4-6 credits in one world language (see individual college requirements). Students working toward Academic Honors are required to complete 6 credits in one language or 4 credits each of two languages. Students and parents are encouraged to view college admissions requirements at desired institutions as some of them require a minimum level of World Language credits.

Course: Spanish I

Credits: 2

Grades: 9-12

Spanish I 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.

2120

CORE 40+: Directed Elective

Course: Spanish II

Credits: 2

Grade: 10-12

Spanish II 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

2122

CORE 40+: Directed Elective

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.

Course: Spanish III

2124

Credits: 2

CORE 40+: Directed Elective

Spanish III 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.

Course: Spanish IV

2126

Credits: 2

CORE 40+: Directed Elective

Grade: 11-12

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

FINE ARTS

College bound students are encouraged to earn at least 2 credits in Fine Arts (see individual college requirements). Students working toward Academic Honors are required to complete 2-4 credits in Fine Arts.

STUDIO ART

Course: Advanced 2D Art

4004

Credits: 1

CORE 40+: Fine Arts

Grade: 10-12

Students in this course build on the sequential learning experiences of Introduction to 2D Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students

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

Course: Advanced 3D Art

4006

Credits: 1

CORE 40+: Fine Arts

Grade: 10-12

Students in this course build on the sequential learning experiences of Introduction to 3D Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

Course: Art History

4024

Credits: 1

CORE 40+: Fine Arts

Grade: 9-12

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.

Course: Advanced Art History

4020

Credits: 1

CORE 40+: Fine Arts

Grade: Recommended 11-12

Advanced Art History is a course based on the Indiana Academic Standards for Visual Art. Students in this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. They build on knowledge and skills developed in Art History. Students continue to 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. They utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Course: Ceramics

4040

Credits: 1-2

CORE 40+: Fine Arts

Grade: 10-12

Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze,

interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Course: Drawing

4060

Credits: 1-2

CORE 40+: Fine Arts

Grade: 10-12

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

Course: Introduction to 2D Art

4000

Credits: 1

CORE 40+: Fine Arts

Grade: 9-12

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

Course: Introduction to 3D Art

4002

Credits: 1

CORE 40+: Fine Arts

Grade: 9-12

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

Course: Painting

4064

Credits: 1-2

CORE 40+: Fine Arts

Grade: 10-12

Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate

literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Course: Photography

4062

Credits: 2

CORE 40+: Fine Arts

Grade: 10-12

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

Course: AP Studio Art (2D Design Portfolio)

4050

Credits: 2

CORE 40+: Fine Arts

Grade: 11-12

This portfolio course is intended to address two – dimensional design involving 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 plane in order 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.

Course: AP Drawing

4048

Credits: 2

CORE 40+: Fines Arts

Grade: 11-12

AP Drawing is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. The portfolio will have two sections: Sustained Investigation and Selected works.

MUSIC

Course: Advanced Chorus

4188

Credits: 1-6

CORE 40+: Fine Arts

Grade: 10-12

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.

Course: Choral Chamber Ensemble

4180

Credits: 1-8

CORE 40+: Fine Arts

Grade: 9-12

Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. 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.

Course: Chorus

4182

Credits: 1-8

CORE 40+: Fine Arts

Grade: 9-12

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.

Course: Concert Band

4160

Credits: 1-8

CORE 40+: Fine Arts

Grade: 9-12

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. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. 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.

Course: Instrument Ensemble

4162

Credits: 1-6

CORE 40+: Fine Arts

Grade: 9-12

Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber

ensemble and solo literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. 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.

Course: Jazz Ensemble

4164

Credits: 1-6

CORE 40+ Elective

Grade: 9-12

Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.

Course: Music History and Appreciation

4206

Credits: 2

CORE 40+: Fine Arts

Grade: 9-12

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.

Course: Music Theory and Composition

4208

Credits: 1-8

CORE 40+: Fine Arts

Grade: 9-12

Students develop skills in the analysis of music and theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

Course: Piano and Electronic Keyboard

4204

Credits: 1-8

CORE 40+: Fine Arts

Grade: 9-12

Students taking this course are offered keyboard classes in order 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.

THEATRE

Course: Technical Theatre

Credits: 2

Grade: 9-12

Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

4244

CORE 40+: Fine Arts

HEALTH AND PHYSICAL EDUCATION

Students are required to take 2 semesters of Physical Education and 1 semester of Health and Wellness.

Course: Health and Wellness

Credits: 1

Grade: 9-12

Health & Wellness provides the basis to help students adopt and maintain healthy 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; determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

3506

CORE 40+: Health

Course: Physical Education I & II

Credits: 2

Grade: 9-12

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.

