Indiana
State Approved Course Titles and Descriptions

High School

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

October 15, 2010

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GENERAL INTRODUCTION

This October 2010 edition of the Indiana Department of Education's State Approved Course Titles and Descriptions includes the following changes of note:

- All Elementary and Middle School Course Titles and Descriptions will be available in a separate document.
- Changes are being proposed to Personal Finance, Orientation to Life and Careers (FACS) and Career Planning and Success Skills. (Business)
- Removed Science course 3092 Advanced Science Special Topics. Science 3010 has a name change.
- Three new courses are being proposed to the State Board of Education including an 8th grade course titled Exploring College and Careers, a 9th grade course titled Planning for College and Career Success (which may combine elements from Orientation to Life and Career and Career Planning and Success Skills), and a course titled Personal Financial Responsibility. Though listed in this document, they are pending State Board approval.
- *Pre-Algebra* will no longer be an approved course after the 2011-12 school year.

We welcome your suggestions and comments. Please contact Kelli McGregor at mcgregork@doe.in.gov should you have any recommendations or corrections that you would like to share.

Course descriptions provide brief statements of the content of kindergarten, elementary, middle level, and high school courses. These descriptions are intended to assist schools in communicating, in a broad context, the content and Academic Standards of Indiana state approved course titles.

Course descriptions also serve as category descriptions for the state textbook adoption process. Code numbers listed for each course description should be used when reporting courses on Indiana Department of Education documents.

Instructional decisions related to curriculum selection and development, implementation, and assessment are left to local school corporations. In fact, Indiana schools may explore, develop, and implement activities and programs that go beyond these descriptions as they strive to prepare their students for life in an ever-changing society. Indiana State Board of Education rules and the school improvement plan required by Public Law 221 provide avenues for gaining approval of well-planned, nonstandard programs and courses. School corporations may apply for a non-standard course waiver if the course or program is not listed in this document.

Please note these other important details:

- The course descriptions in this document are based upon State Board approved course titles.

- Course descriptions provide guidance for Indiana schools as they develop instructional strategies, classroom resources, and revise the descriptions to meet local needs. In order to meet minimum graduation requirements, the expectations of Core 40, and the requirements of the Honors diplomas, course descriptions must be consistent with the Academic Standards for each course.

- The high school courses described in this manual, along with approved non-standard courses,

are the only courses that may be offered for high school credit to meet the graduation requirements established by the Indiana State Board of Education.

- The maximum number of credits that may be granted for each course is listed in the course description bullets. Generally, one credit is awarded per semester except as noted. Course description bullets identify those courses in which students may receive credit for successive semesters of instruction.

- Minimum and recommended prerequisites are listed for some courses. Local schools and districts may require additional prerequisites.

- Course abbreviations are suggested only and generally contain 10-12 characters.

- In May 2009, the Indiana State Board of Education issued an immediate waiver of the "seat time" requirement for awarding high school credit. Schools may choose to award high school credits by "demonstration of proficiency" (usually an assessment or other collection of experiences that demonstrate mastery of the content standards of the course). Schools may choose to continue to define credit using the state definition of a minimum of two hundred fifty (250) minutes of instruction per week for one (1) semester for a school operating on a traditional schedule; a minimum of eighty-five (85) minutes of instruction per class period, exclusive of passing time, for a school operating on a block schedule; or a minimum of seventy (70) minutes of instruction per class period, exclusive of passing time, for a school trimester schedule.

- A laboratory course, identified by (L) in these course descriptions, is one in which a "minimum of twenty-five percent (25%) of the total instructional time is devoted to laboratory activities. Laboratory activities are those activities in which the pupil personally uses appropriate procedures and equipment in accomplishing that learning task."

- Schools may designate a course as "Honors" or PreAP when the course content is significantly more rigorous than the state approved course. Honors-level courses must be standards-based, have defined criteria for student admission to the course as well as clear expectations of student outcomes, and include a culminating honors project that reflects understanding of the Honors course content. The course description should reflect the 'honors' nature of the course and course titles should include an "H" or the word "Honors" or PreAP in the title.

- The Indiana State Board of Education does not restrict high school credit to course work completed in Grades 9 through 12. Schools may elect to award high school credit to students who complete courses before entering Grade 9 if the course is equivalent to its high school counterpart. Local policies and procedures should be developed to govern credit for high school courses taught below grade nine. Multiple credits may not be awarded for the same course unless the course description permits multiple credits to be awarded.

- Course titles and descriptions within Cooperative Education, Advanced Placement and International Baccalaureate subject areas may also appear under other subject areas where appropriate.

OTHER HELPFUL DOCUMENTS, AVAILABLE ON OUR WEBSITE, INCLUDE:

INDIANA'S ACADEMIC STANDARDS -
HTTP://DC.DOE.IN.GOV/STANDARDS/ACADEMICSTANDARDS/INDEX.SHTML

INDIANA STATE APPROVED COURSE TITLES AND DESCRIPTIONS –
HTTP://DOE.IN.GOV/PUBLICATIONS/COURSES.HTML

TEACHING REQUIREMENTS BY SUBJECT AND GRADE LEVEL (ASSIGNMENT CODE TABLE) -
HTTP://WWW.DOE.IN.GOV/EDUCATORLICENSING/PDF/ASSIGNMENTCODE.PDF

SUBJECT AND LEVEL CODE LIST –
HTTP://WWW.DOE.IN.GOV/STN/PDF/SUBJECT_CODELIST1011.PDF

CTE FUNDING CROSSWALK WITH CIP CODES -
HTTP://WWW.DOE.IN.GOV/OCTE/DOCS/CIP_COURSE_FUNDING_CROSSWALK_2010-11.PDF

INSTRUCTIONAL TIME FAQ –
http://www.doe.in.gov/accreditation/instructionaltime.html

INDIANA DIPLOMA REQUIREMENTS Q & A –
HTTP://WWW.DOE.IN.GOV/CORE40/DIPLOMA_REQUIREMENTS.HTML

CORE 40 WITH TECHNICAL HONORS DIPLOMA Q & A –
HTTP://WWW.DOE.IN.GOV/CORE40/DOCS/THD_FAQ.PDF

INDIANA DUAL CREDIT Q & A –
HTTP://WWW.DOE.IN.GOV/CORE40/PDF/DUAL_CREDIT_QA.PDF

AGRICULTURAL EDUCATION

Indiana State Approved Course Titles and Descriptions

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AGRICULTURAL EDUCATION

Academic content standards are at:
http://www.doe.in.gov/standards

Teacher Requirements are available at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Introduction

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

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

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

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

It is important to understand and reaffirm that career-technical experiences do not preclude students from going on to higher education; in fact participation actually enhances the opportunity. A growing number of students are combining both college preparation and work-place experiences in their high school preparation. Agricultural Science and Business and the FFA programs have a long history of successfully preparing students for entry level careers and further education and training in the science, business and technology of agriculture. The programs combine classroom instruction and hands-on career focused learning to develop students' potential for premier leadership, personal growth, and career success.

FFA

The FFA is the career and technical education student organization that is an integral part of the instruction and operation of a total agricultural education program. As an intra-curricular organization and essential component of the total program, the local agricultural education teacher(s) serve as the FFA chapter advisors. The many activities of the FFA parallel the methodology of the instructional program and are directly related to the occupational goals and objectives. As an integral part of the instructional program, district and state level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills, and attitudes they have acquired through the agricultural science and agricultural business total program. Agricultural education students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts, and state by participating in national FFA activities.

Instructional activities of the FFA require participation of the agricultural science and agriculture business education students as an integral part of an agricultural education course of instruction and, therefore, may be considered an appropriate use and amount of the allotted instructional time.

Indiana Young Farmers' Association (IYFA)

The Indiana Young Farmers' Association was founded in 1962 and is dedicated to furthering the educational, social, and personal opportunities of all individuals interested or involved in the agricultural industry. It acts as an avenue for continuous educational experiences for adults, so that they can take full advantage of the possibilities available in the world of agriculture. IYFA supports the needs of agricultural-based, rural communities by providing worthwhile community services, effective leadership training, and wholesome social and recreational activities for the entire family through involvement in various local, state and national activities. The mission of the Indiana Young Farmer program is to provide the opportunity to agriculturists to enter the industry as well as upgrade the skills needed to be leaders in their chosen occupation. provide opportunities for personal and professional growth through lifelong adult education, serving those who have a common interest in Indiana agriculture.

ADVANCED LIFE SCIENCE, ANIMALS (L)

5070 *(ALS ANIML)*

Advanced Life Science, Animals, is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out animal-based laboratory and field investigations as an essential course component. Students investigate key concepts that enable them to understand animal growth, development and physiology as it pertains to agricultural science. This course stresses the unifying themes of both biology and chemistry as students work with concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology and chemistry in highly advanced agricultural applications of animal development.

- Suggested Grade Levels: 11-12
- Highly Recommended Prerequisite: Biology and Chemistry due to course content standards
- A two semester course, one credit per semester
- Fulfills a Core 40 Life Science requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- Additional academic content standards: http://www.indianaaged.org/AgEdStandards.htm
- Qualified students can receive dual credit with Purdue University. For more information contact: als@ydae.purdue.edu

ADVANCED LIFE SCIENCE, FOODS (L)

5072 *(ALS FOODS)*

*Advanced Life Science, Food*s, is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out food based laboratory and field investigations as an essential course component. Students understand how biology, chemistry, and physics principles apply to the composition of foods, food nutrition and development, food processing, and storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics and chemistry the context of highly advanced agricultural applications of food.

- Highly Recommended Prerequisite: Biology and Chemistry due to course content standards
- A two semester course, one credit per semester
- Fulfills a Life Science or Physical Science requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- Additional academic content standards: http://www.indianaaged.org/AgEdStandards.htm
- CTE funding available if taught by appropriately licensed teacher.
- Qualified students can receive dual credit with Purdue University. For more information contact: als@ydae.purdue.edu

ADVANCED LIFE SCIENCE, PLANTS AND SOILS (L)

5074 *(ALS PLT/SL)*

Advanced Life Science, Plants and Soils, is a standards-based, interdisciplinary science course that integrates the study of advanced biology, chemistry, and earth science in an agricultural context. Students enrolled in this course formulate, design, and implement agriculturally-based laboratory and field investigations as an essential course component. These extended laboratory and literature investigations focus on the chemical reactions of matter in living and nonliving materials while stressing the unifying themes of chemistry and the development of physical and mathematical models of matter and its interactions. Using the principles of scientific inquiry, students examine the internal structures, functions, genetics and processes of living plant organisms and their interaction with the environmental. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to both biology and chemistry in the context of highly advanced agricultural applications of plants and soils.

- Highly Recommended Prerequisite: Biology and Chemistry due to course content standards
- A two semester course, one credit per semester
- Fulfills a Core 40 Life Science requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- Additional academic content standards: http://www.indianaaged.org/AgEdStandards.htm
- Qualified students can receive dual credit with Purdue University. For more information contact: als@ydae.purdue.edu

AGRIBUSINESS MANAGEMENT

5002 *(AG BUS MGMT)*

Agribusiness Management is a yearlong course that presents the concepts necessary for managing an agriculture-related business from a local and global perspective. Concepts covered in the course include: exploring careers in agribusiness, global visioning, applying E-commerce, risk management, understanding business management and structures, entrepreneurship, the planning, organizing, financing, and operation of an agribusiness, economic principles, credit, computerized record keeping, budgeting, fundamentals of cash flow, federal, state, property and sales tax, insurance, cooperatives, purchasing, the utilization of information technology in agribusiness, marketing agricultural products, developing a marketing plan, advertising and selling products and services, understanding consumers and buying trends, agricultural law applications and employability skills.

- Suggested Grade Levels: 11-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher
- A two-credit/two-semester course.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualified students can receive dual credit with Purdue University. For more information contact: als@ydae.purdue.edu

AGRICULTURAL MECHANIZATION

5088 *(AG MECH)*

Agricultural Mechanization is a yearlong, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural equipment in concert with utilization of safety and technology. Topics covered include: small and large gas and diesel engine repair, power transfer systems including hydraulic, pneumatic and robotic systems, arc, metal fabrication such as MIG, TIG and SMAW welding, concrete, wood, metal, electricity and electronics, recirculating aquaculture systems, hydroponics systems, surveying, precision farming equipment, remote sensing technology and global positioning systems equipment, building agriculture related buildings and structures including greenhouses, tillage, planting, irrigation, spraying, grain and forage harvesting, feed and animal waste management systems, agricultural industry communications and customer relations, safety and safety resources, career opportunities in the area of agricultural mechanization and employability skills.

- Suggested Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher
- A two-credit/two-semester course. This course can be offered for a second full year at an advanced level and may also be offered in a two or three hour block for four semesters with a maximum of twelve credit hours.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ANIMAL SCIENCE

5008 *(ANML SCI)*

This course is a yearlong program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. Areas that the students study may be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction and biotechnology, nutrition, aquaculture, careers in animal science, animal health, meeting environmental requirements of animals, and management practices for the care and maintenance of animals.

- Suggested Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of teacher.
- A two-credit/ two-semester course. This course can be offered for a second full year at an advanced level and may also be offered in a two or three hour block with a maximum of six credit hours.
- Animal Science may be offered as a small animal/large animal course and or include an advanced, local content specific application such as aquaculture.
- Fulfills a Life Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FARM MANAGEMENT

5022 *(FARM MGMT)*

Farm Management is a yearlong course that introduces students to the principles of farm organization and management with the utilization of technology. It covers the effects of good and poor management on a farm, economic principles, decision-making, methods for organizing and planning, getting started in the farming business, farm record keeping systems, risk management, and career opportunities in the field of farm management.

- Suggested Grade Levels: 11-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher
- A two-credit/two-semester course.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualified students can receive dual credit with Vincennes University

FOOD SCIENCE

5102 *(FOOD SCI)*

This course is a yearlong program that provides students with an overview of food science and it importance. Introduction to principles of food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry help students understand the role that food science plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized along with laboratory, team building, and problem solving activities to enhance student learning.

- Suggested Grade Levels: 11-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher
- A two-credit/two-semester course.
- Fulfills a Life Science or Physical Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FUNDAMENTALS OF AGRICULTURAL SCIENCE AND BUSINESS

5056 *(FUND AG BUS)*

Fundamentals of Agricultural Science and Business is a yearlong course that is highly recommended as a prerequisite and foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to careers and the fundamentals of agricultural science and business. Areas to be covered include: agricultural literacy, its importance and career opportunities, plant and soil science, environmental science, horticulture and landscape management, agricultural biotechnology, agricultural science and business tools and equipment, basic principles of and employability in the agricultural/horticultural industry, basic agribusiness principles and skills, developing leadership skills in agriculture, and supervised experience in agriculture/horticulture purposes and procedures. Student learning objectives are defined. Instruction includes not only agriculture education standards but many academic standards are included through the use of “hands-on” problem-solving individual and team activities.

