

Curriculum Guide

Greenwood High School

2024-2025

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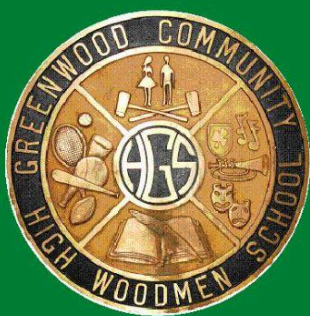
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Greenwood High School

615 W Smith Valley Road
Greenwood Indiana 46142
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Mission Statement:

The mission of Greenwood Community High School is continuously to improve the system of teaching and learning that results in increased achievement in all students.



**GREENWOOD
COMMUNITY
SCHOOL
COOPERATION**

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Greenwood, IN 46142

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Devin Hines, Counselor

Karen Shotts, Registrar

GREENWOOD COMMUNITY HIGH SCHOOL

ACADEMIC PROFILE

COMMUNITY

Greenwood Community School Corporation serves the educational needs of Greenwood, Indiana. Currently, the district consists of one high school, one middle school and 4 elementary schools utilizing a K-5, 6-8, 9-12 grade-level configuration.

SCHOOL

Since 1955, Greenwood Community High School has been accredited by the Indiana Department of Education and North Central Association of Colleges and Schools. Greenwood Community High School is a comprehensive four-year public high school enrolling 1,230 students in grades 9-12

CURRICULUM

The academic program is organized on tradition period schedule. Seven credits per semester is the maximum course load; students take seven 45-minute classes. There are 22 weighted courses offered. 12 courses are offered as dual credit through Indiana University and 8 courses are offered as dual credit through Ivy Tech Community College. There are 5 Advanced Placement (AP) courses offered. The area vocational program, Central Nine Career Center, enables juniors and seniors to enroll and earn college credits at local institutions of higher education.

DUAL CREDIT COURSES

Cadet Teaching (EDUC 101) Ivy Tech CC
Calculus* (M211) Indiana University
English 12* (W131) Indiana University
English 12* (L202) Indiana University
English 11* (L111) Indiana University
Finite Math* (M118) Indiana University
Management Fund. (BUSN 105) Ivy Tech CC
Prin. of Bus. Management (BUSN 101) Ivy Tech CC
Principles of Marketing (MKTG 101) Ivy Tech CC
Principles of Teaching (EDUC 101) Ivy Tech CC
Psychology* (PSY 101) Indiana University
Psychology* (PSY 102) Indiana University
Speech* (P155/S121) Indiana University
Strategic Marketing (MKTG 201) Ivy Tech CC
Strategic Marketing (MKTG 230) Ivy Tech CC
Teaching and Learning (EDUC 201) Ivy Tech CC
Trig/Pre-calculus* (Math 125) Indiana University
Trig/Pre-calculus* (Math 126) Indiana University
US History* (H105) Indiana University
US History* (H106) Indiana University

AP COURSES

AP Art History*
AP Biology*
AP Environmental Science*
AP Chemistry*
AP Statistics*



GREENWOOD COMMUNITY SCHOOL CORPORATION

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GREENWOOD COMMUNITY HIGH SCHOOL

ACADEMIC PROFILE

GRADING

GPA is calculated on a 4.0 scale where 60% represents a passing mark. All courses counted for high school credit, whether passed or failed, are included in the computation. A minimum of 40 credits is required for graduation. AP and Honors classes are weighted by one point. Grades are recorded on the transcript and GPA is computed in January and June.

RANK

Greenwood Community High School provides exact rank. Valedictorian and Salutatorian for the class are determined by the class rank at the end of the 7th semester.

DEMOGRAPHICS

Class of 2024

Class size: 250

Graduation rate: 96%

4-Year College: 53%

2-Year College: 13%

Vocational School: 6%

Apprenticeship: 7%

Military: 3%

Workforce: 18%

2023 COHORT SAT PERFORMANCE

Participants	Mean ERW	Mean Math	Mean Total
261	506	491	997
Participants	Met ERW Benchmark	Met Math Benchmark	Met Both Benchmarks
261	58%	30%	29%

*2024 cohort data will be available in the fall of 2024

2024 AP DATA

Course	GHS Mean Score	IN Mean Score	Global Mean Score
AP Biology	2.71	2.98	3.15
AP Chemistry	3	3.12	3.31
AP Statistics	3.75	3	2.96



INDIANA UNIVERSITY
BLOOMINGTON



IU BLOOMINGTON INDIANA COLLEGE CORE (ICC)

What is the Indiana College Core (ICC)?

In collaboration with the Advance College Project, the IU Bloomington ICC is a program that allows students to take college courses while still in high school. It is a partnership between IU Bloomington and GREENWOOD HIGH SCHOOL.

What does participation in the program offer students?

In this program students will complete a 30-credit hour block of courses that will transfer to course credit at IU. Students will also develop the critical thinking, time management, and work ethic skills needed to succeed in college. They will build foundational intellectual, quantitative reasoning, scientific, social, and behavioral skills.

How will this program help students?

This 30-credit hour block of courses is equal to an average year of college coursework. It is a great way for students to get a jump start on their college career—and save time and money. For many students, this means they have more time in college to participate in exciting programs and high-impact experiences.

IU BLOOMINGTON ICC STUDENTS CAN:

- Earn at least of **30 hours of college credits.**
- Learn from high school instructors certified by the **Advance College Project** and the **Higher Learning Commission.**
- Take high school courses that use the **same content, textbooks, and syllabi as those taught on the IU Bloomington campus.**
- Save **money** and **time.**

PARTNERS

Dennis Maloy

*Indiana College Core
Program Manager*

IU Bloomington
Office of Admissions

dmaloy@iu.edu

Advance College Project

acp.iu.edu

FREQUENTLY ASKED QUESTIONS

1. How much does it cost students to participate in the IU Bloomington Indiana College Core?

Tuition-related fees for Advance College Project courses are waived for Indiana high school students. However, students are still responsible for technology, textbook, and e-textbook fees.

2. Are students who participate in the IU Bloomington ICC automatically admitted to Indiana University Bloomington?

No. A student applying for admission to IU Bloomington must still meet the outlined admission standards for applicants, including specific course requirements. Completion of the IU Bloomington ICC milestone does not guarantee admission to Indiana University Bloomington. Learn more about IU Bloomington's admission requirements by visiting admissions.indiana.edu.

3. What are the criteria for earning the IU Bloomington ICC milestone?

All students must earn a minimum of 30 ICC approved dual credit hours. At least 15 of those credit hours must be IU Bloomington credits. Dual credit coursework taken through an institution other than IU Bloomington will be evaluated by IU Bloomington to ensure that the course meets the IU Bloomington equivalency. To enroll in an ICC course, a student must have a 2.70 GPA and maintain a 2.00 GPA. Students must maintain a 2.00 GPA in all ICC dual credit coursework. It is the student's responsibility to send all transcripts from other institutions to IU Bloomington.

4. Does the ICC automatically satisfy all general education requirements at IU Bloomington?

No. While the collection of courses included in the ICC may meet the general education requirements for most IU Bloomington majors, students attending IU Bloomington may be required to complete additional math and world language courses for their selected major. Contact Dennis Maloy, ICC Program Manager in the IU Office of Admissions, to learn more.

5. Why should a student pursue the ICC?

The ICC sets students up for success. Per the Indiana Commission for Higher Education, 94% of students who earned the ICC milestone went on to attend college. 70% of students continued to their second year of college, did not require math or English remediation, and completed all courses attempted in their first year of college. ICC credits are transferable to any Indiana public institution.

6. How do I learn more?

Lisa Laug, Guidance Department and College & Career Director, llaug@gws.k12.in.us

You can also reach out to Dennis Maloy, Indiana College Core Program Manager at the IU Bloomington Office of Admissions at dmaloy@iu.edu.