3542 & 3544

CORE 40+: PE

Course: Current Health Issues

Credits: 1

Grade: 9-12

3508

CORE 40+: Elective

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

Course: Elective Physical Education/Lifetime Fitness/Weights 3560
Credits: 1-6 CORE 40+: Elective
Grade: 10-12

Elective 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 cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. – Note this course may be divided into two sections – lifetime fitness focusing more on activities that may be pursued over a course of a lifetime and the other is more geared toward the current athlete.

MULTIDISCIPLINARY

Course: Basic Skills Development – Study Skills 0500
Credits: 1-8 Core 40+: Elective
Grade: 9-12

This is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills that are essential for high school course work achievement. The primary focus of this course will be on note-taking, study and organizational skills.

Course: Cadet Teaching Experience 0502
Credits: 1-4 (1 credit per semester) Core 40+: Elective
Grade: 11-12

This elective course provides students in grades eleven (11) and twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through nine (9). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher/trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with the pre-training experiences in one or more classes. This course provides a balance of class work relating to (1) classroom organization, (2) classroom management, (3) curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Study topics and background reading provide the cadets with information concerning the teaching profession and the

nature of the cadet teacher's assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

Course: Career Information and Exploration

0522

Credits: 1 Credit per semester

Core 40+ Elective

Grade: 11, 12

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

Course: College-Entrance Preparation

0532

Credits: 1-4 (1 credit per semester)

Core 40+: Elective

Grade: 11-12

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

Course: Community Service

0524

Credits: 1-2 (1 credit per semester, 2 maximum)

Core 40+ Directed Elective

Grade: 9-12

Community Service is a course created by public law IC 20-30-14. Community service allows students in grades nine through twelve (HEA 1629) the opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that "relates to a course in which the student is enrolled or intends to enroll."

For each student who wishes to earn credit for community service or volunteer service under this law, the student, a teacher of the student, or a community or volunteer service organization must submit an application to the high school principal including: 1) name of the community service organization or volunteer service organization the student intends to assist; 2) name, address, and telephone number of the director or supervisor of the community service organization or volunteer service organization and, if different from the director or supervisor, the name, address, and telephone number of the individual.

CAREER TECHNICAL EDUCATION COURSES

College and Career Pathway courses have been developed by teams of business/industry and community representatives working with postsecondary and secondary educators. They include logical sequences of courses that lead students to readiness for college and career success.

Starting with the graduation class of 2023, students may utilize select Career Technical Education classes to meet part of the Graduation Pathway requirements.

Course: Preparing for College and Careers

5394

Credits: 1

CORE 40+: Directed Elective

Grade: 9-12

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

****Shelby Eastern Schools requires all students to take this course before they graduate.****

Course: Introduction to Computer Science

4803

Credits: 1-2

CORE 40+: Directed Elective

Grade: 9-12

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

Course: Computer Science I

4801

Credits: 2

CORE 40+: Directed Elective/Science/QR

Grade: 10-12

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

Course: Digital Applications and Responsibility

4528

Credits: 1-2

CORE 40+: Directed Elective

Grade: 9-12

Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets,

presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.

Career Cluster: Agriculture, Food and Natural Resources

Pathway: Agriscience - Plants

- Recommended - Introduction to Agriculture, Food, and Natural Resources (2 credits) [8thGrade]
- Principles of Agriculture (2 credits)[recommended 9th or 10th grade]
- Plant and Soil Science (2 credits) [recommended 9-11]
- Advanced Life Science: Plant and Soils (2 credits) [recommended 10-11]
- Agricultural Research Capstone (2 credits)[12th grade]
- Also recommended Supervised Ag. Experience - Ongoing experiential summer class grades 10-12 which helps prepare students for their Capstone Research class.

Pathway: Animal Science

- Recommended - Introduction to Agriculture, Food, and Natural Resources (2 credits) [8thGrade]
- Principles of Agriculture (2 credits)[recommended 9th or 10th grade]
- Animal Science (2 credits) [recommended 9-11]
- Advanced Life Science: Animals (2 credits) [recommended 10-11]
- Agricultural Research Capstone (2 credits)[12th grade]
- Also recommended Supervised Ag. Experience - Ongoing experiential summer class grades 10-12 which helps prepare students for their Capstone Research class.

Course: Advanced Life Science: Animals

5070

Credits: 2 (1 credit per semester, 2 credits required)

CORE 40+: Science/Dir. Elective

Grade: 10-12

Advanced Life Science: Animals provides students with opportunities to participate in a variety of activities including laboratory work. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory, fieldwork, leadership development, supervised agricultural experience and the exploration of career opportunities, they will recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture in the area of advanced life science in animals.

Course: Advanced Life Science: Plants and Soils

5074

Credits: 2 (1 credit per semester, 2 credits required)

CORE 40+: Science/Dir. Elective

Grade: 10-12

Advanced Life Science: Plants and Soils provides students with opportunities to participate in a variety of activities which includes laboratory work. Students study concepts, principles and theories associated with plants and soils. Students recognize how plants are classified, grown, function and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratory and fieldwork, how plants function and the influence of soil in plant life.