- Suggested Grade Levels: 9 or by permission of teacher.
- Recommended Prerequisite: None

- A two-credit/two semester course. May be offered as year long course to 8th graders for high school credit.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
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HORTICULTURAL SCIENCE

5132 *(HORT SCI)*

Horticultural Science is a yearlong course designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, hydroponics, floriculture and floral design, management practices for field and greenhouse production, interior plantscapes, marketing concepts, production of herbaceous, woody, and nursery stock, fruit, nut, and vegetable production, integrated pest management and employability skills. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

- Suggested Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher.
- A two-credit/two-semester course. This course can be offered for a second full year at an advanced level and may also be offered in a two or three hour block for four semesters with a maximum of twelve credit hours.
- Fulfills a Life Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Qualified students can receive dual credit with Ivy Tech Community College or Vincennes University.

LANDSCAPE MANAGEMENT

5136 *(LAND MGMT)*

Landscape Management is a yearlong course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications, management and employability skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Upon completion of the program plus learning and demonstrating other skills, students have the opportunity to receive an industry approved State Certificate of Mastery in Landscape Management.

- Suggested Grade Levels: 10-12
- Recommended Prerequisite: None
- A two-credit/two-semester course. This course can be offered for a second full year at an advanced level and may also be offered in a two or three hour block for four semesters with a maximum of twelve credit hours.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

NATURAL RESOURCE MANAGEMENT

5180 *(NAT RS MGMT)*

This course is a yearlong program that provides students with a background in natural resource management. Students are introduced to career opportunities in natural resource management and related industries, understanding forest ecology importance, recognizing trees and their products, tree growth and development, forest management, measuring trees, timber stand improvement and urban forestry, soil features, erosion and management practices, conservation practices, water cycles, uses, quality standards, reducing water pollution, conducting water quality tests, watersheds, and its importance to natural resource management, hazardous waste management, native wildlife, waterfowl, wetlands, and fish management, topography map use, management of recreational areas, game bird and animal management, outdoor safety, and weather. “Hands-on” learning activities encourage students to investigate areas of environmental concern including: identification and management of ecosystems, natural succession identification, natural communities, recycling and management of waste in the environment, soil conservation management practices, land uses, and air quality.

- Suggested Grade Levels: 10-12
- Recommended Prerequisite: None
- A two-credit/two-semester course.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualified students can receive dual credit with Ivy Tech Community College.

PLANT AND SOIL SCIENCE

5170 *(PLT SL SCI)*

Plant and Soil Science is a yearlong course that provides students with opportunities to participate in a variety of activities including laboratory work. Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, environmental factors affecting plant growth, integrated pest management plants and their management, biotechnology, the basic components and types of soil, calculation of fertilizer application rates and procedures for application, soil tillage and conservation, irrigation and drainage, land measurement, grain and forage quality, cropping systems, precision agriculture, principles and benefits of global positioning systems and new technologies, harvesting, and career opportunities in the field of plant and soil science.

- Suggested Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher
- A two-credit/two-semester course.
- Fulfills a Life Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- After a student completes the required Core 40 Science credits, this course may be used as an additional two science credits.

SUPERVISED AGRICULTURAL EXPERIENCE

5228 *(SAE)*

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should experience and apply what is learned in the classroom, laboratory, and training site to real-life situations. Students work closely with their agricultural science and business teacher(s), parents, and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated.

- Suggested Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business
- Credits: A maximum of eight credits may be earned in this course when offered as a "non-co-op," one hour course over eight semesters, some of which can be earned during summer sessions. Curriculum content and competencies should not be duplicated when multiple credits are being earned.
- Credits: A maximum of twelve credits may be earned in this course when offered as an SAE Cooperative Education course (one credit for related instruction and two credits for on the job training – over four semesters = 12 credit hours). On the job training credit hours may be increased in approved situations.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED PLACEMENT

Indiana
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ADVANCED PLACEMENT

Academic content standards are at:
http://www.doe.in.gov/standards

Teacher Requirements are available at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Introduction

Advanced Placement (AP) courses are intended to be equivalent to a similar college level course. The College Board does not designate a time period during which the content of the high school course is to be covered. Most AP courses require two traditional semesters to adequately address the course content and prepare students for the associated exam. The bulleted items following each course description indicate a few AP classes that could conceivably be completed in either one semester or two. All schools wishing to label a course "AP" must submit the subject-specific AP Course Audit form and the course syllabus *to the College Board* for each teacher of that AP course. The AP course audit information and is available at www.collegeboard.com/html/apcourseaudit . It is also strongly recommended that all AP teachers take advantage of professional development opportunities in their content area.

Student Selection Criteria for AP courses: The College Board suggests that all students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population. The IDOE further supports a school developing criteria for admission to AP courses to include, but are not limited to, AP Potential, previous success in content area courses, teacher recommendations and standardized test results.

ART HISTORY, ADVANCED PLACEMENT

4025 *(ART HIST AP)*

Art History, Advanced Placement is a course based on the content established by the College Board. Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine major forms of artistic expression from the past and the present from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. This course incorporates research, extensive reading, and analytical writing. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 9, 10, 11, or 12
- Credits: a 2-semester course, 1 credit per semester
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIOLOGY, ADVANCED PLACEMENT (L)

3020 *(BIO AP)*

Biology, Advanced Placement is a course based on the content established by the College Board. Topics include: (1) molecules and cells: chemistry of life, cells, cellular energetics; (2) heredity and evolution: heredity, molecular genetics, evolutionary biology; and (3) organisms and populations: diversity of organisms, structure and function of plants and animals, ecology. The major themes of the course include: science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature and science, technology, and society. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11-12
- Recommended Prerequisite: Biology I and Chemistry I
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CALCULUS AB, ADVANCED PLACEMENT

2562 *(CALC AB AP)*

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

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisite: Pre-Calculus
- Credits: A two credit course, 1 credit per semester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CALCULUS BC, ADVANCED PLACEMENT

2572 *(CALC BC AP)*

Calculus BC, Advanced Placement is a course based on content established by the College Board. *Calculus BC* is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a

multirepresentational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; (3) integrals; and (4) polynomial approximations and series. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf.

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. The content of *Calculus BC* is designed to qualify the student for placement and credit in a course that is one course beyond that granted for *Calculus AB*.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisite: Pre-Calculus
- Credits: A two credit course
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CHEMISTRY, ADVANCED PLACEMENT (L)

3060 *(CHEM AP)*

Chemistry, Advanced Placement is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 12
- Recommended Prerequisite: Chemistry I, Algebra II, Precalculus/Trigonometry
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CHINESE LANGUAGE AND CULTURE, ADVANCED PLACEMENT

2014 *(CHI LANG AP)*

Chinese Language and Culture, Advanced Placement is a course which follows the College Board course guidelines for AP Chinese Language and Culture and prepares students to be successful on the AP Chinese Language and Culture exam. Emphasizing the use of the Chinese language for active communication, the AP Chinese Language and Culture course has as its objectives the development of advanced listening comprehension, reading without the use of a dictionary, expanded conversational skills, fluent and accurate written expression, and strong command of vocabulary and structure of the Mandarin Chinese language. Course content might best reflect interests shared by the students and the teacher, e.g. the arts, current events, sports, etc. Additional emphasis is given to exploration and understanding of both contemporary and historical Chinese culture, integrating the study of the Chinese language with the study of Chinese culture. The AP Chinese Language and Culture course seeks to

develop language skills and cultural understanding that are useful in themselves and that can be applied to various activities and disciplines rather than being limited to any specific body of subject matter. Extensive practice in the organization and writing of compositions should also be emphasized. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11-12
- Recommended Prerequisites: Chinese I, II, and III
- A 2-credit course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

COMPUTER SCIENCE A, ADVANCED PLACEMENT

4570 *(COMP SCI AP)*

Computer Science A, Advanced Placement is a business mathematics course that provides students with the content established by the College Board. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and also includes the study of data structures, design, and abstraction. The course provides students an alternative to taking pre-calculus or calculus to fulfill the four-year math requirement for graduation. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/repository/ap-computer-science-course-description.pdf.

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: Digital Communication Tools, Computer Applications, Algebra I, and Algebra II
- Credits: A two-credit course, 1 credit per semester
- Counts as a Mathematics Credit for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Highly recommended that teachers attend an in-depth workshop on Computer Science AP before teaching this course

ENGLISH LANGUAGE AND COMPOSITION, ADVANCED PLACEMENT

1056 (*LNG/COMP AP*)

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

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

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: Grade 11 or 12 (College Board does not designate when this course should be offered).
- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- English 12 could be incorporated into this course, if this course is offered at Grade 12

ENGLISH LITERATURE AND COMPOSITION, ADVANCED PLACEMENT

1058 *(*LIT/COMP AP*)*

English Literature and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: Grades 11 and 12
- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- College Board does NOT designate the grade level (Grade 11 or 12) when this course should be offered.
- English 12 could be incorporated into this course, if this course is offered at Grade 12

ENVIRONMENTAL SCIENCE, ADVANCED PLACEMENT (L)

3012 (ENVSCI AP)

Environmental Science, Advanced Placement is a course based on content established by the College Board. 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. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 12
- Recommended Prerequisite: Biology and Chemistry
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

EUROPEAN HISTORY, ADVANCED PLACEMENT

1556 *(EUR HST AP)*

European History, Advanced Placement is a course based on content established by the College Board. Topics include: (1) intellectual and cultural history, (2) political and diplomatic history, and (3) social and economic history. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: World History
- Credits: A 1 or 2 semester course, 1 credit per semester
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FRENCH LANGUAGE, ADVANCED PLACEMENT

2032 *(FR LANG AP)*

French Language, Advanced Placement is based on content established by the College Board Emphasizing the use of the French language for active communication, the AP French Language course has as its objectives the development of advanced listening comprehension, reading without the use of a dictionary, expanded conversational skills, fluent and accurate written expression, and strong command of vocabulary and structure of the French language. Course content might best reflect interests shared by the students and the teacher, e.g. the arts, current events, sports, etc. Students develop language skills that are useful in themselves and can be applied to various activities and disciplines rather than being limited to any specific body of subject matter. Extensive practice in the

organization and writing of compositions should also be emphasized. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11-12
- Recommended Prerequisites: French I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN LANGUAGE, ADVANCED PLACEMENT

2052 *(GER LANG AP)*

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

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11-12
- Recommended Prerequisites: German I, II and III
- Credits: A 2-credit course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GOVERNMENT AND POLITICS: COMPARATIVE, ADVANCED PLACEMENT

1552 *(GOVT AP)*

Government and Politics: Comparative Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) the sources of public authority and political power, (2) the relationship between state and society, (3) the relationship between citizens and states, (4) political institutions and framework, (5) political change, and (the comparative method). A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: United States Government
- Credits: 1 or 2 semester course. 1 credit per semester. This course and corresponding exam are intended to be comparable to the corresponding one-semester college level course.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- No longer fulfills the US Government requirement for any diploma

GOVERNMENT AND POLITICS: UNITED STATES, ADVANCED PLACEMENT

1560 *(US GOVT AP)*

Government and Politic: United States, Advanced Placement is a course based on content established by the College Board. Topics include: (1) constitutional underpinnings of United States government, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: A 1 or 2 semester course, 1 credit per semester
- Fulfills the US Government requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

HUMAN GEOGRAPHY, ADVANCED PLACEMENT

1572 *(HUM GEO AP)*

Human Geography, Advanced Placement is a course based on the content established by the College Board. The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Topics include: (1) Geography: its nature and perspectives, (2) population, (3) cultural patterns and processes, (4) political organization of space, (5) agriculture and rural land use, (6) industrialization and economic development, and (7) cities and urban land use. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters,

or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.

- Recommended Grade Level: Grades 11 or 12
- Recommended /Required Prerequisites: none
- Credits: A 1 or 2 semester course, 1 credit per semester
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

JAPANESE LANGUAGE AND CULTURE, ADVANCED PLACEMENT

2074 *(JAP LANG AP)*

Japanese Language and Culture, Advanced Placement is a course which follows the College Board course guidelines for AP Japanese Language and Culture and prepares students to be successful on the AP Japanese Language and Culture exam. Emphasizing the use of the Japanese language for active communication, the AP Japanese Language and Culture course has as its objectives the development of advanced listening comprehension, reading without the use of a dictionary, expanded conversational skills, fluent and accurate written expression, and strong command of vocabulary and structure of the Japanese language. Course content might best reflect interests shared by the students and the teacher, e.g. the arts, current events, sports, etc. Additional emphasis is given to exploration and understanding of both contemporary and historical Japanese culture, integrating the study of the Japanese language with the study of Japanese culture. The AP Japanese Language and Culture course seeks to develop language skills and cultural understanding that are useful in themselves and that can be applied to various activities and disciplines rather than being limited to any specific body of subject matter. Extensive practice in the organization and writing of compositions and effective Japanese keyboarding skills should also be emphasized. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11-12
- Recommended Prerequisites: Japanese I, II, and III
- A 2-credit course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

LATIN: VERGIL, ADVANCED PLACEMENT

2092 *(LAT VER AP)*

Latin: Vergil, Advanced Placement is a course which follows the College Board course guidelines for AP Latin: Vergil and prepares students to be successful on the AP Latin: Vergil exam. The AP Latin: Vergil exam is designed to test the students' ability to read, translate, analyze and interpret the lines of the *Aeneid* that appear on the AP course syllabus in Latin. Familiarity with the content of Books 1 through 12 is also tested on the AP Latin: Vergil exam.
The exam will test some or all of a student's abilities to write a literal English translation of a Latin passage from the syllabus; to identify the context and significance of short excerpts from the required

books; to identify and analyze characteristic or noteworthy features of the poet's modes of expression; to discuss particular motifs or general themes not only suggested by passages but also relevant to the poem as a whole; to analyze characters or situations as portrayed in specific passages; and to scan the dactylic hexameter verse. Students should be given extensive practice in reading at sight and in translating literally. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11-12
- Recommended Prerequisites: Latin I, II and III
- Credits: A 2-credit course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

MACROECONOMICS, ADVANCED PLACEMENT

1564 *(MACRO-ECON)*

Macroeconomics, Advanced Placement is a course based on the content established by the College Board. The course places particular emphasis on the study of national income and price-level determinations, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Topics include: (1) Basic economic concepts, (2) measurement of economic performance, (3) national income and price determination, (4) economic growth, and (5) international finance, exchange rates, and balance of payments. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 or 2 semester course. 1 credit per semester. This course and corresponding exam are intended to be comparable to the corresponding one-semester college level course.
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma

MICROECONOMICS, ADVANCED PLACEMENT

1566 *(MICRO-ECON)*

Microeconomics, Advanced Placement is a course based on content established by the College Board. The course gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economics system.