Greenwood Community High School

Indiana College Core Curriculum Map

In Partnership with Indiana University

Competency	# of Credits Needed in Competency	Dual Credit Course	GHS Course	Completed	Scheduled to Complete
Written Communication	3	Eng- W 131 Reading, Writing & Inquiry (3 Cr)	English 12H* S1	<input type="checkbox"/>	<input type="checkbox"/>
Speaking & Listening	3	COLL- P155 Public Speaking (3 CR)	Adv. Speech	<input type="checkbox"/>	<input type="checkbox"/>
Quantitative Reasoning	3	MATH-M118 Finite Mathematics (3 cr)**	Finite Mathematics*	<input type="checkbox"/>	<input type="checkbox"/>
		MATH-M 125 Pre-Calculus/MATH-M 126 Trigonometric Functions (6 cr total)	Trig/Pre-Calculus*	<input type="checkbox"/>	<input type="checkbox"/>
		MATH-M 211 Calculus I (4 cr)**	Calculus*	<input type="checkbox"/>	<input type="checkbox"/>
Scientific Ways of Knowing	5	Required: 1 Ivy Tech Natural Science Course ***		<input type="checkbox"/>	<input type="checkbox"/>
		PSY-P 101 Introductory Psychology I (3 cr)	Psychology* S1	<input type="checkbox"/>	<input type="checkbox"/>
		MATH-M118 Finite Mathematics (3 cr)**	Finite Mathematics*	<input type="checkbox"/>	<input type="checkbox"/>
		MATH-M 211 Calculus I (4 cr)**	Calculus*	<input type="checkbox"/>	<input type="checkbox"/>
		AP Biology (a score of 3 or 4=3 cr; a score of 5=6 cr)	Biology 2 AP*	<input type="checkbox"/>	<input type="checkbox"/>
		AP Chemistry (a score of 4 or 5 = 3 credits)	Chem 2 AP*	<input type="checkbox"/>	<input type="checkbox"/>
		AP Environmental Science (a score of 4 or 5 = 3 cr)	AP Environmental Science*	<input type="checkbox"/>	<input type="checkbox"/>
Social & Behavioral Ways of Knowing	6	HIST-H 105 American History I/ HIST- H 106 American History (6 cr)	US History*	<input type="checkbox"/>	<input type="checkbox"/>
		PSY-P 102 Introductory Psychology II (3 cr)	Psychology* S2	<input type="checkbox"/>	<input type="checkbox"/>
		AP Art History* (score of a 4 or 5= 6cr)	AP Art History*	<input type="checkbox"/>	<input type="checkbox"/>
		AP Environmental Science (Score of 3 = 3cr)	AP Environmental Science*	<input type="checkbox"/>	<input type="checkbox"/>
		BUSN 101 Introduction to Business (3 cr)	Principles of Business Management	<input type="checkbox"/>	<input type="checkbox"/>
		EDUC 101 Introduction to Teaching (3 cr)	Principles of Teaching or Cadet Teaching	<input type="checkbox"/>	<input type="checkbox"/>
Humanistic & Artistic Ways of Knowing	6	ENG-L 202 Literary Interpretations (3 cr)	English 12H* S2	<input type="checkbox"/>	<input type="checkbox"/>
		ENG-L 111 Discovering Literature (3 cr)	English 11H*	<input type="checkbox"/>	<input type="checkbox"/>
Required Credits	30				
* Denotes weighted courses					
** Finite Mathematics and Calculus may be used towards either the Quantative Reasoning or the Natural & Mathematical Science Competency, but not both					
*** Ivy Tech Options Include: Chem 101 Chemistry, SCIN 100 Earth Science					



INDIANA STATE BOARD OF EDUCATION

GRADUATION PATHWAYS PANEL

(Updated 11/16/2018)

The purpose for this Panel is to establish graduation pathway recommendations for the State Board of Education that create an educated and talented workforce able not just to meet the needs of business and higher education, but able to succeed in all postsecondary endeavors. To account for the rapidly changing, global economy, every K-12 student needs to be given the tools to succeed in some form of quality postsecondary education and training, including an industry recognized certificate program, an associate's degree program, or a bachelor's degree program.

These recommendations seek to ensure that every Hoosier student graduates from high school with 1) a broad **awareness** of and **engagement** with individual career interests and associated career options, 2) a strong foundation of **academic** and **technical skills**, and 3) **demonstrable employability skills** that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment.

Students in the graduating class of 2023 must satisfy all three of the following Graduation Pathway Requirements by completing one of the associated Pathway Options:

Graduation Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements.
2) Learn and Demonstrate Employability Skills¹ (Students must complete <u>at least one</u> of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: <ul style="list-style-type: none">• Project-Based Learning Experience; OR• Service-Based Learning Experience; OR• Work-Based Learning Experience.²
3) Postsecondary-Ready Competencies³ (Students must complete <u>at least one</u> of the following.)	<ul style="list-style-type: none">• Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR• ACT: College-ready benchmarks; OR• SAT: College-ready benchmarks; OR• ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR• State- and Industry-recognized Credential or Certification; OR• Federally-recognized Apprenticeship; OR• Career-Technical Education Concentrator⁴: Must earn a C <u>average</u> in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study; OR• AP/IB/Dual Credit/Cambridge International courses⁵ or CLEP Exams: Must earn a C <u>average</u> or higher in at least three courses; OR• Locally created pathway that meets the framework from and earns the approval of the State Board of Education.

NEXT LEVEL PROGRAMS OF STUDY (NLPS)

The Governor's Next Level Agenda was launched in the 2022-23 school year aiming to improve the consistency, quality and intentionality of CTE instruction across Indiana, through the initiative called Next Level Programs of Study (NLPS). Completing a NLPS fulfills the "Post-Secondary Ready" requirement for Graduation Pathways.

A Next Level Program requires completion of three or four year-long courses. Some courses can be taken concurrently. Listed below are NLPS currently available and some in development at GHS. For course descriptions, go to the GHS Curriculum Guide. To enroll in a NLPS, students should consult with their guidance counselor.

BUSINESS

BUSINESS ADMINISTRATION	FINANCE & INVESTMENT
Principles of Business Management Management Fundamentals Accounting Fundamentals	Principles of Business Management Accounting Fundamentals Finance & Investments
Marketing and Sales	
Principles of Business Management Marketing Fundamentals Strategic Marketing	

FAMILY AND CONSUMER SCIENCE

NUTRITION	Human and Social Services
Principles of Culinary and Hospitality Nutrition Nutrition Planning and Therapy	Principles of Human Services Relationships and Emotions Understanding Diversity
EDUCATION CAREERS	
Principles of Teaching Child and Adolescent Development Teaching and Learning	

CONSTRUCTION

CONSTRUCTION

Principles of Construction
 Construction: General Carpentry
 Construction: Framing and Finishing

FINE ARTS

VISUAL ARTS	BAND	CHOIR	JOURNALISM
2D Art Ceramics 1/2	3 years of music performance, 1 year of which is advanced	3 years of music performance, 1 year of which is advanced	Journalism
Either: Adv 2D Art OR Ceramics 3/4			2 years of a journalism staff: broadcast, newspaper, or yearbook

*All Fine Arts Programs require students to successfully complete one of the following principle classes: Principles of Business Management, Principles of Teaching, or Principles of Human Services.

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MULTIDISCIPLINARY

CENTRAL-9 CAREER CENTER

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CAREER & TECHNICAL EDUCATION

BUSINESS: MARKETING & MANAGEMENT

PRINCIPLES OF BUSINESS MANAGEMENT [2179/80]

2 Semesters, 2 Credits

Grade 9-12

This course examines American business and studies business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of American business enterprises. Upon successful completion of this course the student will be expected to: Identify the social, legal, economic, and ethical challenges of the business environment; Identify management and leadership functions, and the relationship to operations and supply chain management; Relate the characteristics of organizational structures to legal forms of business ownership including small business and entrepreneurship; Examine the principles of short- and long-range financial planning, as well as the role of the stock exchanges in the financial markets; Analyze business issues and events related to strategic decision-making in an international and global context; Describe the marketing mix/marketing concept and its relationship to purchasing, production, distribution, and quality; Interpret the importance of communication and technology to the success of the organization; List and describe the human resource functions in business; and Examine career opportunities in business. 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.