Course: Animal Science	5008
Credits: 2 (1 credit per semester, 2 credits required)	CORE 40+: Science/Dir. Elective
Grade: 9-12	
<p>Animal Science provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.</p>	
Course: Agribusiness Management	5002
Credits: 2 (1 credit per semester, 2 credits required)	CORE 40+: Directed Elective
Grade: 11-12	
<p>Agribusiness Management provides foundation concepts in agricultural business. It is a two semester course that introduces students to the principles of business organization and management from a local and global perspective, with the utilization of technology. Concepts covered in the course include accounting and record keeping, business planning and management, food and fiber, forms of business, finance, management, sales and marketing, careers, and leadership development. Students will demonstrate principles and techniques for planning, development, application and management of agribusiness systems through a supervised agriculture experience (work based learning) programs.</p>	
Course: Agricultural Research Capstone	7262
Credits: 2 sem course, 2 sem required, 1-3 credits per sem, (6 max)	CORE 40+: Directed Elective
Grade: 11-12	
<p>Agricultural Research Capstone course 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 suitable presentation of their findings.</p>	
Course: Greenhouse and Soilless Production	7114
Credits: 2 (1 credit per sem, 2 credits required)	CORE 40+: Directed Elective
Grade: 10-12	
<p>Greenhouse and Soilless Production is a two semester course that provides an overview of structural designs and uses of enclosed structures (greenhouses) to grow various plants and food. The course will focus on discussing different types of enclosed structures, management systems, and growing systems used to produce plants and food. The course will also present an overview of soilless growing systems such as hydroponics, aquaponics, aeroponics and fogponics. Students will utilize the school greenhouse as part of this course.</p> <p>•Required Prerequisites: Principles of Agriculture</p>	
Course: Introduction to Agriculture, Food, and Natural Resources	5056
Credits: 2 (1 credit per semester, 2 credits required)	CORE 40+: Directed Elective
Grade: 8-12 (Recommended grade 8)	

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

Course: Landscape and Turf Management

7115

Credits: 2 (1 credit per semester, 2 credits required)

CORE 40+: Directed Elective

Grade: 9-12

Landscape Management provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures of landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscape operations and the care and use of equipment utilized by landscapers. Students will also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.

Course: Plant and Soil Science

5170

Credits: 2 (1 credit per semester, 2 credits required)

CORE 40+: Directed Elective

Grade: 9-12

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

Course: Principles of Agriculture

7117

Credits: 2 (1 credit per semester, 2 credits required)

CORE 40+ Dir. Elective

Grade: 9-12

Principles of Agriculture is a two semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding of the role of agriculture in the United States and globally. Students will explore Agriculture, Food, and Natural Resource (AFNR) systems related to the production of food, fiber and fuel and the associated health, safety and environmental management systems. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, and agribusiness. Participation in FFA and Supervised Agricultural Experiences (SAE) will be an integral part of this course in order to develop leadership and career ready skills.

Course: Supervised Agriculture Experience

5228

Credits: 2-6

CORE 40+: Directed Elective

Grade: 10-12

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students will experience and apply what is learned in the

classroom, laboratory and training site to real-life situations with a standards-based plan for learning. Students work closely with their agriculture 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. Curriculum content and competencies need to be varied so that school year and summer session experiences are not duplicative.

Career Cluster: Business Management and Administration

Pathway: Business Administration

- Principles of Business Management (2 credits)
- Management Fundamentals (2 credits)
- Accounting Fundamentals (2 credits)
- Business Administration Capstone (2 credits)

Career Cluster: Finance

Pathway: Accounting

- Principles of Business Management (2 credits)
- Accounting Fundamentals (2 credits)
- Advanced Accounting (2 credits)
- Accounting Capstone (2 credits)

Course: Accounting Fundamentals

4524

Credits: 2

CORE 40+: Directed Elective

Grade: 10-12

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

Accounting Capstone

7252

Credits: 2 sem course, 2 sem required, 1-3 credits per sem (6 max)

CORE 40+: Directed Elective

Grade: 11 -12

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 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.

Course: Advanced Accounting

4522

Credits: 2

CORE 40+: Directed Elective

Grade: 11-12

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.

Course: Administrative and Office Management

5268

Credits: 2 (2 class periods)

CORE 40+: Directed Elective

Grade: 11 or 12

This course prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business administration, management, and finance. Individual experiences will be based upon the student's career and educational goals.

Course: Business Administration Capstone

7256

Credits: 2-6

CORE 40+: Directed Elective

Grade: 11 or 12 (recommended)

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.