Topics include: (1) basic economic concepts, (2) the nature and functions of product markets, (3) factor markets, and (4) market failure and the role of government. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 or 2 semester course. 1 credit per semester. This course and corresponding exam are intended to be comparable to the corresponding one-semester college level course.
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma

MUSIC THEORY, ADVANCED PLACEMENT

4210 *(MUS TH AP)*

Music Theory, Advanced Placement is a course based on the content established by the College Board. Music Theory is intended for secondary school students who have completed music studies comparable to a first-year college course in music theory. The guidelines for the course that are published by The College Board may not match any particular college program, but they do reflect the coverage of content and level of skills typical of most first-year college courses. This course should integrate aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and history, and style. The student's ability to read and write musical notation is fundamental to this course, and it is also assumed that the student has acquired at least basic performance skills in voice or on an instrument. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 10, 11, or 12
- Laboratory course
- Credits: a 2 semester course for 1 credit each semester.
- Fulfills requirement for two Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PHYSICS B, ADVANCED PLACEMENT (L)

3080 *(PHYS B AP)*

Physics B, Advanced Placement is a course based on content established by the College Board that is the equivalent of a terminal, one year college physics course. AP Physics B should provide instruction in each of the content areas (1) Newtonian Mechanics (35%); (2) Fluid Mechanics and Thermal Physics (15%); (3) Electricity and Magnetism (25%); (4) Waves and Optics (15%); and (5) Atomic and

Nuclear Physics (10%). A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 12
- Recommended Prerequisite: Physics I, Pre-Calculus/Trigonometry
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PHYSICS C, ADVANCED PLACEMENT (L)

3088 *(PHYS C AP)*

Physics C, Advanced Placement is a course based on the content established by the College Board. There are two AP Physics C courses, Physics C: Mechanics, and Physics C: Electricity and Magnetism. AP Physics C: Mechanics provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. AP Physics C: Electricity and Magnetism provides instruction in each of the following five content areas: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 12
- Recommended Prerequisite: Physics I, Calculus (can be taken concurrently)
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PSYCHOLOGY, ADVANCED PLACEMENT

1558 *(PSYCH AP)*

Psychology, Advanced Placement is a course 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 A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

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- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: A 1 or 2 semester course, 1 credit per semester
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SPANISH LANGUAGE, ADVANCED PLACEMENT

2132 (*SP LANG AP)*

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

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11-12
- Recommended Prerequisites: Spanish I, II and III
- Credits: A 2-credit course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH LITERATURE, ADVANCED PLACEMENT

2134 *(SP LIT AP)*

Spanish Literature, Advanced Placement is a course based on content established by the College Board.. Spanish Literature, Advanced Placement is designed to be comparable to that of a third-year college course in Peninsular and Latin American literature. This course is based on a comprehensive and inclusive reading list, exposing students to a wide variety of genres and types of discourse. Reading list selections trace the history of Spanish prose from Don Juan Manuel to modern times, including required reading from medieval and golden age literature, nineteenth-century literature, and twentieth century literature. Through this course, students will develop skills that allow for in-depth poetry, thematic, and text analyses. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11-12
- Recommended Prerequisites: Spanish I, II and III
- Credits: A 2-credit course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

STATISTICS, ADVANCED PLACEMENT

2570 *(STAT AP)*

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

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisite: Algebra II or Integrated Mathematics III
- Credits: 1 or 2 semester course. 1 credit per semester. Due to the level of rigor, it is recommended that AP Statistics be offered as a 2 semester, 2 credit course. Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

STUDIO ART (DRAWING PORTFOLIO), ADVANCED PLACEMENT

4048 *(ART DRP AP)*

Studio Art, Advanced Placement – Drawing Portfolio is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational, and inventive works may demonstrate drawing competence. Any work that makes use of (appropriate) other artists' works (including photographs) and/or published images must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design, and/or concept of the source. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11 or 12

- Recommended Prerequisites: Advanced laboratory visual arts courses
- Credits: a 2-semester course, 1 credit per semester
- Fulfills requirement for 2 Fine Arts credits for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

STUDIO ART (2D DESIGN PORTFOLIO), ADVANCED PLACEMENT

4050 *(ART 2D AP)*

This portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. The *principles* of design articulated through the visual *elements* help guide artists in making decisions about how to organize the elements on a picture plane in order to communicate content. For this portfolio, students are asked to demonstrate proficiency in 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. Any work that makes use of (appropriates) other artists' works (including photographs) and/or published images must show substantial and significant development beyond duplication. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: Advanced laboratory 2-D visual arts courses
- Credits: a 2-semester course, 1 credit per semester
- Fulfills requirement for 2 Fine Arts credits for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

STUDIO ART (3D DESIGN PORTFOLIO), ADVANCED PLACEMENT

4052 *(ART 3D AP)*

This portfolio is intended to address sculptural issues as related to depth and space. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate proficiency of 3-D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, and three-dimensional fiber arts. Any work that makes use of (appropriates) other artists' works (including photographs) and/or published images must show substantial and significant development beyond duplication.
A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: Advanced laboratory 3-D visual arts courses
- Credits: a 2-semester course, 1 credit per semester
- Fulfills requirement for 2 Fine Arts credits for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

GOVERNMENT AND POLITICS: UNITED STATES, ADVANCED PLACEMENT

1560 *(US GOVT AP)*

Government and Politic: United States, Advanced Placement is a course based on content established by the College Board. Topics include: (1) constitutional underpinnings of United States government, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: A 1 or 2 semester course, 1 credit per semester
- Fulfills the US Government requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

UNITED STATES HISTORY, ADVANCED PLACEMENT

1562 *(US HIST AP)*

United States History, Advanced Placement is a course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: A 1 or 2 semester course, 1 credit per semester

- Fulfills the US History requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

WORLD HISTORY, ADVANCED PLACEMENT

1576 *(WLD HST AP)*

World History, Advanced Placement is a course that provides students with the content established by the College Board. The course will have a chronological frame from the periods 8000 B.C.E. to the present. AP World History focuses on five overarching themes (1) interaction between humans and the environment, (2) development and interaction of cultures, (3) state-building, expansion, and conflict, (4) creation, expansion, and interaction of economic systems, and (5) development and transformation of social structures. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: A 1 or 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

BUSINESS & INFORMATION TECHNOLOGY

Indiana
State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

BUSINESS & INFORMATION TECHNOLOGY

Course content standards and performance expectations and Indiana Academic Standards integrated at: http://www.doe.in.gov/octe/bme/curriculum/contentstandardsvoc.htm

Teacher Requirements - A vocationally licensed (CTE) business or marketing teacher must teach these courses: http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Introduction

Today's business world demands that students leave our schools prepared to meet the needs of employers and colleges. Many people—parents, students, legislators, and even other educators—believe that Career Technical Education: Business & Information Technology programs are only for students who expect to pursue a career in business. In reality, however, these programs provide a foundation for success for ***all students***, regardless of their ultimate goals in life. Business competencies are required in all professions, not only technical skills but also an understanding of business operations and the social contexts of employment settings that determine how specific skills are applied.

Great strides have been made in the preparation of students for the workplace and post-secondary activities. Career Technical Education: Business & Information Technology programs have changed dramatically to meet the needs of business today. Training has evolved from primarily clerical/secretarial training to the development of many related skills. Business now expects that persons understand the basic concepts utilized in all positions/professions. Increasingly, more management personnel are responsible for many of the tasks once assumed by a receptionist or secretary, while decision making/problem solving is necessary at all levels. Career Technical Education: Business & Information Technology programs are intended to provide students with situations which will allow them to experience those skills needed to succeed in the career and/or educational endeavors they pursue. Graduates of these programs should be prepared to understand the demands of others, to analyze rapidly changing events, and to formulate responsive, rational, and proactive approaches to decision making.

The CTE: Business & Information Technology Programs have been planned to allow students to prepare for careers in business while providing instruction that matches their abilities, interests, and personal qualities. The sequence of learning experiences offered will provide the opportunity for students to achieve their highest level of occupational competency.

Business Professionals of America (BPA)

BPA is conducted on regional, state, and national levels and tests competency in various areas of business/office occupations. The words "Business," "Professionals," and "America" define the focus of BPA. Business: the field for which we prepare our students; emphasizes that we educate our students to work efficiently, not only in an office setting, but also in a wide variety of business situations. Professionals: our students indicate they join BPA to take advantage of a wide variety of professional development opportunities. America: symbolizes pride in our country and its free enterprise business system. The Special Recognition Awards Program and the Torch Awards Program are open to participation by all chapters and recognizes outstanding, actively involved members on the local, regional, state, and national levels.

Mission Statement for CTE: Business & Information Technology

The mission of Career Technical Education: Business & Information Technology in Indiana is to work cooperatively with the business community to prepare all individuals to live and work as productive citizens in a changing global society by providing essential business experiences, education, and training that will allow the student to have a greater chance of success in any career.

BUSINESS COOPERATIVE EXPERIENCES (RELATED INSTRUCTION/ON-THE-JOB TRAINING)

5260 *(BCE)*

Business Cooperative Experiences is a career and technical education business course that provides opportunities for students to gain skills and knowledge through on-the-job training and related classroom instruction. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The classroom instruction may be a blend of both group and individual instruction planned and organized with activities focused on career objectives and on-the-job training. Instructional strategies may include in-baskets, minibaskets, LAPS, and workflow simulations. Students participating in these structured experiences will follow class, school, State, and Federal guidelines. Students will be paid in accordance with all State and Federal laws pertaining to employment. Credit will be granted for both the related instruction and on-the-job training. Business Professionals of America (BPA) is the co-curricular organization associated with this course, which provides students with the opportunity to participate/compete in business-related activities.

- Recommended Grade Level: 12
- Required Prerequisites: Computer Applications and/or Business Technology Lab I or II or a minimum of 4 credits from other business courses
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS TECHNOLOGY LAB I

5244 *(BUS TECH I)*

Business Technology Lab I is a career and technical education business course. The business technology curriculum provides instruction using current technology with an emphasis on the integration and application of communication, employability, industry certification, math, and language arts skills. Educational experiences will be based upon the student's individual career and educational goals. Business Professionals of America (BPA) is the co-curricular organization associated with this course. Through BPA, students will have the opportunity to participate/compete in business-related activities. Instructional strategies may include in-baskets, minibaskets, LAPS, workflow simulations, and field experiences (job shadowing, mentoring, and/or internships).

- Recommended Grade Level: 10-11
- Required Prerequisite: Computer Applications
- Recommended Prerequisite: Computer Applications, Advanced
- Credits: A two- to four-credit course over one school year
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS TECHNOLOGY LAB II

5240 *(BUS TECH II)*

Business Technology Lab II is a career and technical education business course. As a capstone program, this course prepares students for employment in business occupations and/or to continue study in a postsecondary institution. Educational experiences will be based upon the student's individual career and educational goals. Business Professionals of America is the co-curricular organization associated with this course. Through BPA, students will have the opportunity to participate/compete in business-related activities. Instructional strategies will include in-baskets, minibaskets, LAPS, workflow simulations, real world experiences, school-based enterprises, industry certification, and field experiences (job shadowing, mentoring, and/or internships).

- Recommended Grade Level: 11-12
- Required Prerequisite: Business Technology Lab I or a minimum of 4 credits from other business courses
- Credits: A two- to four-credit course over one school year
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS, MANAGEMENT, AND FINANCE

5268 *(BUS MT FIN)*

Business, Management, and Finance is a career and technical education business course that prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business administration, management, and finance. Individual experiences will be based upon the student's career and educational goals. Instructional strategies should include in-baskets, minibaskets, LAPS, field trips, guest speakers, Internet searches, simulations, internships, and cooperative ventures between school and community. Business Professionals of America (BPA) or DECA, An Association of Marketing Students, are the co-curricular organizations associated with this course, which provide students with the opportunity to participate/compete in business-related activities.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Algebra I, Accounting I, Computer Applications
- Credits: A two- to eight-credit course over two to eight semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CAREER PLANNING AND SUCCESS SKILLS

(see Planning for College and Career Success)

5254 *(CPSS)*

Career Planning and Success Skills is a career and technical education business course that is designed to address the knowledge, skills, and behaviors all students need to live, plan, and work successfully in today's society. This course includes exploring career clusters, developing leadership/teamwork skills, researching/collecting labor market data, and developing career plans. The employment process is explored through searching for employment opportunities, completing applications, developing resumes, participating in interviews, gaining job-survival skills, and understanding employee evaluations. Extensive practice in reading, writing, listening, and speaking skills is provided. Thinking skills such as decision making, problem solving, and reasoning are utilized through research, report writing, technical writing, and interpreting data. Instructional strategies should

include use of the Internet to conduct career research, job shadowing, mentoring, field trips, projects, computer and technology applications, and cooperative ventures between school and community.

- Recommended Grade Level: 7-9
- Recommended Prerequisite: Digital Communication Tools and/or Keyboarding Proficiency
- Credits: A one- or two-credit course over one or two semesters. If offered as a two-credit course, the Digital Communication Tools standards should be used for the second semester

FINANCE ACADEMY

5258 *(FIN ACAD)*

Finance Academy is a specialized sequence of business courses, which provide instruction in finance and business fundamentals as they relate to financial institutions, financial planning, business and personal financial services, investment and securities, risk management, and corporate finance. Students are provided opportunities to develop attitudes and apply skills and knowledge in the area of finance. Individual experiences will be based on the student's career and educational goals. Instructional strategies should include computer/technology applications, real and/or simulated occupational experiences, and projects. Business Professional of America (BPA) and/or DECA, An Association of Marketing Students, are the co-curricular student organizations associated with this course, which provide students with the opportunity to participate/compete in business-related activities.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Computer Applications and Algebra I
- Credits: A two- to eight-credit course over two to eight semesters
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

5242 *(ITGS H IB)*

Information Technology in a Global Society Higher Level, International Baccalaureate examines the interaction between information, technology, and society. Students develop an understanding of the advantages and disadvantages of new technologies as methods of expanding knowledge of the world at local and global levels. They analyze and evaluate the ethical considerations arising from the widespread use of information technology and are encouraged to recognize that people can hold diverse opinions about the impact of technology. The course also promotes an understanding of the social significance of information technology for individuals, communities, and organizations.

- Recommended Grade Level: Grades 11-12
- Credits: 4 semester course, 1 credit per semester
- A Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diploma elective and directed elective course

INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

5246 *(ITGS S IB)*

Information Technology in a Global Society Standard Level, International Baccalaureate examines the interaction between information, technology, and society and develops an understanding of the advantages and disadvantages of new technologies as methods of expanding knowledge of the world at global and local levels. Students gain an understanding of the social significance of information

technology and recognize that people can hold diverse opinions about the impact of information technology on individuals and societies. The course also enables students to analyze and evaluate ethical considerations arising from the widespread use of information technology on all levels.

- Recommended Grade Level: Grades 11-12
- Credits: 2 semester course, 1 credit per semester
- A Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diploma elective and directed elective course

INFORMATION TECHNOLOGY: INFORMATION SUPPORT AND SERVICES

5230 *(IT INFO SS)*

Information Technology: Information Support and Services is a career and technical education business and information technology course that will prepare students for careers in business and industry dealing with support and services in information technology. Students will gain the necessary skills to implement computer systems and deploy software solutions, provide technical assistance, and manage information systems with attention to security. Students will develop an understanding of IT professionalism including the importance of ethics, communication skills, and knowledge of the "virtual workplace." Skills needed to acquire related certifications will be an integral part of this program; e.g., Microsoft MOS, Novell CNA, CompTIA A+, Security+, etc. Essential skill and knowledge areas include but are not limited to: General Computer Usage Skills; Management Information Systems; Basic Network Systems; Basic Programming; Basic Interactive Multimedia Development; Business Skills; and Management Skills.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Algebra I, Digital Communication Tools and Computer Applications
- Credits: A two- to eight-credit course over two to eight semesters
- May be offered over a two- or three-year period by subtitling the course Beginning, Intermediate, or Advanced
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

INFORMATION TECHNOLOGY: INTERACTIVE MEDIA

5232 *(IT INTMED)*

Information Technology: Interactive Media is a career and technical education business and information technology course that will prepare students for careers in business and industry working with interactive media. Students will become competent in creating, designing, and producing secure interactive media products and services for business and industry. This program of study emphasizes the development of digitally-generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of IT professionalism including the importance of ethics, communication skills, and knowledge of the "virtual workplace." Skills needed to acquire related certifications will be an integral part of this program; e.g., CIW (Certified Internet Webmaster) Foundations, Application Development,
E-Commerce, Enterprise Development; Microsoft MCSD, Visual Basic, C/C++, Java, etc. Essential skill areas include but are not limited to: Animation; Media Design; Interactive Digital Media; GUI Interfaces; Instructional Application; Application Design; Authoring Languages; Audio/Visual Production; and Digital Imaging.