ACCOUNTING FUNDAMENTALS [2187/88]

2 Semesters, 2 Credits

Grades 10-12

Prerequisite: Principles of Business Management

Co-requisite: Management Fundamentals OR Pre-req: Finance & Investment

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. Qualifies as a Quantitative Reasoning course

***If taking the Financial & Investment Pathway, Accounting Fundamentals will be a prerequisite for Finance & Investment class.**

MANAGEMENT FUNDAMENTALS [2195/96]

2 Semesters, 2 Credits

Grades 10-12

Prerequisite: Principles of Business Management

Co-requisite: Accounting Fundamentals

This course describes the functions of managers, including the management of activities and personnel, as well as introduces the legal aspects of business. Upon successful completion of this course the student will be expected to: Define management, managers, and the basic management functions; Evaluate classical, behavioral, quantitative, and contemporary management theories in regard to process, motivation, and expected outcomes. Distinguish between the external, task, and internal environments of organizations; Discuss social responsibility, the meaning of ethics in the business setting, and the social audit; Assess the roles of goals and goal setting in the planning process and identify barriers that may interfere with goal setting; Appraise the strategic planning process and the process of strategy implementation; Structure and support the steps in the decision-making process; Identify and describe the major purposes for and types of forecasting techniques; Discuss the nature of work specialization, departmentalization, and scheduling within the scope of management; Discuss how organizational activities are coordinated and describe the management of organizational conflict; Appraise international business practices and evaluate against cultural and political values; Describe the judicial system and the nature and sources of law affecting business; Explain and evaluate contracts, sales contracts with emphasis on Uniform Commercial Code Applications; Apply remedies for breach of contract and tort liabilities; and Examines legal aspects of property ownership, structures of business ownership, and agency relationships. 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.

FINANCIAL & INVESTMENT**[2191/92]****2 Semesters, 2 Credits****Grades 10-12**

Prerequisite: Principles of Business Management

Co-requisite: Accounting Fundamentals

Finance & Investment introduces basic tools and techniques of financial analysis. Financial analysis includes but is not limited to the use of ratios, common size statements, and pro forma statements. Upon successful completion of this course the student will be able to: Discuss the nature and role of finance in our economy; Analyze financial statements to determine the relative strengths and weaknesses of a company; Compare debt and equity capital and how they are used in financing assets; Evaluate risk and its impact on financial decision-making; Evaluate the effects of short and long-term borrowing; Evaluate business strategies and understand the value they add; Prepare business forecasts; Analyze the quality of accounting in financial reports; Analyze business risk from financial statements; Communicate effectively using correct Standard English, both orally and in writing, by completion of papers, projects, and/or presentations;

MARKETING FUNDAMENTALS [2197/98]**2 Semesters, 2 Credits****Grades 10-12**

Prerequisite: Principles of Business Management

Marketing Fundamentals introduces environmental analysis, marketing research, consumer behavior, segmenting, targeting, positioning, branding, product management, price strategy, supply chain management, integrated marketing communications, and market analytics and control. Upon the successful completion of this course the student will be expected to: Analyze the nature of marketing in a competitive market, and how it functions in domestic and global economies; Describe the various environmental factors affecting marketing decisions; Explain how mission, situational analysis, objectives, positioning, and product and market analysis affect planning, forecasting and overall marketing strategy; Explain the process of marketing research and its influences on marketing strategy; Apply market segmentation, describe its relationship to selecting a target market, and discuss its effect on the success of the marketing plan; Explain the purchase decision process and influences that affect consumer behavior; Discuss and explain how logistics, marketing channels, and supply chain management create utility; Discuss pricing strategy as it relates to markets, segments, and profitability; Explain the correlation between marketing metrics and customer relationship management in providing feedback to identify gaps in meeting marketing objectives; and Construct an integrated marketing plan. 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.

STRATEGIC MARKETING**2 Semesters, 2 Credits****Grades 10-12**

Prerequisite: Principles of Business Management and Marketing Fundamentals

Strategic Marketing focuses on the analysis, implementation and control of marketing strategy. The course emphasizes the major decisions management faces in its effort to harmonize the objectives and resources of the organization with the needs and opportunities of the marketplace. Upon the successful completion of this course the student will be expected to: Describe and apply important marketing terms, concepts, and principles; Interpret the role of marketing in the economy; Recognize the major characteristics of consumer and organizational markets; Illustrate the concepts of market segmentation, targeting, and positioning; Apply product concepts by demonstrating the ability to develop and evaluate a product strategy; Apply pricing concepts by demonstrating the ability to develop and evaluate a pricing strategy; Apply distribution concepts by demonstrating the ability to select and evaluate channel alternatives; Apply promotion concepts by demonstrating the ability to select and evaluate a promotional strategy; Apply marketing concepts to service organizations; Differentiate between nonprofit and for-profit marketing activities; Evaluate the financial position and financial impact of various marketing strategies; and Prepare a marketing plan.

WORK BASED LEARNING**2 Semesters, 2 Credits****Grade 12**

This is a stand-alone course that prepares students for college and career. Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. Work-based learning experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. Related Instruction shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway and shall be taught during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies.

INTERDISCIPLINARY CO-OP EDUCATION [2193/4]**2 Semesters, 3 Credits****Grade 12**

Prerequisites: Must have a job prior to joining class, completed application, interview with instructor, must have a driver's license

Interdisciplinary Cooperative Education is an approach to employment training that spans all CTE program areas through school-based instruction and on the job training. Time allocations are a minimum of fifteen hours per week of on-the-job training and approximately five hours per week of school-based instruction, focused on employability skills development. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed.

PREPARING FOR COLLEGE AND CAREER**1 Semester, 1 Credit****Grade 10**

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

FAMILY & CONSUMER SCIENCES

PRINCIPLES OF CULINARY & HOSPITALITY [3255/56]**2 Semesters, 2 Credits****Grades 9-12**

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

NUTRITION [3251/52]**2 Semesters, 2 Credits****Grades, 10-12**

Prerequisite: Principles of Culinary and Hospitality

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

NUTRITION PLANNING & THERAPY [3257/58]**2 Semesters, 2 Credits****Grades, 11-12**

Prerequisite: Principles of Culinary and Hospitality and Nutrition

This course presents the basic principles of nutrition; the role nutrients play in maintaining good health as well as their effect on certain disease states. Students will learn to modify diets to meet various nutritional needs and to plan menus using modified diet principles. This course teaches students to develop an in-depth understanding of the principles of diet therapy. Students will learn to assess patients' nutritional needs, develop care plans, and implement a delivery system. Students will also learn documentation skills required by Centers for Medicare and Medicaid Services (CMS).

PRINCIPLES OF HUMAN SERVICES [3259/60]**2 Semesters, 2 Credits****Grades 9-12**

Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. The course includes a required job shadowing project in a Human Services setting (a suggested four-hour minimum to meet Ivy Tech requirements). This course will also encourage cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

RELATIONSHIP AND EMOTIONS [3267/68]**2 Semesters, 2 Credits****Grades 10-12**

Prerequisite: Principles of Human Services

Co-Req: Understanding Diversity

Relationship & Emotions examines the key elements of healthy relationships. Explores the main problems that damage relationships. Presents research findings on successful and unsuccessful relationships, and emotional connections. Explores the impact of one's emotional and relationship history on current and future romantic relationships. Presents practical, scientific-based skills for improving relationships. Additionally, this course offers practical and useful information for people who have experienced loss. Students have the opportunity to evaluate their own experiences and attitudes toward loss and grief.

UNDERSTANDING DIVERSITY [3269/70]**2 Semesters, 2 Credits****Grades 10-12**

Prerequisite: Principles of Human Services

Co-Req: Relationships and Emotions

Understanding Diversity encourages cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

PRINCIPLES OF TEACHING [3263/64]**2 Semesters, 2 Credits****Grades 9-12**

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

CHILD & ADOLESCENT DEVELOPMENT [3225/26]**2 Semesters, 2 Credits****Grades 10-12**

Prerequisite: Principles of Teaching

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.

TEACHING & LEARNING [3265/66] 2 Semesters, 2 Credits Grades 11-12

Prerequisite: Principles of Teaching and Child and Adolescent Development

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

FASHION & TEXTILE [3247/48]**2 Semesters, 2 Credits****Grades 10-12**

Introduction to Fashion and Textiles is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design, and production; and consumer skills. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design, aesthetics, criticism, history and production; selection, production, alteration, repair, and maintenance of apparel and textile products; product research, development, and testing; and application of technical tools and equipment utilized in the industry. Direct, concrete mathematics proficiencies will be applied. Service learning and other authentic applications are strongly recommended.

VISUAL COMMUNICATIONS

JOURNALISM [6079/80]**2 Semesters, 2 Credits****Grades 9-12**

This course is a study of photography, graphic design, journalistic writing, sports journalism, advertising, journalism history, First Amendment law, ethics, and digital media. Each unit builds so students are able to plan pages, plan videos, write stories, take photos, and shoot videos for print and broadcast journalism. These skills are valuable for students who are interested in all forms of media but also useful for students as they face media real-world applications in their future careers. The hands-on atmosphere is the foundation of the award-winning journalism program. This course launches one aspect of the Fine Arts Pathway for graduation.