Course: Business Law and Ethics

4560

Credits: 1-2

CORE 40+: Directed Elective

Grade: 11 or 12

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

Course: Digital Citizenship

4530

Credits: 1

CORE 40+: Directed Elective

Grade: 9-12

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

Course: Financial Services

5258

Credits: 1-6 (2 class periods)

CORE 40+: Directed Elective

Grade: 12

Description: This course provides instruction in finance and business fundamentals as they relate to financial institutions, financial planning, business and personal financial services, investment and securities, risk management, and corporate finance. Students are provided opportunities to develop attitudes and apply skills and knowledge in the area of finance.

Course: Introduction to Business

4518

Credits: 1-2

CORE 40+: Directed Elective

Grade: 9-12

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

Course: Management Fundamentals

7143

Credits: 2

CORE 40+: Directed Elective

Grade: 10-12

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.

Course: Personal Financial Responsibility

4540

Credits: 1

CORE 40+: Directed Elective

Grade: 9-12

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

Course: Principles of Business Management

4562

Credits: 2

CORE 40+: Directed Elective

Grade: 11 or 12

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

Course: Marketing Fundamentals

5914

Credits: 2

CORE 40+: Directed Elective

Grade: 11 or 12

This course 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.

Course: Web Design

4574

Credits: 1

CORE 40+: Directed Elective

Grade: 11 or 12

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

Stand Alone - Education/Family Consumer Science Courses

These courses are designed to support student exploration and preparation for further classes in the fields of education, hospitality, culinary arts, criminal justice, health careers, and others.

Course: Child Development/Advanced Child Development

5362/5360

Credits: 2

CORE 40+: Directed Elective

Grade: 9-12

This is a course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3, then age 4 through age 8. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; support systems for parents and caregivers; study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

Course: Child and Adolescent Development

7157

Credits: 2

CORE 40+: Directed Elective

Grade: 9-12

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.

Course: Interpersonal Relationships

5364

Credits: 1

CORE 40+: Directed Elective

Grade: 9-12

This is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

Course: Nutrition and Wellness

5342/5340

Credits: 1

Core 40+: Directed Elective

Grade: 8-12

Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied. This course is the first in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness

Course: Introduction to Culinary Arts and Hospitality

5438

Credits: 2

CORE 40+: Directed Elective

Grades: 9-12 (Recommended grades 9-10)

Introduction to Culinary Arts and Hospitality is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course.

Blue River Career Programs (BRCP)

Shelby Eastern School Corporation, in cooperation with other Shelby County school systems, provides the opportunity for students to receive vocational training during their secondary education years. Qualifying

students who participate in the vocational program assume the responsibility of meeting school standards as they relate to punctuality, attendance, transportation, achievement, and attitude. Students who do not meet guidelines may forfeit course credit and may not be considered for future enrollment opportunities.

Students who choose to attend BRCP must understand that they will miss some of the activities at school. Also, it will be the responsibility of the student to check with other students or staff for information about such things as pictures, graduation announcements, etc. Daily announcements, menus, and other information are posted on the video announcements and are available in the main office. Juniors and seniors must check with their counselors to make sure they are on track for graduation.

Applications for BRCP are due in the spring for a fall start date. Based on availability, students will either be assigned to a morning or afternoon class. The other half of the day will be spent at the high school completing three classes. In one-year BRCP programs, students may earn 4-6 high school credits. In two-year BRCP programs, students may earn 4-12 credits. Technical Certification, a Technical Honors Diploma or college credit may be earned with participation in some programs. High school students must be enrolled in and attending classes full time at one of the participating high schools. The students are typically of a junior or senior class ranking (exceptions for sophomores are allowed on occasion) and must have passed all freshman required classes before being approved to attend BRCP. Each school has a quota of students it may send. Selection is based on the recommendation of administration and an interview. Lab fees vary from \$60-\$120 per semester. Students should be on track for graduation with earned credits according to their grade classification.

All courses require either a full one-year or full two-year commitment by the parent and student. These replace three classes in their high school schedule and require a minimum of a half day attendance each school day. Some of these courses provide an opportunity for students to earn college credits. There may be additional college fees and tests associated with those courses. Please see Blue River Career Programs Course Description Guide.

Walker Career Center

Shelby Eastern Schools also partners from time to time with Walker Career Center for students interested in Cosmetology. This is a 2 year program. Students are responsible for providing their own transportation.

Walker Career Center (WCC)

Course: Cosmetology

5802

Credits: 6 per year (2 year course)

CORE 40+: Directed Elective

Grade: 11 or 12

Description: Committed students must apply, interview and be accepted by WCC for this full two-year program. There is a (approximately) \$800 charge for this class. Students must have reliable, personal transportation, have good attendance and a desire to succeed in this career path. This is a 1500 hour class, so students will put in extra time both evenings and weekends. At the conclusion of this class, each student will be prepared to take the appropriate State Board exam. Students must make a two-year commitment to this program.