- Recommended Grade Level: 10-12

- Recommended Prerequisites: Algebra I, Digital Communication Tools and Computer Applications
- Credits: A two- to eight-credit course over two to eight semesters
- May be offered over a two- or three-year period by subtitling the course Beginning, Intermediate, or Advanced
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

INFORMATION TECHNOLOGY: NETWORK SYSTEMS

5234 *(IT NET SYST)*

Information Technology: Network Systems is a career and technical education business and information technology course that will prepare students for careers in business and industry working with network systems. Students will acquire skills needed to plan, design, install, maintain, and manage network solutions used in business and industry. Students will develop an understanding of IT professionalism including the importance of ethics, communication skills, and knowledge of the "virtual workplace." Skills acquired will assist students in obtaining related networking systems certifications; e.g., A+, Cisco CCNA and CCNP, Security+, Network+, Novell CNA and CNE, Microsoft MCSE, etc. Essential skill areas include but are not limited to: Computer Hardware Maintenance; Network Operations; Network Administration; Basic Network Design Theory; Network Troubleshooting; Network Security; and Wireless Communications.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Algebra I, Digital Communication Tools and Computer Applications
- Credits: A two- to eight-credit course over two to eight semesters
- May be offered over a two- or three-year period by subtitling the course Beginning, Intermediate, or Advanced
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

INFORMATION TECHNOLOGY: PROGRAMMING AND SOFTWARE DEVELOPMENT

5236 *(IT PROGSD)*

Information Technology: Programming and Software Development is a career and technical education business and information technology course that will prepare students for careers in business and industry as providers of software solutions. Students will learn to design, develop, test, document, implement and maintain secure computer systems and software. Students will develop an understanding of IT professionalism including the importance of ethics, communication skills, and knowledge of the "virtual workplace". Preparation for AP Programming A and AB as well as skills needed to acquire certifications will be an integral part of this program; e.g., Microsoft MCSD, Visual Basic, C/C++, Java, SQL, RDMS, etc. Essential skill areas include but are not limited to: Computer System Architecture; Information Systems Analysis; Principles of Programming & Software Design; Related Database Design; SQL/SQL Programming; and Client and Server Side Programming.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Algebra I, Algebra II, and Computer Applications
- Credits: A two- to eight-credit course over two to eight semesters
- May be offered over a two- or three-year period by subtitling the course Beginning, Intermediate, or Advanced
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

PLANNING FOR COLLEGE AND CAREER SUCCESS, HIGH SCHOOL LEVEL
(pending approval by the State Board of Education)

5254 or 5394 *(PLN CCS)*

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

PROFESSIONAL CAREER INTERNSHIP

5256 *(PCI)*

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

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Computer Applications and 4 credits in the student's career pathway.
- Credits: A one- or two-credit course over one semester
- Course may be repeated for a second semester in a new internship placement
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- A minimum of 70 hours of workplace experience and a minimum of 15 hours of workshops, seminars, and/or classroom activities is required for one credit
- A minimum of 140 hours of workplace experience and a minimum of 30 hours of workshops, seminars, and/or classroom activities is required for two credits
- Internship placement must match career interest

BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY EDUCATION

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY EDUCATION

Course content standards and performance expectations and Indiana Academic Standards integrated at: http://www.doe.in.gov/octe/bme/curriculum/contentstandards.htm

Teacher Requirements: http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Introduction

Business and industry surveys indicate that economic survival in the 21st century will demand that students know and understand both fundamental and technical concepts of business as well as possess the ability to execute these concepts in nearly any setting. All persons regardless of age, gender, and career aspirations, can benefit from participating in business education.

Today's global society challenges the talents and imaginations of Indiana's diverse student population. Like never before, they face a competitive environment that demands creative, innovative, market-driven solutions to new problems and new opportunities. Graduates of secondary and post-secondary schools must be prepared to understand the needs and demands of others, to analyze rapidly changing events, and to formulate responsive, rational, and proactive approaches to decision making.

Looking to the future and adjusting and adapting as innovations emerge, the business education curriculum has changed dramatically over the years and now parallels the practices being implemented in the business world both at home and abroad. As the explosion of technology began impacting businesses in an unprecedented manner, business education quickly adjusted the curriculum to follow suit. When American businesses began to expand their frontiers to include global transactions, business education began incorporating international content into the curriculum. Business education has never been a static, stationary discipline; rather, it is an emerging, expanding, and challenging field.

The mission of Business, Marketing, and Information Technology Education in Indiana is to work cooperatively with the business community to prepare all individuals to live and work as productive citizens in a changing global society by providing essential business experiences, education, and training. These experiences should actively engage students using instructional strategies that rely on the use of technology and practices that reflect current and emerging business procedures.

Today's men and women have unlimited career opportunities. The greater freedom of occupational choice for all individuals is having a marked effect on the Business, Marketing, and Information Technology Education curriculum. Few areas have changed curriculum, technology, directions, and equipment more than the Business, Marketing, and Information Technology Education area. In keeping pace with the challenges of a new frontier in business, great strides have been made in the development of a curriculum that will meet and challenge the needs of our diverse population as we continue to adapt to changes in the 21st Century.

Business Professionals of America (BPA)

BPA is conducted on regional, state, and national levels and tests competency in various areas of business/office occupations. The words "Business," "Professionals," and "America" define the focus of BPA. Business: the field for which we prepare our students; emphasizes that we educate our students to work efficiently, not only in an office setting, but also in a wide variety of business situations. Professionals: our students indicate they join BPA to take advantage of a wide variety of professional development opportunities. America: symbolizes pride in our country and its free enterprise business

system. The Special Recognition Awards Program and the Torch Awards Program are open to participation by all chapters and recognizes outstanding, actively involved members on the local, regional, state, and national levels.

DECA (An Association of Marketing Students)

DECA is a co-curricular, international youth organization with emphasis on developing civic consciousness, leadership skills, social intelligence, and vocational understanding within the student members. DECA offers a comprehensive program of competitive events that contribute to the development of skills necessary for careers in marketing, merchandising, management, and entrepreneurship. The DECA Competency-Based Competitive Events Program facilitates effective integration of DECA as an integral component of the total marketing education instructional program. Events are designed to enable students to engage in activities that will extend their interests and skills for careers in marketing and to measure, via performance indicators, the degree to which skills have already been acquired.

ACCOUNTING I

4524 *(ACC I)*

Accounting I is a business course that 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. Instructional strategies should include the use of computers, projects, simulations, case studies, and business experiences requiring the application of accounting theories and principles.

- Recommended Grade Level: 10-12
- Recommended Prerequisite: Business Foundations, Computer Applications, Algebra I
- Credits: A two-credit course over two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ACCOUNTING II

4522 *(ACC II)*

Accounting II is an advanced-level business course that builds upon the Generally Accepted Accounting Principles (GAAP) and procedures learned in Accounting I. Emphasis is placed on managerial decisions made in corporate accounting, including in-depth analysis of financial statements. The importance of making ethical business decisions is emphasized. Instructional strategies must include the use of spreadsheets, word processing, and accounting software. Projects, simulations, case studies, and business experiences are used to apply accounting principles and produce appropriate financial reports.

- Recommended Grade Level: 11-12
- Required Prerequisites: Accounting I and Computer Applications
- Recommended Prerequisite: Algebra II
- Credits: A two-credit course over two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED BUSINESS, COLLEGE CREDIT

4564 *(ADV BUS CC)*

Advanced Business, College Credit, is a title covering (1) any college-level business course offered for credit by an accredited postsecondary institution through an approved agreement with a secondary school, or (2) any other postsecondary business course offered for dual credit under the provisions of 511 IAC 6-10. The intent of this course is to allow students to earn college credit for courses with content that goes beyond that currently approved for high school credit.

- Recommended Grade Level: 12
- Recommended Prerequisites: Four or more credits in a business career pathway
- Credits: 1 credit per semester. May be offered for successive semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course may be used for multiple dual credit college courses in business.

BUSINESS AND MANAGEMENT HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

4580 *(BUSM H IB)*

Business and Management Higher Level, International Baccalaureate explores how and why individuals form organizations, organizational problems and life cycles, and the role of individuals and groups within organizations. Students gain a broad understanding of the variety of organizations that exist, including profit and non-profit, and will examine and apply the principles of organizations and the techniques practiced in organizational decision making. Students also develop an understanding of the interdependency of organizations and the effect on problem solving.

- Recommended Grade Level: Grades 11-12
- Credits: 4 semester course, 1 credit per semester
- Counts as an Elective or Directed Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas

BUSINESS AND MANAGEMENT STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

4582 *(BUSM S IB)*

Business and Management Standard Level, International Baccalaureate examines the role of individuals and groups in forming organizations and their roles within organizations. Students gain a broad understanding of the variety of organizations that exist, including profit and non-profit, and the problems and life cycles of these organizations. This course develops an understanding of the interdependency of organizations, the effect of problem solving, and the application of organizational principles and techniques widely practiced in the process of decision making.

- Recommended Grade Level: Grades 11-12
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective or Directed Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas

BUSINESS AND PERSONAL LAW

4560 *(BUS PERSLAW)*

Business and Personal Law is a business course that provides an overview of the legal system. Topics covered include: Basics of the Law, Contract Law, Employment Law, Personal Law, and Property Law. Both criminal and civil trial procedures are presented. Instructional strategies should include mock trials, case studies, professional mentoring, job shadowing, field trips, guest speakers, and Internet projects.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Business Foundations
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS, COLLEGE PREP

4568 *(BUS CLG PRP)*

Business, College Prep is a senior-level business course for college-bound students. Students will learn the functions performed by business and the role of business in their personal and professional lives. Areas of study include business management, finance, business law, human resources, marketing, information management, business trends, entrepreneurship, and business career options. Instructional strategies should include simulations, projects, team activities, Internet research, and cooperative ventures between the school and local businesses.

- Recommended Grade Level: 12
- Recommended Prerequisite: Computer Applications
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS FOUNDATIONS

4518 *(BUS FND)*

Business Foundations is an introductory business course that provides the framework for pursuing additional business courses. This core course acquaints students with economics, entrepreneurship, management, marketing, law, risk management, banking, personal finance, and careers in business. The importance and application of business etiquette and ethics are included. Opportunities may be provided for the student to participate in job shadowing, job mentoring, and other field experiences. Instructional strategies may include simulations, projects, and cooperative ventures between the school and the community.

- Recommended Grade Level: 9-10
- Recommended Prerequisite: Digital Communication Tools
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS MANAGEMENT

4562 *(BUS MGMT)*

Business Management is an advanced-level business course that focuses on the opportunities and challenges of ethically managing a business in the free enterprise system. Students will attain an understanding of management theories and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized. Instructional strategies should include job shadowing, simulations, guest speakers, tours, Internet research, and business experiences.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Computer Applications, Business Foundations, and/or Accounting
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS MATH

4512 *(BUS MATH)*

Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

- Recommended Grade Level: 10-11
- Recommended Prerequisite: Algebra I
- Credits: A two-credit course over two semesters
- Fulfills a Mathematics requirement for the General Diploma only or counts as an Elective or Directed Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMPUTER APPLICATIONS

4530 *(COMP APPS)*

Computer Applications is a business course that provides instruction in software concepts using a Windows-based professional suite, which includes word processing, spreadsheet, database, graphics, and presentation applications. Instruction in basic computer hardware and operating systems that support software applications is provided. Additional concepts and applications dealing with software integration, Internet use, and information about future technology trends are included. Instructional strategies should include teacher demonstrations, collaborative instruction, interdisciplinary and/or culminating projects, problem-solving and critical-thinking activities, simulations, and minibaskets/in-basket projects.

- Recommended Grade Level: 9
- Required Prerequisite: Digital Communication Tools or Business Middle Level
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMPUTER APPLICATIONS, ADVANCED

4528 *(COMP APP ADV)*

Computer Applications, Advanced is a business course that integrates computer technology, decision-making, and problem-solving skills. Areas of instruction include advanced applications and integration of a professional software suite and the use of emerging technology. Students should be given the opportunity to seek business/industry certification, such as Microsoft Office Specialist (MOS) certification. Instructional strategies may include collaborative instruction, peer teaching, in-baskets, minibaskets, LAPs, school and community projects, and a school-based enterprise.

- Recommended Grade Level: 10-12
- Required Prerequisite: Computer Applications
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMPUTER PROGRAMMING

4534 *(COMP PROG)*

Computer Programming is a business course that introduces students to computer programming using various languages. Throughout the course, information regarding programming-related careers and career/educational paths are provided. Logical thinking processes are required for problem analysis and solving. Instructional strategies should include project based activities, in-baskets, minibaskets, and LAPS, which expose students to workplace scenarios that require the development/programming of simple applications.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Digital Communication Tools and Algebra I
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMPUTER SCIENCE A, ADVANCED PLACEMENT

4570 *(COMP SCI AP)*

Computer Science A, Advanced Placement is a business course that provides students with the content established by the College Board. Topics include: object-oriented program design, program implementation, program analysis, standard data structures, standard algorithms, and computing in context. Computer Science A emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development.

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11-12
- Recommended Prerequisites: Digital Communication Tools, Computer Applications, Algebra I, and Algebra II
- Credits: A two-credit course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMPUTER SCIENCE HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

4584 *(COMPSCI H IB)*

Computer Science Higher Level, International Baccalaureate guides students through problem solving strategies and definitions to the construction of algorithms to create solutions, thereby developing skills of logic and analytical thinking. The common core includes: systems life cycle and software development, program construction in Java, computing system fundamentals, a case study, and a program dossier. Additional material may include computer mathematics and logic, abstract data structure and algorithms, further system fundamentals, file organization, and an extended case study.

- Recommended Grade Level: Grades 11-12
- Credits: 4 semester course, 1 credit per semester
- Counts as a Mathematics Course for the International Baccalaureate diploma or as an Elective or Directed Elective for any diploma

COMPUTER SCIENCE STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

4586 *(COMPSCI S IB)*

Computer Science Standard Level, International Baccalaureate guides students through problem solving strategies and definitions to the construction of algorithms to create solutions, thereby developing skills of logic and analytical thinking. The common core includes: systems life cycle and software development, program construction in Java, computing system fundamentals, a case study, and a program dossier.