*This course is a prerequisite to all media extensions to include but not limited to broadcast, newspaper, and yearbook.

SP SCH: Newspaper [6081/82]**2 Semesters, 2 Credits****Grades 10-12**

Recommended Prerequisite :Journalism

NOTE: This placement must be approved by the HS staff sponsor and requires an application.

The award-winning school newspaper staff is comprised of students assuming a variety of roles: editors, page designers, photographers, and writers combine their skills to create the monthly print edition and maintain a continually-updated online version. Students also work with social media. This class meets the Fine Arts requirement for the Honors Diploma and meets requirements for the Fine Arts Pathway for graduation.

SP SCH: Yearbook [6085/86]**2 Semesters, 2 Credits****Grades 10-12**

Recommended Prerequisite :Journalism

NOTE: This placement must be approved by the HS staff sponsor and requires an application.

The award-winning school yearbook staff is comprised of students assuming a variety of roles: editors, page designers, photographers, and writers combine their skills to create the yearbook as well as maintain social media outlets associated with promotion. This class meets the Fine Arts requirement for the Honors Diploma and meets requirements for the Fine Arts Pathway for graduation.

SP SCH: Broadcast – Level 1 [maybe 7139]**2 Semesters, 2 Credits****Grades 10-12**

Recommended Prerequisite :Journalism

Broadcast – Level 1 provides an introduction to the fundamentals of digital production. The award-winning school broadcast staff (Woodmen AM) is comprised of students assuming a variety of roles: studio managers, production managers, editors, videographers, camera workers, and writers combine their skills to create the daily show every teacher and student sees during PowerHour and members of the community can access on the school's webpage. This class meets the Fine Arts requirement for the Honors Diploma and meets requirements for the Fine Arts Pathway for graduation.

SP SCH: Broadcast – Level 2 [maybe 7306]**2 Semesters, 2 Credits****Grades 10-12**

Recommended Prerequisite :Journalism

Students entering their second year on staff would assume higher-level roles and learn new skills, including team building and organization as well as leadership. The award-winning school broadcast staff (Woodmen AM) is comprised of students assuming a variety of roles: studio managers, production managers, editors, videographers, camera workers, and writers combine their skills to create the daily show every teacher and student sees during PowerHour and members of the community can access on the school's webpage. This class meets the Fine Arts requirement for the Honors Diploma and meets requirements for the Fine Arts Pathway for graduation.

SP SCH: Broadcast – Level 3 [maybe 7307]**2 Semesters, 2 Credits****Grades 10-12**

Recommended Prerequisite :Journalism

Students entering their third year on staff would assume higher-level roles and learn new skills, including team building and organization as well as leadership. The award-winning school broadcast staff (Woodmen AM) is comprised of students assuming a variety of roles: studio managers, production managers, editors, videographers, camera workers, and writers combine their skills to create the daily show every teacher and student sees during PowerHour and members of the community can access on the school's webpage. This class meets the Fine Arts requirement for the Honors Diploma and meets requirements for the Fine Arts Pathway for graduation.

PHOTOGRAPHY [3039]**1 Semester, 1 Credit****Grades 9-12**

Students in photography learn the ins and outs of working a camera or camera phone, depending on the instructor teaching the class. They will engage in sequential learning experiences so they can build their photographic skills, and this will involve using technology to enhance the overall experience. Using a variety of tools, processes, and products, students will emerge with a new appreciation for photography as an art form and the ability to take photos for their own enjoyment and to add those skills to help with future careers that might involve social media.

CONSTRUCTION

CONSTRUCTION TRADES

PRINCIPLES OF CONSTRUCTION TRADES [3105/06]

2 Semesters, 2 Credits

Grade 9-12

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

GENERAL CARPENTRY [7123]

2 Semesters, 2 Credits

Grade 10-12

Prerequisite: Principles of Construction Trades

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

FRAMING AND FINISHING [7122]

2 Semesters, 2 Credits

Grade 11-12

Prerequisites: Principles of Construction Trades and General Carpentry

Construction Trades: Framing and Finishing prepares students with advanced framing skills along with interior and exterior finishing techniques. Topics include roofing applications, thermal and moisture protection, exterior finishing, cold-formed steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, window, door, floor, and ceiling trim, and cabinet installation.

HUMANITIES

ENGLISH LANGUAGE ART

ENGLISH 9 (2311/12)

2 semesters, 2 Credits

Grade 9

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

ENGLISH 9 Honors (2313/14)

2 semesters, 2 Credits

Grade 9

Prerequisite: B or higher in English 8 or English 8 Honors

In addition to the English 9 curriculum, this accelerated course will emphasize analysis in fiction, poetry, drama, and informational pieces. Writing is an integral component of this course, as students will do an in-depth literary and/or rhetorical analysis essay each quarter, requiring substantial research, planning, and focus. This class is weighted for class rank.

ENGLISH 10 [2319/20]**2 Semesters, 2 Credits****Grade 10**

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

ENGLISH 10 HONORS [2321/22]**2 Semesters, 2 Credits****Grade 10**

Prerequisite: B or higher in English 9 with teacher recommendation or successful completion of English 9 Honors.

In addition to the English 10 curriculum, this accelerated language arts course will emphasize analysis in fiction, poetry, drama, and informational pieces. Writing is an integral component of this course, as students will do an in-depth literary and/or rhetorical analysis essay each quarter, requiring substantial research, planning, and focus. This class is weighted for class rank.

ENGLISH 11 [2325/26]**2 Semesters, 2 Credits****Grade 11**

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

ENGLISH 11 Honors (first semester) and ACP L111 (second semester): Literature and Composition/Discovering Literature [2339/40]**2 Semesters, 2 Credits****Grade 11**

Prerequisites: Students must have successfully completed English 10 Honors or earned a B or higher in English 10.

Additionally, to sign up for second semester Indiana University credit, students must have a cumulative GPA of 2.7.

Students will have to enroll through IU as well. In addition to the English 11 curriculum, this accelerated course will emphasize analysis in English Literature and Composition. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course is designed to give students an introduction both to various forms of literary expression and different modes of literary study and appreciation. This class is weighted for class rank. This course is required for students who want to complete the Indiana College Core.

ENGLISH 12 [2333/34]**2 Semesters, 2 Credits****Grade 12**

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

ENGLISH 12 DUAL CREDIT [96077/78]**1 Semester, 1 Credit****Grade 12**

English W131: Reading, Writing, and Inquiry Dual credit through IU; students will have to enroll through IU as well

Prerequisite: Successful completion of L111 or 2.7 cumulative GPA.

Instruction and practice in the reading, writing, and critical thinking skills required in college. Emphasis is on written assignments that require synthesis, analysis, and argument based on sources. Students will learn how to translate

close reading skills into strong critical essays, writing three peer-reviewed major papers, as well as short assignments (microthemes). The class will be heavily discussion-based. This course is required for students who want to complete the Indiana College Core. This class is weighted for class rank.

ENGLISH 12 DUAL CREDIT [96077/78]

1 Semester, 1 Credit

Grade 12

English L202: Literary Interpretation Dual credit through IU; students will have to enroll through IU as well

Prerequisite: Successful completion of W131, earning a C or better

Designed to help students learn how to read, think, and write critically and cogently about literature. Students will study four genres—poetry, short story, the novel, and drama—to understand how the various elements of a work of imaginative literature cohere to impart meaning. A large portion of the course will focus on how to write; students will learn how to translate close reading skills into strong critical essays, writing three peer-reviewed major papers, as well as short assignments (microthemes). The class will be heavily discussion-based, and vigorous and insightful explorations of the poetry and fiction studied is expected. This course is required for students who want to complete the Indiana College Core. This class is weighted for class rank.

SPEECH [6070]

1 Semester, 1 Credit

Grades 10-12

This is a course based on the Indiana Academic Standards for English/Language Arts, 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.

DC SPEECH & COMMUNICATION [96279]

1 Semester, 1 Credit

Grades 11-12

Dual Credit w/IU; IU Prerequisite: Senior with 2.7 cumulative GPA; Juniors with a cumulative GPA of 2.7 may take this class with the successful completion of Speech (C or higher) Students will have to enroll through IU as well.

Students in dual credit speech will study theory and practice of public speaking, training in thought processes necessary to organize speech content, and analysis of components of effective delivery and language. Course objectives include constructing and delivering a complex argument, developing competencies in formal public speaking and listening, and forming the spoken word out of and in response to the audience and occasion This course is required for students who want to complete the Indiana College Core.