- Recommended Grade Level: Grades 11-12
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for the International Baccalaureate diploma or as an Elective or Directed Elective for any diploma
- Applies to Core 40 math required during junior or senior year

DESKTOP PUBLISHING

4516 *(DTP PUB)*

Desktop Publishing is a business course designed to allow students to develop proficiency in using desktop publishing software to create a variety of printed publications. Students will incorporate journalistic principles in design and layout of print and Web publications including integration of text and graphics and use of sophisticated hardware and software to develop and create quality materials for business-related tasks. Students will analyze the information and the audience and combine appropriate text, graphics, and design to communicate the desired message effectively. Planning and design principles are used to analyze and organize information, set up a design structure, and select or create appropriate visuals. Instructional strategies may include computer/technology applications, teacher demonstrations, collaborative instruction, interdisciplinary and /or culminating projects, problem-solving and critical thinking activities, simulations and project-based learning activities.

- Recommended Grade Level: 10-12
- Required Prerequisites: Digital Communication Tools and Computer Applications
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

DIGITAL COMMUNICATION TOOLS

4526 *(DIG COMM T)*

Digital Communication Tools is a business course that prepares students to use computerized devices and software programs to effectively handle communication-related school assignments and to develop communication competencies needed for personal and professional activities after graduation. Students will learn the capabilities and operation of high-tech hardware and software and will develop proficiency using a variety of computer input and output technologies, including touch keyboarding, speech recognition and handwriting recognition. Knowledge of hardware, software, and input and output proficiencies will be applied to communication situations that require problem solving and critical thinking. The projects included in this course will enable students to enhance their math, reading, listening, writing, speaking, and information presentation skills.

- Recommended Grade Level: 7-9
- Recommended Prerequisite: None
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- May be offered at the middle school level for high school credit if the course standards and time requirements are met
- A foundation course for Computer Applications

ENTREPRENEURSHIP

4566 *(ENTREPREN)*

Entrepreneurship is a specialized business course designed to enable students to acquire the knowledge and develop the skills needed to effectively organize, develop, create, and manage their own business. Topics addressed include the assessment of entrepreneurial skills, the importance of business ethics, and the role of entrepreneurs in a free enterprise system. Students will develop a written business plan for a business of their choice. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects available through the BPA/DECA programs of co-curricular activities.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Marketing or Business Foundations
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

GLOBAL ECONOMICS

4558 *(GLOB ECON)*

Global Economics is a business course that provides students with an understanding of their role as consumers and producers in domestic and global economies. This course enables students to understand how the economic system operates while comprehending their role in that system. Students deal with public policy, international economics, microeconomics, and macroeconomics in comparing economic systems and using selected economic measures. Instructional strategies may include development of a school-based enterprise, case studies, field trips, guest speakers, job shadowing, simulations, Internet research, and business experiences.

- Recommended Grade Level: 12

- Recommended Prerequisite: None
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- May fulfill up to one graduation credit of the Economics requirement

INTERNATIONAL BUSINESS

4556 *(INTL BUS)*

International Business is a business course that emphasizes an awareness of the global economy and how business is conducted. Areas of study include the cultural, geographic, political, and legal ramifications affecting business markets and world trade; and the international aspects of finance, management, marketing, communication, and technology. Instructional strategies include use of Internet access to communicate/research with international businesses and individual schools, job shadowing, field trips, guest speakers, simulations, tours, interviews, and business projects.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Business Foundations, Business Management and/or World Language (one year)
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MARKETING

4520 *(MARKETING)*

Marketing is a business course that provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects focused on the marketing functions such as those available through the activities in DECA and BPA co-curricular programs.

- Recommended Grade Level: 10-12
- Recommended Prerequisite: Computer Applications
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PERSONAL FINANCE

(see Personal Financial Responsibility)

4540 *(PERS FIN)*

Personal Finance is a business course that focuses on personal financial planning. The content includes financial planning, income and asset protection, income and money management, and spending and credit management. Students will learn the financial concepts and principles that provide a basis for avoiding financial pitfalls. This course prepares students for the roles and responsibilities of consumers, producers, entrepreneurs, and citizens. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences. These standards are aligned with

the National Business Education Association (NBEA), Jump$tart Coalition for Personal Financial Literacy, and Indiana State University Networks Financial Institute standards and guidelines.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Computer Applications
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PERSONAL FINANCIAL RESPONSIBILITY
(pending approval by the State Board of Education)

4540 *(PRSFINRSP)*

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs, wants and responsibilities of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of managing personal resources. Topics include analysis of personal standards, values, aptitudes, needs, wants, and goals; personal decision making; personal finance topics such as making money, banking, saving and investing, managing credit, managing risks and insurance; financial planning for daily needs now and for the future; integrating family, community, and career responsibilities into personal and family financial planning; consumer choices, rights, and responsibilities, and decision making related to meeting personal financial responsibilities. Applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. This course is recommended for all students regardless of their career cluster or pathway, in order to build skills needed for assuming their roles and responsibilities as individuals and family members and in family, community, and career settings.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Computer Applications
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

TECHNICAL/BUSINESS COMMUNICATION

4508 *(TECH BUS COMM)*

Technical/Business Communication is a business course that provides students with the communication and problem-solving skills to function effectively in the workplace. Areas of study include written/oral/visual communication, listening, informational reading, Internet research/analysis, and electronic communication. Concepts addressed will include adapting communication to the situation, purpose, and audience. Students produce documents related to employee handbooks, instructional manuals, employment communication, organizational communication, business reports, and social and professional situations using word processing, presentation, multimedia, and desktop publishing software. Instructional strategies should include team projects, class or small group discussions, case studies or scenarios, community-based projects, technology, and business experiences.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Digital Communication Tools and Computer Applications

- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- May fulfill up to two graduation credits of the English/Language Arts requirement

WEB DESIGN

4574 *(WEB DESIGN)*

Web Design is a business course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies should include peer teaching, collaborative instruction, project-based learning activities, and school and community projects.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Digital Communication Tools and Computer Applications
- Credits: A one-credit or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CAREER & TECHNICAL EDUCATION

Indiana
State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

CAREER & TECHNICAL EDUCATION

Course content standards and performance expectations and Indiana Academic Standards integrated at: http://www.doe.in.gov/octe/bme/curriculum/contentstandards.htm

Teacher Requirements: http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Introduction

Career and Technical Education course titles and descriptions are included in this document under the primary CTE subject area headings of:

- Agricultural Education
- Business & Information Technology
- Business, Marketing & Information Technology
- Career & Technical Education
- Cooperative Education
- Engineering & Technology Education
- Family and Consumer Sciences – Comprehensive
- Family and Consumer Sciences – Occupational
- Health Science
- Marketing, Management and Entrepreneurship
- Trade and Industrial Education

In addition, some of the course titles and descriptions in the International Baccalaureate subject area also count as Indiana CTE courses.

For more information about Indiana's Career & Technical Education courses and programs, go to http://www.doe.in.gov/octe/welcome.html

ADVANCED CAREER & TECHNICAL EDUCATION, COLLEGE CREDIT

5238 *(ADV CTE CC)*

Advanced Career and Technical Education, College Credit is a dual credit course based on *Indiana's Academic Standards for Career and Technical Education* in Grades 11 and 12. This course title covers any CTE advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school. It also covers any other postsecondary CTE course offered for dual credit under the provisions of the Indiana Code (511 IAC 6-10: Rule 10 - Postsecondary Enrollment Program).

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: Any CTE course, within a two-year CTE program, that would help prepare the student for success in this course.
- Credits: 1 credit per semester. May be offered for successive semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Any CTE-related dual high school/college credit course may be used to fulfill the "6 college credits" requirement of Item B in the Core 40 with Technical Honors Diploma. Only dual high school/college credit courses listed on the Core Transfer Library fulfill the additional requirements of the Core 40 with Academic Honors diploma
- This course may be used for multiple dual credit college courses in Career & Technical Education

WORK-BASED INTERNSHIP, CAPSTONE EXPERIENCE

5894 *(WK INTERN)*

Work-Based Internship, Capstone Experience is a course designed to allow work-based learning for students who demonstrate achievement in a specific career area. While other cooperative education and internship courses exist, it is expected that this course will be reserved for those students who have excelled in a related sequence of CTE courses and who have completed at least three semesters or six credits of an in-school CTE program. Each student participating in an internship must have a standards-based education/training agreement developed jointly by the teacher, the job-site mentor and the student, that clearly states what will be accomplished during the work-based experience. Students are monitored in their laboratory/field experiences by a CTE (vocational) licensed teacher. It is expected that the internship will involve a minimum of 10 hours per week for one semester or a minimum of 140 hours over the course of the school year. The time requirement can be increased depending on the number of credits awarded for this course. (Maximum of three credits) At the conclusion of the internship, each student shall submit a portfolio that documents the student's work and that includes reflections upon what has been learned.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: 3 semesters of sequenced course work in the specialty area of placement
- One to three credits for one or two semesters (Maximum of three credits)
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective course and directed elective course
- Counts toward the 8-10 Career-Technical credits required for Core 40 with Technical Honors
- Academic content standards: Varies by area of study
- Curriculum Framework: Determined by an education/training agreement developed in conjunction with the business or industry supervisor
- Teacher Requirements: Any CTE (vocational) license

COOPERATIVE EDUCATION

Indiana
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COOPERATIVE EDUCATION

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Teacher Requirements: http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Introduction

Cooperative education is a unique educational strategy that combines on-the-job learning experiences with related classroom instruction in a career cluster/pathway directly related to a student's academic preparation and career objectives. Pursuant to changes adopted in 2005, the on-the-job experiences and related instruction are no longer separate courses but are combined into a single course.

The philosophy of cooperative education recognizes that classroom learning provides only part of the skills and knowledge students will need to succeed in their professions or career clusters/pathways. By creating opportunities to learn in the workplace, schools can help students develop and refine occupational competencies (attitudes, skills, and knowledge) needed to enter and succeed in a profession or career cluster/pathway, adjust to the employment environment, and advance in occupations of their choices.

The fundamental purpose of cooperative education is to provide students with opportunities to learn under real-work conditions. While participating in cooperative work experiences, students are actual employees of the hiring organization. These experiences must be related to student academic and career cluster/pathway goals. Ideally, students' work assignments and areas of responsibility should broaden as they gain experience on the job and increased responsibilities should occur as further education and training are attained.

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

A required component of the cooperative education program is classroom-based instruction that complements the work site experience. Related instruction incorporating activities connected to a student's career cluster/pathway objectives and workplace experiences must be provided concurrently with the workplace learning experience. The content for classroom instruction is derived from an analysis of standards to be achieved and competencies needed by individuals engaged in the specific and immediate requirements of the jobs in which students are receiving training. Content selected for classroom activities should help students meet the requirements of their career cluster/pathway goals.

The cooperative education program is a joint effort between the school and community. Program success depends upon mutual support. Advisory committees composed of business, industry, and/or labor partners assist in determining general program operating policies and procedures, participate in curriculum review and revision, and assist in promoting the program in the community.

Cooperative education programs must meet the following requirements:

- Students shall be employed an average of not less than fifteen (15) hours per week during the school year or a total of 540 hours over two semesters.
- Students shall demonstrate proficiency of the academic standards taught in the related instruction portion of the class. The school shall offer the related instruction class concurrently with the student's employment, and it shall consist of approximately five hours per week of school-based instruction.
- Student employment shall comply with all state and federal laws pertaining to employment of youth, including minimum wage regulations.
- Safety is taught as an integral part of the instructional program, both in the related instruction and at the training site.
- Students shall be allowed time from the daily school schedule to work at the participating employers' places of business.
- Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year.
- The teacher/coordinator shall have time assigned to supervise students and coordinate with work site personnel during the same time students are released for on-the-job training.
- Properly planned and organized student activities, coordinated with work-based learning experiences, supplement and enhance the cooperative education program. Therefore, participation in career and technical student organizations is an integral part of these programs. Leadership and career oriented activities of student organizations enhance students' occupational information and technical knowledge, build self-esteem, and provide students with solid job-seeking strategies and job success skills.

More specific details about cooperative education programs may be found in the Cooperative Education Guidelines and Procedures Manual
http://www.doe.in.gov/octe/bme/curriculum/docs/cooperative_education_guidelines_and_procedures_manual.pdf

BUSINESS COOPERATIVE EXPERIENCES
(RELATED INSTRUCTION/ON-THE-JOB TRAINING)

5260 *(BCE)*

Business Cooperative Experiences is a career and technical education business course that provides opportunities for students to gain skills and knowledge through on-the-job training and related classroom instruction. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The classroom instruction may be a blend of both group and individual instruction planned and organized with activities focused on career objectives and on-the-job training. Instructional strategies may include in-baskets, minibaskets, LAPS, and workflow simulations. Students participating in these structured experiences will follow class, school, State, and Federal guidelines. Students will be paid in accordance with all State and Federal laws pertaining to employment. Credit will be granted for both the related instruction and on-the-job training. Business Professionals of America (BPA) is the co-curricular organization associated with this course, which provides students with the opportunity to participate/compete in business-related activities.

- Recommended Grade Level: 12
- Required Prerequisites: Computer Applications and/or Business Technology Lab I or II or a minimum of 4 credits in a logical sequence of business courses from the student's career pathway

- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

C'OFACS - COOPERATIVE OCCUPATIONAL FAMILY AND CONSUMER SCIENCES

5480 *(COFACS)*

In *COFACS - Cooperative Occupational Family and Consumer Sciences* students prepare for a variety of Family and Consumer Sciences occupations and careers through teacher-coordinated, mentor-supervised work-based learning and school-based instruction (group and/or individual teaching/learning activities) related to the career area being studied. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Detailed standards/competency-based training plans related to the specific FACS career or career cluster of the student's choice are developed jointly by the teacher, the job-site mentor, and the student, and related instruction is developed to facilitate achievement of the standards and competencies in the training plan. A student portfolio to document achievement is required. Family, Career and Community Leaders of America (FCCLA) is the co-curricular organization for this course.

This course is a core component of four-year career plans for the career clusters of Personal & Commercial Services; Manufacturing & Processing; Health Services; Education & Training; and Art, A/V Technology & Communications. It is recommended for students with interests in any of the family and consumer sciences career pathways and provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Level: 12
- Recommended Prerequisites: At least 4 credits in a logical sequence of courses in the student's family and consumer sciences career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Academic content standards to be achieved will vary according to each student's career plan. Each topic listed in the course description should be addressed, with opportunities for authentic applications of content standards and competencies provided in all programs. http://www.doe.in.gov/octe/facs/cofacs.html
- Curriculum Framework: http://www.doe.in.gov/octe/facs/cofacs.html

ICE - INTERDISCIPLINARY COOPERATIVE EDUCATION (Including Related Instruction and On-The-Job Training)

5902 *(ICE)*

Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. This approach is especially valuable in enriching the small school's career and technical education program where a traditional cooperative program of clustered occupations cannot be identified because of varied student interest and diverse training stations. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The following two components must be included as part of the Interdisciplinary Cooperative Education course.

Related Instruction, that is classroom based, shall be organized and planned around the activities associated with the student's individual job and career objectives in a career cluster area; and shall be taught during the same semesters as the student is receiving on-the-job training. The concepts, skills, and attitudes basic to occupational competence are to be taught in school and are to be applied and tested on the job. The sequence of related instructional topics in school shall be continuously correlated with the student's job activities. Because each student's on-the-job activities will vary according to the types of occupations in which they have been placed, part of the related instructional time needs to be individualized in such ways as: (a) using group instruction, but individualizing the assignment so that the learning is applied to each student's own work experience, and (b) using individual study assignments such as projects, job study guides, and individual reading assignments.

For a student to become occupationally competent and therefore employable, the related instruction should cover in varying proportions: (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.

On-the-Job Training is the actual work experience in an occupation in any one of the Indiana career clusters that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with pre-determined training plans and agreements and who assist in evaluating the student's job performance.

- Recommended Grade Level: 12
- Required Prerequisite: A minimum of 4 credits in a logical sequence of courses from program areas related to the student's career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MARKETING FIELD EXPERIENCE
(RELATED INSTRUCTION/ON-THE-JOB TRAINING)

5990 *(MRKT FE)*

Marketing Field Experience is a marketing course that requires two components: related classroom instruction and cooperative work experience with school release time available. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Students participating in this course will follow class, school, State, and Federal guidelines. Students will be paid in accordance with all State and Federal laws pertaining to employment. The instruction should be planned and organized around the activities associated with specific objectives and career clusters. The classroom instruction for the related instruction component may be a blend of both group and individual instruction. Instructional strategies may include a school-based enterprise, computer-technology applications, real and/or simulated occupational experiences, and projects in marketing functions such as those available through the DECA program of co-curricular activities.

- Recommended Grade Level: 11-12
- Required Prerequisite: Marketing Foundations or a specialized marketing course

- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SUPERVISED AGRICULTURAL EXPERIENCE
See Agriculture Education

TRADE & INDUSTRIAL COOPERATIVE TRAINING
(Including Related Instruction and On-The-Job Training)

5892 *(TICE)*

Trade and Industrial Cooperative Training (formerly ICT) is defined as instruction planned to develop occupational skills, safety practices, technical knowledge, and related occupational information for the purpose of preparing persons for initial employment in industrial occupations. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The following two components must be included as part of the Trade and Industrial Cooperative Training method of instruction.

Related Instruction that is classroom-based instruction should be organized and planned around the activities associated with both the students' individual jobs and the students' career objectives in industrial occupations. It is to be taught during the same semesters as the students are receiving on-the-job training. The concepts, skills, and attitudes basic to occupational competence are to be taught as principles in school and are to be applied and tested on the job. The sequence of related instructional topics in school should be continuously correlated with the sequence of the students' job activities. Because the students' on-the-job activities will vary according to the types of industrial occupations in which they have been placed, part of the related instructional time needs to be individualized, in such ways as: (a) using group instruction, but individualizing the assignment so that the learning is applied to the students' own jobs, and (b) using individual study assignments such as projects, job study guides, and individual reading assignments. For the students to become occupationally competent and therefore employable, the related instruction should cover, in varying proportions: (a) general occupational content standards, (b) specific occupational content standards, and (c) specific job content standards.

On-the-Job Training is actual work experience in industrial occupations that is related to the students' career objectives. During this training, the students should have the opportunity to apply the concepts, skills, and attitudes taught as principles in the Related Instruction class, as well as the skills and knowledge that have been learned in other courses. The students are to be placed on-the-job under the direct supervision of experienced employees who serve as the on-the-job trainers in accordance with pre-determined training plans and agreements and assist in evaluating the students' job performance.

- Recommended Grade Level: 12
- Required Prerequisite: At least 4 credits in a logical sequence of courses in the student's trade and industrial career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Academic and technical content standards to be achieved will vary according to each student's career plan.

ENGINEERING AND TECHNOLOGY EDUCATION

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

ENGINEERING AND TECHNOLOGY EDUCATION

Academic Standards for this area are available at
http://www.doe.in.gov/standards/standards2000_technology.html

Teacher Requirements for this area are available at
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

NOTE: Appropriately licensed teachers may also teach the following PLTW and/or Trade and Industrial Education courses within Engineering and Technology Education such as: Advanced Manufacturing, Aerospace Engineering, Biotechnology, Civil Engineering and Architecture, Computer Integrated Manufacturing, Digital Electronics Engineering or Digital Electronics, Engineering Design and Development or Engineering, Gateway to Technology, Introduction to Engineering Design, and Principles of Engineering. *Course titles and descriptions are listed within the PLTW or Trade and Industrial Education subject areas.*

COMMUNICATION PROCESSES

4790 *(COMM PROC)*

Communication Processes is a course that specializes in using modern communication processes to exchange messages and information at greater volumes and improved speeds. This course explores the various technical processes used to link ideas and peoples through the uses of electronic and graphic media. Major goals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems.

- Recommended Prerequisites: Technology (ML), Technology Systems, Communication Systems
- Credits: 1 or 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Course content standards at:
  http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/technology.shtml

COMMUNICATION SYSTEMS

4780 *(COMM SYST)*

Communication Systems is a course that specializes in how people use modern communication systems to exchange information and ideas. These systems allow people to grow intellectually, express feelings, and better understand diverse cultures. This course explores the application of the tools, materials, and techniques used to design, produce, use, and asses systems of communication. Instructional strategies introduce students to the world of communication technology through a variety of means including: presentations, discussions, and laboratory activities. Students will produce graphic and electronic media as they apply communication technologies. Most activities are designed for small group work since communication takes place between two parties or machines.

- Recommended Prerequisite: Technology (ML), Technology Systems
- Credits: 1 or 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Course content standards at:
  http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/technology.shtml

COMPUTERS IN DESIGN AND PRODUCTION SYSTEMS

4800 *(COMP DES)*

Computers in Design and Production Systems is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills. The content and activities should be developed locally in accordance with available advanced technologies in the school. Course content should address major technological content related to topics such as: design documentation using CAD systems; assignments involving the interface of CAD, CAM, and CIM technologies; computer simulation of products and systems; animation and related multimedia applications; control technologies; and automation in the modern workplace.

- Recommended Prerequisite: Technology (ML)
- Credits: 1 or 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Course content standards at: http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/technology.shtml

CONSTRUCTION PROCESSES

4792 *(CONS PROC)*

Construction Processes is a course that specializes in using modern technological processes to produce structures on a site. Structures may include residential, commercial, institutional, and industrial buildings. Additional structures may include special purpose facilities built for displays, sports contests, and transportation terminals. Students will study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students may also investigate topics related to the purchasing and maintenance of structures.

- Recommended Prerequisites: Technology (ML), Construction Systems
- Credits: 1 or 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Course content standards at: http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/technology.shtm

CONSTRUCTION SYSTEMS

4782 *(CONS SYST)*

Construction Systems is a course that specializes in how people use modern construction systems and the management of resources to efficiently produce a structure on a site. Students will explore the application of tools, materials, and energy in designing, producing, using, and assessing the construction of structures. Classroom activities introduce students to the techniques used in applying construction technology to the production of residential, commercial, and industrial buildings in addition to civil structures. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course.

- Recommended Prerequisite: Technology (ML)
- Credits: 1 or 2 semester course, 1 credit per semester

- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Course content standards at: http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/technology.shtml

DESIGN PROCESSES

4794 *(DES PROC)*

Design Processes is a course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, engineering, testing, and communicating designs for products, structures, and systems. Classroom activities help students to understand the steps used to move an idea from a designer's mind into an engineered artifact, process, or system. Students will participate in design activities using critical thinking skills that require them to: identify problems; generate alternative solutions; select and refine the most plausible solution; develop specifications for the solution; model and test the solution; and present the final solution for approval.

- Recommended Prerequisite: Technology (ML), Computers in Production & Design Systems
- Credits: 1 or 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Course content standards at: http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/technology.shtml

DESIGN TECHNOLOGY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

4822 *(DTECH H IB)*

Design Technology Higher Level, International Baccalaureate aims to teach students not only design and technology, but also how to adapt to new experiences and how to approach problems with the appropriate skills and techniques to identify important elements and develop optimum solutions. It assumes no previous experience in either design technology or designing. Students study six core topics: designers and the design cycle, the responsibility of the designer, materials, manufacturing processes and techniques, production systems, and clean technology and green design. Students must complete additional study in three topics: raw material to final product, microstructures and macrostructures, and appropriate technologies. Optional course topics from which the student may choose two from include: food technology, computer-aided design, manufacture and production, invention, innovation and design, health by design, and electronic products.

- Recommended Grade Level: Grades 11 and 12
- Recommended Prerequisite: Technology (ML), Technology Systems, Computers in Production & Design Systems or PLTW Introduction to Engineering Design, PLTW Principles of Engineering
- Credits: 4 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Academic content standards at http://www.ibo.org/

DESIGN TECHNOLOGY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

4824 *(DTECH S IB)*

Design Technology Standard Level, International Baccalaureate aims to teach students not only design and technology, but also how to adapt to new experiences and how to approach problems with the appropriate skills and techniques to identify important elements and develop optimum solutions. It assumes no previous experience in either design technology or designing. Students study six core topics: designers and the design cycle, the responsibility of the designer, materials, manufacturing processes and techniques, production systems, and clean technology and green design. Optional course topics from which the student may choose two from include: food technology, computer-aided design, manufacture and production, invention, innovation and design, health by design, and electronic products. Further options include raw material to final product, microstructures and macrostructures, and appropriate technologies.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisite: Technology (ML), Technology Systems, Computers in Production & Design Systems or PLTW Introduction to Engineering Design, PLTW Principles of Engineering, PLTW Digital Electronics
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Academic content standards at http://www.ibo.org/

FUNDAMENTALS OF ENGINEERING

4802 *(FUND ENG)*

Fundamentals of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. An engineer is a highly educated and trained problem solver who engages in the functions of research, development, planning, design, production, and project management. Engineers often work as part of a team to plan, design, and supervise a product from concept to completion. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering, etc. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems.

- Recommended Prerequisite: Technology (ML), Computers in Design and Production Systems, Design Processes
- Credits: 1 or 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Course content standards at: http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/technology.shtml

MANUFACTURING PROCESSES

4796 *(MFTG PROC)*

Manufacturing Processes is a course that specializes in using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Activities provide an understanding of the characteristics and properties of industrial materials and the processing of these materials into consumer goods. Students will investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. In this course, each of these processes is a major body of content. It is through the study of common principles, supported by related laboratory and problem solving activities, that understanding is developed and reinforced.

- Recommended Prerequisites: Technology (ML), Manufacturing Systems
- Credits: 1 or 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Course content standards at: http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/technology.shtml

MANUFACTURING SYSTEMS

4784 *(MFTG SYST)*

Manufacturing Systems is a course that specializes in how people use modern manufacturing systems with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a background toward developing engineering & technological literacy. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Activities allow students to study techniques used in identifying and obtaining resources in addition to developing an understanding of the primary and secondary processes used to convert raw materials into finished products.

- Recommended Prerequisite: Technology (ML)
- Credits: 1 or 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Course content standards at: http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/technology.shtml

TECHNOLOGY AND SOCIETY

4804 *(TECH SOC)*

Technology and Society is a course that specializes in the study of technology as a pervasive, complex force that is interwoven in the cultural, social, political, ethical and intellectual existence of all people. The development of technology has brought about new dangers related to material and social wealth. This is leading to a growing awareness of the direct and indirect consequences of our technological world, and the need to develop alternative means of accomplishing societal goals. As technologies become more powerful and integrated across societies, the ability to foresee the social, economic, and environmental consequences of their development has become increasingly critical. The goal of this course is to increase student awareness of the uncertainties and future direction associated with technological development. Emphasis is given to the nature of technology, the impact of devices and

systems on the quality of life, assessment of the benefits and risks of technology, and technological ethics for responsible decision-making.

- Recommended Prerequisite: Technology (ML), Technology Systems
- Credits: 1 semester, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Course content standards at: http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/technology.shtml

TECHNOLOGY ENTERPRISES

4806 *(TECH ENTER)*

Technology Enterprises is an application course that allows students to apply technological, engineering, and managerial principles in organizing, financing, and operating a company to produce a product, structure, or service. Students learn through this course how enterprises are developed and operated in an efficient manner. The key focus of this course is to allow students to structure and operate a real-life enterprise within the classroom environment. Students learn about the kinds of productive enterprises; principles of management; how to develop products and services; how to organize an enterprise; how to operate an enterprise; the delivery of products or services; the marketing of products or services and the closing of an enterprise.

- Recommended Prerequisite: Technology (ML), Manufacturing Systems, Manufacturing Processes
- Credits: 1 or 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Course content standards at: http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/technology.shtml

TECHNOLOGY SYSTEMS

4808 *(TECH SYST)*

Technology Systems is a course that focuses on the technologies used in the career pathways related to Architecture & Construction, Arts, A/V Technology & Communications, Manufacturing, Science, Technology, Engineering & Mathematics and the Transportation, Distribution, & Logistics career clusters. Instructional strategies include creative problem solving activities that address real-world problems and opportunities. Computer experiences are used to incorporate graphics, simulations, networking, and control systems. Students are also introduced to, and engaged in, investigating career opportunities within a career cluster of their choice. Systems thinking skills are used by students to study, diagram, and test a solution to a scenario related to their career interests.

- Recommended Prerequisite: Technology (ML)
- Credits: 1 or 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Course content standards at: http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/technology.shtml

TRANSPORTATION PROCESSES

4798 *(TRANS PROC)*

Transportation Processes is a course that specializes in the study of the transportation processes and the logistics of moving people, cargo and goods from one location to another. Transportation is a managed system that uses inputs, processes, and outputs to move people, cargo and goods. Content of this course includes the study of how transportation impacts individuals, society, and the environment and how these processes require continual assessment/feedback to control the system. This course focuses on the environments in which transportation occurs: land, air, water, and space and the logistical processes for receiving, storing, routing, loading, transporting, unloading, storing and delivering of people, cargo and goods.

- Recommended Prerequisites: Technology (ML), Transportation Systems
- Credits: 1 or 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Course content standards at: http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/technology.shtml

TRANSPORTATION SYSTEMS

4786 *(TRANS SYST)*

Transportation Systems is a course that specializes in the study of the transportation systems used to support commerce and the logistics for the efficient movement of goods and people. In this course, students will explore the systems, techniques and vehicles used to move people and cargo on land, water, air, and space. Activities allow students to understand a variety of transportation systems and investigate the energy, power and mechanical systems used to move people and products from one location to another.

- Recommended Prerequisites: Technology (ML)
- Credits: 1 or 2 semester course, 1 credit per semester
- Credits: A one credit course offered over one semester.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Course content standards at: http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/technology.shtml

ENGLISH/LANGUAGE ARTS

Indiana
State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

ENGLISH/LANGUAGE ARTS

Academic Content Standards available at:
http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml

Curriculum Resource Framework available at:
http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx

Teacher Requirements available at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Additional English/language arts resources available at:
http://www.doe.in.gov/opd/languagearts/welcome.html

Introduction

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

The goal of the study of *literature* is to provide students with frequent and continual opportunities to: (1) learn and apply essential skills in reading and writing; (2) read widely to build a better understanding of various types of texts, genres, and cultures of our country and those in other parts of the world; (3) read well; (4) acquire new information that will assist in responding to the needs of the workplace and society as a whole; and (5) make reading a lifelong pursuit. Literature courses provide students with opportunities to respond to literature critically, reflectively, and imaginatively both in writing and speaking and to develop concepts and strategies for making independent critical evaluations of literature. These types of courses enhance students' awareness of various cultures and develop a sense of identity. Literature courses include reading for pleasure and expose students to reading materials available in school media centers and public libraries.