ENGLISH AS A NEW LANGUAGE [2291-2296]

(up to) 8 Semesters, 8 Credits

Grades 9-12

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

NOTE: Viewed as an ELA credit if ENL course work addresses Indiana's Academic Standards for ELA, up to 8 credits accrued can be counted as part of the 8 required ELA credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

FILM LITERATURE [6038]

1 Semester, 1 Credit

Grades 11-12

Film Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students 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. 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.

THEATRE [6074]**1 Semester, 1 Credit****Grade 9-12**

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

THEMES IN LITERATURE: Mythology**1 Semester, 1 Credit****Grades 10-12**

Themes in Literature, a course based on the Indiana Academic Standards for English/Language Arts, 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.

CREATIVE WRITING**1 Semester, 1 Credit****Grades 10-12**

Creative Writing, a course based on the Indiana Academic Standards for English/Language Arts, 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 can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum

SOCIAL STUDIES

WORLD HISTORY AND CIVILIZATION [2705/06]**2 Semesters, 2 Credits****Grades 9-12**

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.

PRE/MODERN: Geography/History of the World [2703-04]**2 Semesters, 2 Credits****Grade 9**

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 global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

UNITED STATES HISTORY [2733/34]**2 Semesters, 2 Credits****Grade 11**

Builds upon concepts developed in previous studies of American 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 study the key events, people, groups and movements in the late 19th, 20th and early 21st centuries, as they relate to life in Indiana and the US. *2731/32 (S)

DC UNITED STATES HISTORY [96078/80]**2 Semesters, 2 HS Credits****Grades 11-12**

IU Prerequisite is 2.75 GPA

Focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. Students must register separately with IU. As of 2023-24 school year it was free. This is a college course that includes extensive reading and writing. Taking this to simply boost one's GPA is a bad strategy

ECONOMICS [2720]**1 Semester, 1 Credit****Grade 12**

Provides students with a broad understanding of principles and practices of economics, functional institutions, business behavior, financial institutions, the role of government, the overall economy, the world economy and other economic systems. Seniors must also complete one semester of Government to meet their graduation requirements. *2719(S)

- Qualifies as a Quantitative Reasoning Course

UNITED STATES GOVERNMENT [2717]**1 Semester, 1 Credit****Grade 12**

Addresses the basic process and inter-relationships of government through which contemporary conflicts and issues must be solve with an emphasis on current issues and possible solutions to the major problems confronting Americans today. The main areas covered are the Presidency, Congress and the Courts.*2716 (S)

DC PSYCHOLOGY [96075/76]**2 Semesters, 2 HS Credits****Grades 12***Dual Credit w/IU; IU Prerequisite: 2.7 cumulative GPA*

Students must register separately through Indiana University. Based on content established by the College Board. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes. Topics include: (1) history and approaches, (2) research methods, (3) biological bases of behavior, (4) sensation and perception, (5) states of consciousness, (6) learning, (7) cognition, (8) motivation and emotion, (9) developmental psychology, (10) personality, (11) testing and individual differences, (12) abnormal psychology, (13) treatment of psychological disorders, and (14) social psychology. Prepares students for the DC Psychology Exam in May.

ETHNIC STUDIES [9063]**1 Semester, 1 Credit****Grades 9-12**

Provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the US. This course will focus on various ethnic groups and use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of ethnic or cultural groups. The course will also analyze the political impact of ethnic diversity in the United States. Topics: Unit 1: Origins of Race and Ethnicity, Unit 2: Historical Experiences of African Americans, Unit 3: Historical Experiences of Latino Americans, Unit 4: Historical Experiences of Asian Americans, Unit 5: Historical Experiences of Native Americans, Unit 6: Modern Condition of Race and Ethnicity.

INDIANA STUDIES [9073]**1 Semester, 1 Credit****Grades 9-12**

An integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. Uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures and 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 is included. Students will examine the participation of citizens in the political process. Topics: Unit 1: Indiana Territory, Unit 2: Statehood, Unit 3: Civil War through World War 1, Unit 4: Indiana in the 1900s, Unit 5: Civics and Government, Unit 6: Constitution and Indiana Citizens, Unit 7: Famous Hoosiers and Landmarks.

WORLD LANGUAGES

TO GRADUATE WITH ACADEMIC HONORS: MUST TAKE AND EARN AN "C" OR BETTER IN 6 SEMESTERS OF ONE WORLD LANGUAGE OR 4 SEMESTERS IN 2 DIFFERENT WORLD LANGUAGES.

NOTE: Students must have at least a B in semester 1 English courses to begin a world language.

FRENCH I [6061/62]**2 Semesters, 2 Credits****Grades 9-12**

Prerequisite: At least a C in English and passing all other classes.

Introduces students to beginning French language learning and to French-speaking culture. This course encourages communication through speaking and writing. Additionally, students will examine the practices, products, and perspectives of French-speaking culture. Real-life tasks are stressed.

FRENCH II [6063/64]**2 Semesters, 2 Credits****Grades 10-12**

Prerequisite: At least a C in French I.

Builds upon French language learning by encouraging the use of the language and cultural understanding. This course encourages communication through speaking and writing. This course also emphasizes the development of reading and listening comprehension skills. Additionally, students will describe the practices, products, and perspectives of French-speaking countries. Real-life tasks are stressed.

FRENCH III* [6065/66]**2 Semesters, 2 Credits****Grades 11-12**

Prerequisite: at least a C in French II.

Builds upon effective strategies for French language learning by facilitating the use of the language and cultural understanding. This course encourages communication through speaking and writing. This course also emphasizes the continued development of reading and listening comprehension skills. Real-life tasks are stressed.

SPANISH I [6043/44]**2 Semesters, 2 Credits****Grades 9-12**

Prerequisite: At least a C in English and passing all other classes.

Introduces students to beginning Spanish language learning and to Spanish-speaking cultures. This course encourages communication through speaking and writing. Additionally, students will examine the practices, products, and perspectives of Spanish-speaking cultures. Real-life tasks are emphasized.

SPANISH II [6045/46]**2 Semesters, 2 Credits****Grades 10-12**

Prerequisite: At least a C in Spanish I.

Builds upon Spanish language learning by encouraging the use of the language and cultural understanding. This course encourages communication through speaking, listening, reading, and writing. This course also emphasizes the development of reading and listening comprehension skills. Additionally, students will describe the practices, products, and perspectives of Spanish-speaking countries. Real-life tasks are emphasized.

SPANISH III* [6055/56]**2 Semesters, 2 Credits****Grades 11-12**

Prerequisite: at least a C in Spanish II.

Builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding. This course encourages communication through speaking and writing. This course also emphasizes the continued development of reading and listening comprehension skills. Real-life tasks are emphasized.

MATH & SCIENCES

TO GRADUATE WITH ACADEMIC HONORS: MUST COMPLETE AT LEAST 8 SEMESTERS OF MATH AND AT LEAST 6 SEMESTERS OF SCIENCE

MATHEMATICS

ALGEBRA I [2351/52]**2 Semesters, 2 Credits****Grades 8-12**

Emphasizes basic mathematical concepts including the basic language of Algebra. Core ideas include relations and functions, linear equations and inequalities, systems of linear equations and inequalities in two variables, operations with polynomials, fundamentals of rational exponents and graphing and solving quadratic functions. *2347/48 (S)

ALGEBRA II [2361/62]**2 Semesters, 2 Credits****Grades 9-12**

Builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the

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

*2359/60 (S)

ALGEBRA II HONORS [2363/64]

2 Semesters, 2 Credits

Grades 9-12

Prerequisite: (8th graders:) A- average in Geometry, (HS:) C and above in HS Geometry**

Contains the elements and standards of Algebra II but with a faster pace and more emphasis on application, problem solving, reasoning, discovery, and less dependence on calculators. The course further extends the learner's understanding of major algebra concepts, and prepares them with the building blocks needed to dive deeper into Trigonometry, Precalculus, and Probability and Statistics.

GEOMETRY [2377/78]

2 Semesters, 2 Credits

Grades 9-12

A reinforcement of algebra and includes areas, volumes, parallel lines, angles, triangles, circles, polygons, congruence and similarity, and coordinate geometry. Proofs and constructions are involved in logically dealing with given problems and situations. *2375/76 (S)

GEOMETRY HONORS [2378/80]

2 Semesters, 2 Credits

Grades 9-12

Prerequisite: B+ or higher in Algebra 1, teacher recommendation encouraged

Contains the elements and standards of Geometry but with a faster pace and more emphasis on application, construction, proof, and technology. The course is designed for students who desire to take a full complement of high school mathematics courses.

DC TRIGONOMETRY / PRE-CALCULUS [96271/72]

2 Semesters, 2 Credits

Grades 11-12

Prerequisites: 2.7 cumulative GPA and C or higher in Algebra II Honors.

Designed to transition the student from Algebra and Geometry to Calculus. Students will study solving, writing and graphing functions including algebraic, rational, absolute value, polynomial, logarithmic and exponential functions. Other topics include conic sections, trigonometric functions, sequences and series, and polar coordinates and complex numbers. Application and problem solving will be points of emphasis.

DC FINITE MATHEMATICS [96093/94]

1 Semester, 1 Credit

Grades 11-12

Prerequisite: C or higher from Trig/Pre-cal or Prob-Stats/Trig, C or higher from Alg 2 (doubling up)*

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.

PROBABILITY & STATISTICS/TRIGONOMETRY [2365/67] 1 Semester, 1 Credit(each)

Grades 11-12

Includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. *Students can complete prob/stats without completing trig.

AP STATISTICS [2373/74]

2 Semesters, 2 Credits

Grades 11-12

Prerequisite: C or higher from Trig/Pre-cal or Prob-Stats/Trig, C or higher from Alg 2 (doubling up)*

This course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

DC CALCULUS [96071/72]

2 Semesters, 2 Credits

Grade 11-12

Prerequisite: B- or higher in Trig/Pre-Cal

Dual Credit w/ IU Prerequisite: 2.7 cumulative GPA Two years of high school algebra, one year of high school geometry, pre-calculus math (or its equivalent), and trigonometry, or both M125 and M126.

Students will begin by studying the concepts of limits and continuity. The balance of the first semester will be learning the purpose and use of derivatives and how to find derivatives of various types of functions. During the second semester, students will work with integration and its applications as well as additional applications of the derivative.

SCIENCES

BIOLOGY I [2621/22]

2 Semesters, 2 Credits

Grades 9

Takes a look at biology at the molecular and cellular levels. Topics include cell structure/function, genetics, ecology, evolution. Students will be given basic instruction in certain lab procedures/techniques. *2619/20 (S)

BIOLOGY I HONORS [2623/24]

2 Semesters, 2 Credits

Grades 9

Prerequisite: Geometry* or B+ or better in Honors Science 8 OR A- in 8th grade science and 8th grade math with teacher recommendation.

Takes a look at biology at the molecular and cellular levels. Topics include cell structure/function, genetics, ecology, evolution. Students will be given basic instruction in certain lab procedures/techniques. This course takes a more investigative approach of obtaining the content and includes a greater focus on literacy skills.

EARTH/SPACE SCIENCE [2629/30]

2 Semesters, 2 Credits

Grade 10-11

Intended for students with an interest in the physical and chemical nature of earth and space. Students will be exposed to geologic structures as well as various internal and external processes of the earth. In addition, the atmosphere and its effect on weather conditions will be studied. The solar system, its planets, different galaxies, evolution of stars, and the universe as a whole will all be explored. Students will be expected to participate in various labs, activities, and exercises that will help reinforce techniques and further their understanding of the Earth/Space sciences. Knowledge of physical geography is very helpful in this class.

INTEGRATED CHEMISTRY/PHYSICS [2687/88]

2 Semesters, 2 Credits

Grades 11-12

Integrated Chemistry and Physics incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three-dimensional understanding of Chemistry and Physics topics. Disciplinary Core Ideas for this course include Matter and its Interactions, Forces, Energy, and Waves and their Applications in Technologies for Information Transfer. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

- Qualifies as a Quantitative Reasoning Course

CHEMISTRY I [2669/70]

2 semesters, 2 Credits

Grades 10-11

Prerequisite: Co-enrollment in Geometry* or A-or better in Algebra 1 and Biology

Devoted to investigating characteristics of matter and then offering explanations on the particle level (General Chemistry). A combination of theory, lab work and mathematical calculations. Those enrolled will be introduced to most of the standards at a moderate pace, offering students the opportunity to gain a solid background in chemistry, in preparation of other coursework or college as a non-science major. Students enrolling in this course are strongly encouraged to have successfully completed Algebra I.

- Qualifies as a Quantitative Reasoning Course

CHEMISTRY I HONORS [2665/66]

2 Semesters, 2 Credits

Grades 10-11

Prerequisites: Completed Geometry* or B or above in Bio* or stellar academic record

Devoted to investigating characteristics of matter and then offering explanations on the particle level for the observations. We will discuss chemical reactions, atomic theory, the periodic table, chemical bonding and stoichiometry. A variety of lab experiments are also performed to improve lab skills and techniques. Will cover the standards at a brisk pace; offers a foundation for more advanced high school science courses and science-related majors in college.

- Qualifies as a Quantitative Reasoning Course

PHYSICS I [2667/68]

2 Semesters, 2 Credits

Grades 10-12

Devoted to investigating motion, forces, momentum, energy, waves, static and current electricity. Students conduct a variety of laboratory investigations that explore and reinforce concepts learned in the classroom. Requires moderate mathematical calculation by combining Algebra with scientific law. Students in Physics I are introduced to concepts at a

moderate pace. Offers students an opportunity to gain a solid background in physics and should be chosen by those whose post-secondary plans are to obtain a non-science degree at a 4-year university.

- Qualifies as a Quantitative Reasoning Course

PHYSICS 2 [2681/82]

2 Semesters, 2 Credits

Grades 11-12

Physics II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Physics II investigate physical phenomena and the theoretical models that are useful in understanding the interacting systems of the macro- and microcosms. Students extensively explore the unifying themes of physics, including such topics and applications of physics as: energy and momentum in two dimensions; temperature and thermal energy transfer; fluids; electricity; simple and complex circuits; magnetism; electromagnetic induction; geometric optics; particle and wave nature of light; modern physics. Use of laboratory activities aimed at investigating physics questions and problems concerning personal needs and community issues related to physics are embedded within this course.

AP BIOLOGY 2 [2673/74]

2 Semesters, 2 Credits

Grade 12

Prerequisite: Must complete chemistry

AP Biology is a course based on the content established and copyrighted 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.

AP CHEMISTRY 2 [2671/72]

2 Semesters, 2 Credits

Grade 12

Prerequisite: B or Better in Chem* & Enrollment/Completion of Alg 2*

AP Chemistry is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of 10 Indiana Department of Education High School Course Titles and Descriptions: 2023-2024 matter: gasses, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

AP ENVIRONMENTAL SCIENCE [2683/84]

2 Semesters, 2 Credits

Grade 11-12

Prerequisites: Chemistry

AP Environmental Science is a course based on content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

PERFORMANCE

TO GRADUATE WITH ACADEMIC HONORS: MUST COMPLETE 2 SEMESTERS OF A FINE ARTS CLASS.

FINE ARTS

2-DIMENSIONAL ART [3011/12]

2 Semesters, 2 Credits

Grades 9-12

Designed for the student who is interested in exploring his or her creative art abilities. It will focus on the art principles and elements of design while learning various techniques in drawing and painting. Historically acclaimed art will be featured as a framework in each unit of study. Much of the course is studio-based and will require strong time-management skills. Students will reflect upon their work, explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about art, and incorporate literacy and presentational skills

ADV 2D ART*Prerequisite: 2D Art***2 Semesters, 2 Credits****Grades 10-12**

This advanced course in art is designed for the self-motivated student who is interested in exploring his or her creative art abilities. We will create artwork based on the elements & principles of design while learning various techniques in drawing, painting & mixed media. During the study of these concepts, historically acclaimed & modern works of art will be discussed. Students engage in independent art production, culminating in a complete art portfolio. Students will be required to create public work that integrates separate content areas of their interests. Advanced 2D Art will require presentation skills as public critiques are a primary part of the curriculum.

CERAMICS [3025/27]**2 Semesters, 2 Credits****Grades 9-12**

Students in ceramics engage in sequential learning experiences that encompass aesthetics and production. Students create works of art in clay utilizing the basic processes of hand building, wheel throwing, and glaze techniques. They will reflect upon and refine their work, building toward portfolio-quality work.

ADVANCED CERAMICS [3029/30]**1 Semesters, 1 Credit****Grades 10-12**

Students will build on the basic skills developed in Ceramics 1 and 2. Advanced wheel-throwing and hand-building techniques, as well as superior craftsmanship, will be highlighted as students continue to make a variety of functional art pieces. Students will learn to talk about their own artwork and the work of others by participating in class critiques. As they continue through the program, students will be given increasing responsibility in choosing the direction of their work.