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

The State Board of Education requires eight credits in the English/language arts area for graduation from Indiana high schools. All courses should be based on *Indiana's Academic Standards for English/Language Arts*. The courses that meet Indiana Core 40 requirements should also meet state academic standards. A course that primarily emphasizes the completion of: (1) forms, (2) letter

writing, (3) worksheets, and (4) skill-and-drill does not meet the English/language arts credit graduation requirements.

ADVANCED COMPOSITION

1098 *(ADV COMP)*

Advanced Speech and Communication, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study and application of the rhetorical (effective) writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports. ADVANCED COMPOSITION PROJECT: Students write job applications, resumes, and other informational documents that may include the development of flyers, posters, brochures, program agendas, or reports incorporating visual information in the form of pictures, graphs, or tables.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, Composition, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT

1124 *(ADV ENG CC)*

Advanced English/Language Arts, College Credit, is an advanced course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts* in Grades 11 and 12. This course title covers any English language and composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school. It also covers any other postsecondary English language and composition course offered for dual credit under the provisions of the Indiana Code (511 IAC 6-10: Rule 10 - Postsecondary Enrollment Program).

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
- Credits: 1 credit per semester. May be offered for successive semesters
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Only dual high school/college credit courses listed on the Core Transfer Library fulfill the additional requirements of the Core 40 with Academic Honors diploma
- This course may be used for multiple dual credit college courses in English/Language Arts

ADVANCED SPEECH AND COMMUNICATION

1078 *(ADV SPEECH)*

Advanced Speech and Communication, a course based on *Indiana's Academic Standards for English/Language Arts* and emphasizing the *High School Speech and Communication Standards*, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multi-media presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery. ADVANCED SPEECH AND COMMUNICATION PROJECT: Students complete a project, such as multi-media presentations that are reflective, reports or historical investigations, responses to literature, or persuasive arguments, which demonstrates knowledge, application, and speaking progress in the Advanced Speech and Communication course content.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: Speech or teacher recommendation
- Credits: 1 or 2 credits
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

AMERICAN LITERATURE

1020 *(AMER LIT)*

American Literature, *a course based on Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts,* is a study of representative works and authors of the United States from pre-Revolutionary times to the present. Students read, analyze, evaluate, critique, and actively respond to a wide variety of literary genres that reflect American culture, including quality works of various ethnic and cultural minorities. Students compare readings and media from literature, history, and other subjects by demonstrating how the ideas and concepts presented in the works are interconnected, distinctly American, and important to an understanding of the development of the current culture.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 or 2 credits
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Resource List: http://www.doe.in.gov/opd/languagearts/welcome.html
- NOTE: Students are strongly encouraged to combine American Literature with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

BIBLICAL LITERATURE

1022 *(BIBLE LIT)*

Biblical Literature, *a course based on Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of the *Bible*, viewed from a

literary standpoint, as a source of a wide variety of literary patterns, themes, and conventions. Students examine the different books in relation to the various historical time frames of the books and in relation to related literature as it pertains to Biblical themes. Students read, discuss, and write about Biblical references (allusions) in both classical and modern literature, formation of a canonical *Bible*, inclusion of apocryphal and heretical writings, oral versus literate transmission of sacred history and doctrine, and questions and problems of interpretation.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

BIOGRAPHIES

1024 *(BIOGRPHIES)*

Biographies, *a course based on Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of outstanding examples of biographical literature from different historical periods, different cultures, and different authors (both men and women). Students examine autobiography, legendary narratives of historical figures, and hagiography (venerated persons). Students analyze works written for different purposes, such as moralistic, inspirational, entertainment, and cautionary. Students analyze the assumptions of the author and relationship between the author and the subject of the biography in order to determine reliability and validity of the work.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

CLASSICAL LITERATURE

1026 *(CLASS LIT)*

Classical Literature, *a course based on Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of Greek and Roman Empire literature by the major authors, such as Aristotle, Cicero, Dante, Euripides, Homer, Ovid, Plato, Plutarch, Sappho, Sophocles, St. Augustine, Virgil, and others. Students examine a variety of literary genres, such as tragedy, comedy, epic, lyric, novel, oratory, and others. Students analyze themes as they relate to the transition from oral to literate cultures, the emergence of cities and empires, the use of mythology, and the rise and fall of democracy. Students analyze how classical literary patterns, themes, and conventions have influenced modern literature.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation

- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

COMPOSITION

1090 *(COMP)*

Composition, *a course based on Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study and application of the rhetorical (effective) writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

CONTEMPORARY LITERATURE

1054 *(CONTEM LIT)*

Contemporary Literature, *a course based on Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of how post-1950s literature from around the world, such as North and South America, Europe and Great Britain, the Middle East, and post-colonial Africa and Asia, addresses contemporary issues. Students examine multiple genres to develop a sense of how particular genres are used today to represent ideas and events. Students analyze different theories and methods of textual criticism especially theories popular currently. Students analyze how the interpretations and themes of contemporary literature read in this course relate to the time period and to historical issues.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

CREATIVE WRITING

1092 *(CREAT WRIT)*

Composition, *a course based on Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study and application of the rhetorical (effective) writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. CREATIVE WRITING PROJECT: Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

DEBATE

1070 *(DEBATE)*

Debate, *a course based on Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking). DEBATE PROJECT: Students complete a project, such as a mock debate or trial, participation in a forum, competition, or tournament, or an argument supporting or opposing different sides of a major issue, which demonstrates knowledge, application, and presentation progress in the Debate course content.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: Speech or teacher recommendation
- Credits: 1 or 2 credits. The nature of this course allows for the second semester of instruction at an advanced level.
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

DEVELOPMENTAL READING

1120 *(DEV READNG)*

Developmental Reading is a supplemental course that provides students with individualized instruction designed to support success in completing language arts course work aligned with Indiana's Academic Standards for English/Language Arts in Grades 9-12 and the *Common Core State Standards for English/Language Arts, focusing on the Reading Standards*
(Standards 1, 2, and 3).

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None

- Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is for students who need additional support in vocabulary development and reading comprehension.
- NOTE: The course may also be used for students who need extra preparation to take Advanced Placement classes or college placement examinations.

DRAMATIC LITERATURE

1028 *(DRAMA LIT)*

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

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

ENGLISH 9

1002 *(ENG 9)*

English 9, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 9 and the *Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH 10

1004 *(ENG 10)*

English 10, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 10 and the *Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: English 9 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH 11

1006 *(ENG 11)*

English 11, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 11 and the *Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 11
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH 12

1008 *(ENG 12)*

English 12, an integrated English course based on Indiana's Academic Standards for English/Language Arts for Grade 12 and the *Common Core State Standards for English/Language Arts*, 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 for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of

pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH AS A NEW LANGUAGE

1012 or 2188 *(ENL)*

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

- Recommended Grade Level: The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.
- Recommended Prerequisites: English proficiency placement test results
- Credits: A two-semester course, one credit per semester. The nature of this course allows for successive semesters of instructions at advanced levels (up to a maximum of four credits).
  - English/Language Arts credit (1012): If ENL course work addresses *Indiana's Academic Standards for English/Language Arts*, up to four (4) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
  - World Language credit (2188): If ENL course work addresses *Indiana's Academic Standards for World Languages* and is taken concurrently with another English/Language Arts course, up to four (4) credits accrued may count as World Language credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Language Proficiency Standards: http://www.doe.in.gov/lmmp/standards.html

ENGLISH LANGUAGE AND COMPOSITION, ADVANCED PLACEMENT

1056 (*LNG/COMP AP*)

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

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students

for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.

- Recommended Grade Level: Grade 11 or 12 (College Board does not designate when this course should be offered).
- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- English 12 could be incorporated into this course, if this course is offered at Grade 12

ENGLISH LITERATURE

1030 *(ENG LIT)*

English Literature, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of representative works of the English-speaking authors associated with the Commonwealth of Nations, including England, Scotland, Ireland, Wales, Canada, Newfoundland, Australia, New Zealand, India, South Africa, Kenya, Botswana, and others. Students examine a wide variety of literary genres that reflect the English-speaking peoples from the Anglo-Saxon Period to the present. Students analyze how the ideas and concepts presented in the works are both interconnected and distinctly reflective of the cultures and the countries in which they were written.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 or 2 credits
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

ENGLISH LITERATURE AND COMPOSITION, ADVANCED PLACEMENT

1058 *(*LIT/COMP AP*)*

English Literature and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students

for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.

- Recommended Grade Level: Grades 11 and 12
- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- College Board does NOT designate the grade level (Grade 11 or 12) when this course should be offered.
- English 12 could be incorporated into this course, if this course is offered at Grade 12

ETHNIC LITERATURE

1032 *(ETHNIC LIT)*

Ethnic Literature, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of literature focusing on specific multicultural issues produced by writers representing various ethnic cultures. Students examine works exploring ethnic experiences and ideas as well as the contributions of authors to multicultural themes. Students analyze the expressions of cultural identities within ethnic literature and how problems or issues of interest to a given group relate or interconnect with national issues and history.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

ETYMOLOGY

1060 *(ETYMOLOGY)*

Etymology, a language studies course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (*Latin, Greek, Germanic, Romance Languages*). Students analyze meanings of English words by examining roots, prefixes, suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation. ETYMOLOGY PROJECT: Students complete a project, such as doing a case study on specific words or creating an historical timeline of the development of specific words, which demonstrates knowledge, application, and progress in Etymology course content.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

- NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.
- This course may be used to help students increase their vocabularies as preparation to perform well on the SAT or ACT.

EXPOSITORY WRITING

1094 *(EXPOS WRIT)*

Expository Writing, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language*, is a study and application of the various types of informational writing intended for a variety of different audiences. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. EXPOSITORY WRITING PROJECT: Students complete a project, such as an extended essay or report explaining the main idea or thesis by using the expository strategies of classification, illustration by example, definition, comparison and contrast, process analysis (descriptions or explanations that provide instructions for the reader), cause and effect, definitions, or some combination of these strategies, which demonstrates knowledge, application, and writing progress in the Expository Writing course content.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

FILM LITERATURE

1034 *(FILM LIT)*

Film Literature, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State 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. FILM LITERATURE PROJECT: Students complete a project, such as doing an historical timeline and bibliography on the development of film or the creation of a short- subject film, which demonstrates knowledge, application, and progress in the Film Literature course content.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

GENRES OF LITERATURE

1036 *(GENRES LIT)*

Genres of Literature, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of various literary genres, such as poetry, dramas, novels, short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Students analyze how each genre shapes literary understanding or experiences differently, how different genres enable or constrain the expression of ideas, how certain genres have had stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary times.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

GRAMMAR

1062 *(GRAMMAR)*

Grammar, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of the English language system. Students examine and apply the conventions of oral and written expression that include syntax, usage, punctuation, and spelling. Students learn grammatical terminology, study grammar in the context of reading and writing, and apply grammatical concepts in writing and speaking.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1 credit
- Counts as an English/Language Arts Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

GROUP DISCUSSION

1074 *(GRP DISCUS)*

Group Discussion, a course based on a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study and application of the basic principles and techniques of effective group discussion. Students formulate questions that are appropriate in a group setting, connect ideas or concepts and rephrase ideas when appropriate, and practice critical listening. Student make comments that reflect the development of logic or a line of reasoning, represent a clear point of view, and involve evidence of support (data, examples,

anecdotes, documents, information from a variety of sources). Students use the same Standard English conventions for oral speech that they use in their writing.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1 credit
- Counts as an English/Language Arts Course for the General Diploma only or as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INDIANA LITERATURE

1038 *(IND LIT)*

Indiana Literature a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of works produced by those who were born in, raised, or lived most of their lives in Indiana and works about Indiana or its famous persons. Students examine representative works of various historical periods, works from the various literary movements, and works that reflect unique aspects of Indiana culture. Students analyze and evaluate contributions of Indiana literature to specific genres and to the body of American literature or media in the past and present.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Resource Book List: http://doe.in.gov/opd/languagearts/welcome.html
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

JOURNALISM

1080 *(JRNALISM)*

Journalism, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of communications history including the legal boundaries and the ethical principles that guide journalistic writing. It includes a comparison study of journalistic writing to other types of writing. Students prepare for a career path in journalism by working on high school publications or media staffs. JOURNALISM PROJECT for the second credit: Students complete a project, such as a special feature magazine or mini-documentary on a topic of interest or concern. The project demonstrates knowledge, application, and progress in Journalism course content.

- Recommended Grade Level: Grades 9, 10, 11, or 12
- Recommended Prerequisites: None or teacher recommendation
- Credits: 1 or 2 credits Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma
- English/Language Arts credit (1080): If Journalism course work addresses *Indiana's Academic Standards for English/Language Arts* and the student also takes a two-credit English Advanced

Placement course plus corresponding AP exams or a two-credit English dual credit course, up to two (2) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

- Journalism Academic Career Path form; *High School Journalism Standards*; *Research Standards*; Historical Events Timeline: http://doe.in.gov/opd/languagearts/welcome.html
- NOTE: This is not a student publications course. The designated school newspaper or yearbook course is Student Publications (1086).

LANGUAGE A1 HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

1130 *(LA A1H IB)*

Language A1 Higher Level, International Baccalaureate is a pre-university literature course in the student's native or best language. Language A1 promotes an appreciation of literature and knowledge of the student's own culture, along with that of other societies, and develops the student's powers of expression, both in oral and written communication. The course emphasizes the skills involved in writing and speaking in a variety of styles and situations and offers the student the opportunity to read 11-15 works grouped by genres. Works are chosen from a broad list of prescribed authors and works representing different literary periods, genres, and regions in the target language, as well as literature in translation.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

LANGUAGE A1 STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

1132 *(LA A1S IB)*

Language A1 Standard Level, International Baccalaureate is a pre-university literature course in the student's native or best language. Language A1 promotes an appreciation of literature and knowledge of the student's own culture along with that of other societies and develops the student's powers of expression, both in oral and written communication. The course emphasizes the skills involved in writing and speaking in a variety of styles and situations and offers the student the opportunity to read 11-15 works grouped by genres. Works are chosen from a broad list of prescribed authors and works representing different literary periods, genres, and regions in the target language, as well as literature in translation.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

LANGUAGE ARTS LAB

1010 *(LANG LAB)*

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with *Indiana's*

Academic Standards for English/Language Arts in Grades 9-12 and the *Common Core State Standards for English/Language Arts*, focusing on the Writing Standards (Standards 4, 5, and 6).

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels.
- Counts as an English/Language Arts Elective only for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is for students who need additional support in all the language arts (reading, writing, speaking and listening), especially in writing.
- NOTE: The course may also be used for students who need extra preparation to take Advanced Placement classes or college placement examinations.