MUSIC & THEATRE ARTS

ADVANCED CONCERT BAND [2501/02]**1+ Semesters, 1+ Credits****Grades 9-12**

This is an auditioned performance ensemble open to students in grades 9-12. Advanced technical ability and musicianship is required to perform challenging music literature for concerts and contests. The primary goal of this course is to teach students authentic, performance-based musical skills. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to, (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of band literature. The curriculum also includes but is not limited to: concerts throughout the academic year, ISSMA organized performances, performances at community related events as well as school related events such as, basketball games, pep sessions and commencement ceremonies.

INTERMEDIATE CONCERT BAND [2503/04]**1+ Semesters, 1+ Credits****Grades 9-12**

This performance ensemble is open to students in grades 9-12. The primary goal of this course is to teach students authentic, performance-based musical skills. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to, (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of band literature. The curriculum also includes but is not limited to: concerts throughout the academic year, ISSMA organized performances, performances at community related events as well as school related events such as, basketball games, pep sessions and commencement ceremonies.

JAZZ ENSEMBLE [2505/06]**1+ Semesters, 1+ Credits****Grades 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.

INSTRUMENTAL ENSEMBLE [2509/10]**1+ Semesters, 1+ Credits****Grades 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.

DANCE PERFORMANCE [2507/08]**1+ Semesters, 1+ Credits****Grades 9-12**

Students are responsible for their expenses to attend band camp and purchase accessories throughout the year. The team will require the skills of managing auxiliary equipment: Flag and Rifle/Sabres. The course will meet the Music Department's rules governing the Irish Guard. The students will learn the use of equipment, and be tested in their knowledge of dance, basic movement and spinning said equipment. Students will learn to perform and compete at local competitions.

Competitive events place a demanding schedule upon participants.

- Entrance into the Color Guard by attending spring auditions
- Participation in Marching Band (Fall Color Guard)
- Winter Guard (Winter Color Guard) participation is mandatory for second semester

PIANO KEYBOARDING [2537]**1 Semester, 1 Credit****Grades 9-12**

Piano and Electronic Keyboard is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes 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.

BEGINNING CHORUS (Chorale) [2535/36]**2+ Semesters, 2+ Credits****Grades 9-12**

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

INTERMEDIATE CHORUS (Revery) [2541/42]**2+ Semesters, 2+ Credits****Grades 9-12**

A select group of singers who will be given instruction in advanced vocal production and choreography. An audition places participants in an accelerated environment where SSAA/SSA repertoire is performed. Techniques of a cappella music are rehearsed in a wide variety of performance opportunities that develop standards of excellence. A foundation of choral methodology enriches the curriculum while concentration is given to stage etiquette, poise and musicality. A high degree of commitment, physical demand and responsibility is placed on each performer. Students must participate in rehearsals and performance opportunities both in and outside the school day.

ADVANCED CHORUS (Rhapsody) [2543/44]**2+ Semesters, 2+ Credits****Grades 9-12**

This auditioned group of singers specializes in the show choir medium. Through a wide variety of performances, this ensemble seeks to develop standards of excellence, while offering a foundation of choral enrichment to the students, school and community. In this course, advanced techniques in choreography are coupled with SATB voice repertoire. A high degree of commitment, physical demand and responsibility is placed on each performer. Areas of mastery include basic choral technique, a cappella singing, sight-reading and critical listening skills. Students must participate in rehearsals and performance opportunities both in and outside the school day.

ADVANCED CHAMBER CHORUS (Jade) [2549/50]**2+ Semesters, 2+ Credits****Grades 9-12**

This choir specializes in ensemble literature for developing the foundations of choral singing.. Through a wide variety of performances, this ensemble seeks to develop standards of excellence, while offering a foundation of choral enrichment to the students, school and community. A high degree of commitment is placed on each performer. Must participate in performance opportunities both in and after the school day.

WELLNESS

HEALTH**[2850]****1 Semester, 1 Credit****Grades 10**

Provides all students with a basic understanding of good health behavior. The course leads students to realize that many of their decisions today affect the physical, mental and social well-being of their health later on. The course examines adolescent problems, their physical systems, diseases, disease protection and safeguards, and first aid.

Team Sports [2891]**1 Semesters, 1 Credits****Grades 10-12****Individual Sports [2892]**

Encompasses a variety of games that emphasize the importance of cooperating with teammates while actively participating in a sport. Includes but are not limited to: basketball, football, soccer, volleyball, softball, etc. Offers an array of competitive games and will also include skill development, cardiovascular conditioning, and muscular development.

*Both Team and Individual Sports classes offer referee certification at K-8th grade level.

PHYSICAL EDUCATION [2821/22]**2 Semesters, 2 Credits****Grade 9**

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; gymnastics; and dance, all of which are within the framework of the skills, knowledge, and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans *Adaptive PE [2837/38]

ADV PHYSICAL CONDITIONING [2883/84]**2 Semesters, 2 Credits****Grade 9*****Freshmen athletes only**

Advanced Physical Conditioning (APC) class is designed for highly motivated and highly driven athletes to improve their strength, power, agility, and speed. Four days a week athletes strength train with their feet on the ground using barbell and dumbbells through multijoint, compound movements; very little or no machines are used. One day a week is reserved for athletic enhancement where speed, acceleration, change of direction, lateral movement, deceleration, and plyometric training is worked on in a highly competitive environment. APC students are demanded to conduct themselves in and outside of APC class with the highest level of character possible and to be true leaders at Greenwood High School. Natural talent or athleticism is not a prerequisite for class, but the willingness of each student to work as hard as possible to reach their own athletic potential is required. Any athlete who is either cut or removed by the coach or quits before the season is complete, will be removed from APC. If the student does not have a study hall, the student will be removed immediately and placed in a study hall. If the student already has a study hall, the student will be removed at semester and choose a new elective.

ADV PHYSICAL CONDITIONING**2 Semesters, 2 Credits*****Elective/Football only [2885/86]****Grades 10-12*****Elective for all other athletes [2887/88]****Grades 10-12**

Advanced Physical Conditioning (APC) class is designed for highly motivated and highly driven athletes to improve their strength, power, agility, and speed. Four days a week athletes strength train with their feet on the ground using barbell and dumbbells through multijoint, compound movements; very little or no machines are used. One day a week is reserved for athletic enhancement where speed, acceleration, change of direction, lateral movement, deceleration, and plyometric training is worked on in a highly competitive environment. APC students are demanded to conduct themselves in and outside of APC class with the highest level of character possible and to be true leaders at Greenwood High School. Natural talent or athleticism is not a prerequisite for class, but the willingness of each student to work as hard as possible to reach their own athletic potential is required. Any athlete who is either cut or removed by the coach or quits before the season is complete, will be removed from APC. If the student does not have a study hall, the student will be removed immediately

and placed in a study hall. If the student already has a study hall, the student will be removed at semester and choose a new elective.

MULTIDISCIPLINARY

PEER TUTORING [3353/54]

2 Semesters, 2 Credits

Grades 11-12

Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

QUEST LEADER [3369/70]

2 Semesters, 2 Credits

Grades 11-12

ELIEADER [3371/72]

QUEST / EL Leadership provides high school students with an organized exploratory experience to assist special needs / EL students at the high school level (9-12) through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. QUEST and EL Leadership experiences are preplanned by the training teachers and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

CENTRAL-9 CAREER CENTER

Central Nine Career Center is dedicated to providing its local high school students with life changing educational experiences that prepare them for high school Graduation Pathways and lead them to the workforce and college as informed, innovative, and professional citizens with career goals. As a community leader, C9 is renowned for nurturing student potential by providing high school students with an affordable higher level of education and has been repeatedly recognized for its efforts in building up the workforce of trained and distinguished young people. C9 is proud of its dedication to high quality career and technical education (CTE) programs and is actively enhanced by utilizing collegiate partnerships, providing the best college and career value in education. Most of C9's twenty-eight dynamic professional programs offer college dual credit and/ or certifications that advance students' education and career possibilities. C9's top priority is to empower students to meet their Graduation Pathways while also guiding them towards a career in a unique and innovative classroom environment.

Programs are open to 11th, and 12th grade students (some 10th), and many of the programs span 2 years. C9 also offers internship opportunities for seniors (some paid) to gain on-the-job experience with various area employers. Students take PM classes at BGHS and attend C9 every AM, resulting in 4 credits in their selected C9 programs each semester. Program descriptions can be found online at www.central9.k12.in.us. Students interested in pursuing programming at C9 should speak to Mrs. Murray in the Guidance Office, or their counselor about specific program requirements and the program sequence that would best fit their chosen pathway. Many programs fill up quickly. Enrollment forms will be sent out each

January/February when scheduling for the upcoming school year.

ADD & DROP POLICY

ADD CLASS POLICY NOTE: Teacher preferences and classmate conflicts are not valid reasons for a class change. Requested changes should be related to the genuine academic needs of the student.

Drop & Add: A student may drop a class in order to add another class during the first five days of a semester if:

- a) the class being dropped is not a requirement for graduation;
- b) the student has discussed the issue with his/her counselor;
- c) his/her parent/guardian has given signed permission;
- d) there is room for additional students in the class being added;
- e) the student is willing and able to make up any missed work;
- f) the change does not cause a major modification to the student's schedule.

Drop Only: A student may drop a class through the midterm of the first nine weeks period if:

- a) the class is not a requirement for graduation;
- b) the student has discussed the issue with his/her counselor;
- c) his/her parent has given signed permission; and
- d) the drop does not result in the student having two study halls.

Additional circumstances that may necessitate a class change:

A. A teacher may recommend that a student be placed in a higher, lower, or alternative academic program based on the teacher's evaluation of the student's performance.

B. If a student fails a course a change for the following semester may become necessary. Since the school would require this, parent permission is not necessary.

C. A student may request change for the purpose of changing to a higher-level diploma, subject to the procedures outlined, if pre-requisite requirements have been met.

D. A parent/guardian may request reevaluation of a student's academic program subject to the procedures outlined above. Reevaluation will focus on a student's academic needs.

E. School may initiate other changes in order to balance classes/correct errors. Note: A student may not drop a course to become a teaching assistant. Note: A student removed from a class due to disciplinary action may receive a WF.

COURSE LOAD & ATTENDANCE

All students, grades 9-12, are required to attend classes the full 8-block schedule. Freshmen and Sophomores must carry 8 classes for credit. Juniors and Seniors must carry a minimum of 7 classes for credit. Transfer students may be scheduled with fewer classes depending on their time of enrollment. Every student at Greenwood High School will follow a locally created pathway to ensure an in-depth exploration into college and career opportunities. Freshmen will enroll in Preparing for College & Careers as well as Personal Financial Responsibility/Consumer Economics. Sophomores will complete the course Career Information & Exploration. Students each year will work with their school counselor to select directed electives that best align with their current chosen pathway to provide experiences and enrichment in each students' interests

EARLY GRADUATION: The Indiana Department of Education has stated that, if all requirements are met, a student may graduate prior to their 8th semester. Any Greenwood student wishing to graduate after early must make this known to his/her counselor when senior schedules are completed in the spring of the junior year. Arrangements will have to be made to take one semester of senior English at another site as both semesters of senior English are not available first semester. Students wishing to complete high school early will be required to submit an application that will be reviewed by the Guidance Council and administration.

NOTE: *We will always try to be flexible in dealing with extenuating circumstances, but the only way students may be assured of the privilege of graduating early is to plan ahead and make these arrangements prior to the beginning of their senior year.*

GRADING SCALE & POINT SYSTEM

Scale	Grade	Unweighted	Weighted	GPA USE
93 %	A	4.00	5.00	Yes
90%	A-	3.67	4.67	Yes
87%	B+	3.33	4.33	Yes
83%	B	3.00	4.00	Yes
80%	B-	2.67	3.67	Yes
77%	C+	2.33	3.33	Yes
73%	C	2.00	3.00	Yes
70%	C-	1.67	2.67	Yes
67%	D+	1.33	1.33	Yes
63%	D	1.00	1.00	Yes
60%	D-	.67	.67	Yes
<60%	F	0	0	Yes
P	Passing	2.00	2.00	Yes
I	Incomplete	No Value	No Value	No
WD	Withdrawn	No Value	No Value	No
WF	Withdrawn/Failing	0	0	Yes
NG	No Grade	No Value	No Value	No

ACADEMIC OPPORTUNITIES

The following are programs currently offered at Greenwood High School to encourage and recognize academic achievement. Most are accumulative, and interested students need to be aware of the requirements beginning their freshman year. Questions concerning any of the programs should be addressed to a guidance counselor.

NATIONAL HONOR SOCIETY

GCHS students are invited to apply for NHS membership second semester, beginning sophomore year. In January, the selection committee will send invitations to all sophomores, juniors, and/or seniors who have weighted GPSs of 3.65 or higher. These students must complete their applications and return them with required documentation of community service and school activities.

ADVANCED PLACEMENT PROGRAM

Students enrolled in AP classes may take the corresponding AP exam for possible college credit. Any student who excels in a particular subject may qualify to sit for the exam in that area. Details may be obtained from the teacher of the specific course or from Mrs. Fenner. A comprehensive description of AP courses can be found on the College Board AP Central Course Description web page at: <https://apcentral.collegeboard.org/courses>.

DUAL CREDIT

The mission of the dual credit program is to provide opportunities for students to engage in rigorous, college-level work while earning both a high school credit and a transferable college credit. Students may qualify to enroll in dual credit courses with qualifying PSAT scores, ACT/SAT scores, and/or GPA. GHS offers a wide variety of dual credit courses through various institutions, so check out the curriculum guide for specific details. Please see Mrs. Laug for more information. There are numerous benefits in taking dual credit courses, so students should take advantage of this opportunity!

OUTSTANDING STUDENT AWARD

Each department chairman presents this award to the top student within his/her department. These awards are presented during the Honors Day program in May of each school year.

GHS GRADUATION REQUIREMENTS

Students must fulfill four graduation experience requirements: Indiana Department of Education required diploma courses, Directed Electives, and a Career Pathway. Directed Electives include Principles of Business and Principles of Construction Trades, as well as Fine Arts/World Language courses. Senior Experiences could include Work Based Learning, an Internship, Dual Credit and/or Advanced Placement courses, Central 9, or a senior-directed experience. Do note that a students' Grade Level is determined by the year in which they are expected to graduate based entirely on the school year that they entered High School.

CLASS RANK COMPUTATION

All students are ranked by cumulative GPA at the end of each semester. Selected courses are weighted to emphasize strong academic achievement. Weighted courses are noted on the school profile (typically courses falling into the Honors, AP, or Dual Credit categories). Valedictorian and Salutatorian for the class are determined by the class rank at the end of the 7th semester.

EMPLOYABILITY & SERVICE SKILLS

Greenwood Community High School is committed to the development of employability skills and civic engagement for all students as they meet this graduation requirement. Completion of a Senior Capstone project, which is embedded in the 12th grade English curriculum satisfies the employability skills experience requirement by graduation pathway.

COLLEGE ATHLETIC ELIGIBILITY

College-bound student-athletes preparing to enroll in an NCAA Division I or Division II school need to register with the [NCAA Eligibility Guide](#) to ensure they have met amateurism standards and are academically prepared for college coursework. Division III schools do not require the same enrollment or eligibility standards. NAIA Schools have a separate and mandatory Eligibility Registration for athletics. You can visit playNAIA.org to reference their requirements. If you have questions about this process, the Athletic Director at GHS, Mr. Mike Campbell, or the Director of College and Career, Mrs. Lisa Laug, can be of assistance.

NON-DISCRIMINATION POLICY

Greenwood Community Schools do not discriminate on the basis of race, color, religion, gender, national origin, age, or individuals with disabilities, including limited English proficiency, 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 may be directed to Mr. Michael Gasaway, Principal, (317) 988-4000..

SPONSORED CLUBS & EXTRACURRICULARS

At the beginning of every school year GHS hosts a Club Block party, where all students can visit each table and find out more information about the clubs offered at GHS. During Woodman Expo night, our clubs will be present for parents to inquire about what is offered, as well. Clubs oftentimes have call-out meetings during PowerHour. The meeting dates and times will be in the daily announcements which are made by our Woodmen Broadcasting team.

CORE 40, ACADEMIC, AND TECHNICAL HONORS DIPLOMAS

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 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

* 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.

12-07-2012

CORE40 with Academic Honors

(minimum 47 credits)

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete 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 combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors

(minimum 47 credits)

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

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. State approved, industry recognized certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in 6 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 scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass; Algebra 66 , Writing 70, Reading 80.