LIBRARY MEDIA

1082 *(LBRY MEDIA)*

Library Media is the study and application of procedures based on library science theory. Students examine the role of the library and technology in the current Information Age. Students use electronic resources for specific research needs and use multimedia presentation technology for practical applications.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1 credit
- Counts as an English/Language Arts Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

LINGUISTICS

1064 *(LINGUISTICS)*

Linguistics, a language studies course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is the study of language structures and patterns that enable humans to communicate with an infinite number of ideas using a finite grammar and vocabulary. Students examine the terminology and sub-categories of linguistics as a field of study, including semantics, syntax, and morphology. Students analyze the psychological, social, and cultural factors that contribute to choices of structure and pattern by language users. LINGUISTICS PROJECT: Students complete a project, such as a case study in one of the fields of linguistics or a developmental timeline showing the psychological or cultural factors influencing language users, which demonstrates knowledge, application, and progress in Linguistics course content.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.

LITERARY MOVEMENTS

1040 *(LIT MVMTS)*

Literary Movements, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of representative European or American literature produced during the historical time periods of Ancient Greece and Rome, the Middle Ages, the Renaissance, the Enlightenment, and the literary periods of Romanticism, Realism, Modernism, The Harlem Renaissance, and Contemporary Literature. Students examine a variety of literary genres, such as dramas, epic and lyric poetry, novels, oratory, short stories, biographies, journals, diaries, essays, and others. Students analyze how the trends and movements shaped the literature of the time and how the works of the various literary trends and movements continue to affect contemporary literature and issues.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

MASS MEDIA

1084 *(MASS MEDIA)*

Mass Media, a course based on the *High School Journalism Standards* and the *Mass Media and Media Literacy Standards,* is the study of the importance of mass media as pervasive in modern life at the local, national, and global levels. It includes a study of the impact of constant and immediate news, entertainment, and persuasive messages on everyday life. Students use course content to become knowledgeable consumers of mass media in preparation for their roles as informed citizens in a democratic society. MASS MEDIA PROJECT for the second credit: Students complete a project, such as a media convergence special report using multiple formats that compare different aspects of a topic of interest or concern. The project demonstrates knowledge, application, and progress in Mass Media course content.

- Recommended Grade Level: Grades 9, 10, 11, or 12
- Recommended Prerequisite: None or teacher recommendation
- Credits: 1 or 2 credits Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma
- English/Language Arts credit (1084): If Mass Media course work addresses *Indiana's Academic Standards for English/Language Arts* and the student also takes a two-credit English Advanced Placement course plus corresponding AP exams or two-credit English dual credit course, up to two (2) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Journalism Academic Career Path form; *High School Journalism Standards*; *Mass Media and Media Literacy Standards;* Historical Events Timeline: http://doe.in.gov/opd/languagearts/welcome.html

NOVELS

1042 *(NOVELS)*

Novels, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors in the past and present or sets of novels in a given time period or across time periods or covering a particular theme.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

POETRY

1044 *(POETRY)*

Poetry, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of poetic works, the interpretation of poetry, and the variety of structures, devices, and themes that differentiate one type of poetry from another. Students examine a wide variety of major poetic works from the English-speaking world and English translations of important works from the non-English-speaking world. Students analyze the impact of aural devices, such as meter, alliteration, assonance, and rhyme, on the overall interpretation of a poem and how poetry is a form of literary expression that has prevailed through the ages.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

SHORT STORIES

1046 *(SHORT STRS)*

Short Stories, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of the distinct features of the short story, such as being tightly focused narrative fiction. The course may be organized by historical periods, themes, or authors. Students examine short stories with modernist and contemporary themes by a variety of authors from the perspective of audience, purpose, and historical development.

Students analyze what distinguishes the short story genre from other literary genres, such as the novel, epic, romance, biography, and others.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

SPEECH

1076 *(SPEECH)*

Speech, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts Standards*, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multi-media presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1 or 2 credits
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

STUDENT PUBLICATIONS

1086 *(STDNT PUBS)*

Student Publications, a course based on the *High School Journalism Standards* and the *Student Publications Standards,* is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

- Recommended Grade Level: Grades 9, 10, 11, or 12
- Recommended Prerequisites: Journalism, Mass Media, or teacher recommendation
- Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels. May be offered over three- or four-years by subtitling the course Beginning, Intermediate, or Advanced.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or two (2) credits accrued as an English/Language Arts

requirement for the General Diploma only if the course work addresses Indiana's Academic Standards for English/Language Arts
- Journalism Academic Career Path form; *High School Journalism Standards*; *Student Publications Standards*: http://doe.in.gov/opd/languagearts/welcome.html
- NOTE: This is the designated school newspaper or yearbook course.

TECHNICAL COMMUNICATIONS

1096 *(TECH COMM)*

Technical Communication, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Literacy Standards for Technical Subjects*, is the study and application of the processes and conventions needed for effective technical writing-communication. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. TECHNICAL WRITING PROJECT: Students complete a project, such as a multi-media advertising campaign for a generic product or idea or a multi-media proposal of an action plan to implement a project or service, which demonstrates knowledge, application, and writing progress in the Technical Communication course content.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- "Technical and Business Communications" may be substituted for this course if it meets "Composition" course (1090) requirements and students are completing a standard diploma.
- NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

THEMES IN LITERATURE

1048 *(THEMES LIT)*

Themes in Literature, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State 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.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

TWENTIETH-CENTURY LITERATURE

1050 *(20TH-C LIT)*

Twentieth Century Literature, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of twentieth-century literature in the United States, the British Isles, and Europe with a focus on major works and writers in the Modern Period, the Harlem Renaissance, Early Contemporary Literature and Contemporary Literature from a chronological or thematic perspective. Students examine a variety of genres including novels, short stories, poetry, dramas, science fiction, and others. Students analyze how the writers and their works either reflected or influenced the issues of the time.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

WORLD LITERATURE

1052 *(WORLD LIT)*

World Literature, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of ancient and modern representative works by major authors from six continents: Africa, Asia, Australia, Europe, North America, and South America. Students examine a wide variety of literary genres and themes. Students analyze how the ideas and concepts presented in the works are both interconnected and reflective of the cultures and historical periods of the countries represented by the authors.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.
- If this course is taught at Grade 9 or 10, the standards for Grade 9 or 10 should be used.

FAMILY AND CONSUMER SCIENCES – CAREER PREPARATION COURSES

Indiana
State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

FAMILY AND CONSUMER SCIENCES - OCCUPATIONAL

Content Standards for this subject area available at:
http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/facs.shtml

Teacher Requirements for this subject area available at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Career pathway information for this subject area available at:
http://www.doe.in.gov/octe/facs/CrrClstrGrid.html

ADULT AND ELDER CARE CAREERS I, II

5418 *(AECC I, II)*

Adult and Elder Care Careers prepares students for employment in adult and elder care and related services and provides the foundations for study in higher education that leads to adult and elder care-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of adult and elder care and services. The course of study includes, but is not limited to: planning and guiding developmentally appropriate activities for adults and the elderly; developmentally appropriate practices of guidance and discipline; application of basic health and safety principles when working with adults; overview of management and operation of licensed adult care facilities or other relevant settings; Indiana state adult care regulations and licensing requirements; and employability skills. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Intensive experiences in one or more adult or elder care facilities, resumes, and career portfolios are required components. A standards-based plan for each student guides the student's laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Adult and Elder Care Careers teacher. Student laboratory/field experiences may be either school-based, if available, or "on-the-job" in community-based adult and elder care centers or in a combination of the two.

- Recommended Grade Level: Grade 11 and 12
- Recommended Prerequisites: Child Development and Parenting; Advanced Child Development; also suggested - Orientation to Life Careers, Nutrition and Wellness
- Credits: Two semester occupational course, two or three credits per semester, one or two years
- If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: http://doe.in.gov/octe/facs/adulteldercare.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/adulteldercare.html

CONSUMER SERVICES CAREERS I, II

5430 *(CSC I, II)*

Consumer Services Careers prepares students for employment in consumer services and related services and provides the foundations for study in higher education that leads to consumer services-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of consumer services careers. The course of study includes, but is not limited to: management of

personal, family, and social needs and individual and family resources; processes and systems for achieving and maintaining financially responsible living arrangements, including financing options and tax considerations; contemporary housing issues, including homelessness; environmental and energy issues; impacts of technology on home and family resources; resource management to meet special needs; and employability skills. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Intensive experiences in one or more consumer services agencies, resumes, and career portfolios are required components. A standards-based plan for each student guides the student's laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Consumer Services Careers teacher. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: Grade 11 or 12
- Recommended Prerequisites: Orientation to Life and Careers; Personal Resource Management and Family Finance; Consumer Economics
- Credits: Two semester occupational course, two or three credits per semester, one or two years.
- If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: http://doe.in.gov/octe/facs/consumerservice.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/consumerservice.html

C'OFACS - COOPERATIVE OCCUPATIONAL FAMILY AND CONSUMER SCIENCES

5480 *(COFACS)*

In *COFACS - Cooperative Occupational Family and Consumer Sciences* students prepare for a variety of Family and Consumer Sciences occupations and careers through teacher-coordinated, mentor-supervised work-based learning and school-based instruction (group and/or individual teaching/learning activities) related to the career area being studied. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Detailed standards/competency-based training plans related to the specific FACS career or career cluster of the student's choice are developed jointly by the teacher, the job-site mentor, and the student, and related instruction is developed to facilitate achievement of the standards and competencies in the training plan. A student portfolio to document achievement is required. Family, Career and Community Leaders of America (FCCLA) is the co-curricular organization for this course.

This course is a core component of four-year career plans for the career clusters shown below. It is recommended for students with interests in any of the family and consumer sciences career pathways and provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Level: 12
- Recommended Prerequisites: At least 4 credits in a logical sequence of courses in the student's family and consumer sciences career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

- Academic content standards to be achieved will vary according to each student's career plan. Each topic listed in the course description should be addressed, with opportunities for authentic applications of content standards and competencies provided in all programs. http://www.doe.in.gov/octe/facs/cofacs.html
- Curriculum Framework: http://www.doe.in.gov/octe/facs/cofacs.html

CULINARY ARTS CAREERS I, II, III

5440 *(CULART I, II, III)*

C*ulinary Arts Careers* prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry, including (but not limited to) food production and services; food science, dietetics, and nutrition; and hospitality and tourism. Instruction and intensive laboratory experiences may include commercial applications of principles of nutritious, aesthetic, and sanitary selection, purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; related research, development, and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged. The *ProStart School-to-Career Program*, available through the Indiana Hospitality and Tourism Foundation, may be used for this course. To apply to be a ProStart Program, contact the Indiana Hospitality and Tourism Foundation by phone at 317-673-4249, fax at 317-673-4210, or go to their website at http://www.indianarestaurants.org/Foundation.asp

- Recommended Grade Level: Grade 11 and 12 or grade 10, 11, and 12 for the three-year program
- Recommended Prerequisites: Orientation to Life and Careers, Culinary Arts Foundations and/or Nutrition and Wellness and Advanced Nutrition and Foods
- Credits: Two semester occupational course, two or three credits per semester, one, two, or three years
- If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: http://doe.in.gov/octe/facs/foodindustryoccup.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/foodindustryoccup.html

CULINARY ARTS FOUNDATIONS

5438 *(CULART FND)*

Culinary Arts Foundations is an exploratory course for students considering career pathways related to culinary arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics safety, sanitation, storage and recycling processes in the industry; impacts of science and technology on the industry; and culinary arts career pathways. Students are able to explore this industry in depth and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic industry skills are required components of this course. Students are expected to prepare for and obtain state-approved food handler certification. This course is recommended for all students regardless of their career cluster or

pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with interest in career clusters related to culinary arts and food and nutrition. This course is recommended as a core component of the four-year career plans for the career clusters of agriculture, food & natural resources; hospitality & tourism; education & training; and human services.

- Recommended Grade Level: Grade 9 or 10 or permission of the instructor
- Recommended Prerequisites: Orientation to Life Careers
- Credits: One or two-semester career foundations/preparation course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Academic content standards: http://doe.in.gov/octe/facs/culinaryfoundations.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/culinaryfoundations.html

EARLY CHILDHOOD EDUCATION I, II
(formerly EDUCATION AND EARLY CHILDHOOD CAREERS)

5412 *(ECE I, II)*

Early Childhood Education prepares students for employment in early childhood education and related services and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of early childhood education and services. The course of study includes, but is not limited to: planning and guiding developmentally appropriate activities for young children; developmentally appropriate practices of guidance and discipline; application of basic health and safety principles when working with children; overview of management and operation of licensed child care facilities or educational settings; Indiana state child care regulations and licensing requirements and employability skills. Intensive experiences in one or more child care / preschool or school laboratories, resumes, and career portfolios are required components. A standards-based plan for each student guides the student's laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education & Services teacher. Student laboratory/field experiences may be either school-based or "on-the-job" in community-based early childhood education centers or in a combination of the two. Foundation work is included for students to meet content knowledge requirements for the CDA (Child Development Associate) credential. Standards and course specifications are compatible with on-the-job training and related instruction components of the CCDS (Child Care Development Specialist) registered apprenticeship, which is available through the USDOL/BAT. Articulation with postsecondary programs is encouraged. This course is recommended for students with interests in early childhood education and services career paths and provides the foundation for study in higher education that leads to child-related and/or education careers.

- Recommended Grade Level: Grade 11 or 12
- Recommended Prerequisites: Child Development and Parenting, Orientation to Life and Careers, Nutrition and Wellness, and Advanced Child Development
- Credits: Two semester occupational course, two or three credits per semester, one or two years
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: http://doe.in.gov/octe/facs/earlychilded.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/earlychilded.html

EDUCATION PROFESSIONS I, II

5408 *(ED PROF I, II)*

Education Professions prepares students for employment in education and related careers and provides the foundation for study in higher education that leads to teaching and other education-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education professions. The course of study includes, but is not limited to: planning and guiding developmentally appropriate activities for school-age children; developmentally appropriate practices of guidance and discipline; application of basic health and safety principles when working with children; overview of management and operation of teaching/learning centers in educational settings; Indiana state regulations and licensing requirements related to school-age children; and employability skills. Intensive laboratory or field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the student's laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Education professions teacher. Articulation with postsecondary programs is encouraged. This course is recommended for students with interests in education and training career paths and provides the foundation for study in higher education that leads to careers in education.

- Suggested Grade Level: 11 & 12
- Recommended Prerequisites: Orientation to Life and Careers, Child Development and Parenting, Advanced child development, and Nutrition and Wellness
- Two semester occupational course, two or three credits per semester, one or two years
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Counts toward the 8-10 Career-Technical credits required for Core 40 with Technical Honors
- Academic content standards: http://doe.in.gov/octe/facs/educationprofessions.html

FASHION AND TEXTILES CAREERS I, II, III

5420 *(FSHNTX I, II, III)*

Fashion and Textiles Careers prepares students for occupations and higher education programs of study related to the entire spectrum of the career clusters that encompass careers in fashion, apparel, and other textiles management, production, and services. Instruction and laboratory experiences may include commercial applications of principles of design, production, and selection of apparel and textile products; product research, development, and testing; demonstration and instruction of related tools and equipment; and commercial maintenance of apparel and textile products. Intensive laboratory experiences with commercial applications are a required component of this course of study. Work-based experiences in the fashion and textiles industry are strongly encouraged and are required for students who take this course for a third year. This course is a core component of four-year career plans for the career clusters of Personal & Commercial Services; Manufacturing & Processing; and Art, A/V Technology & Communications. It is recommended for students with interests in apparel, textiles, and fashion career pathways and provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Level: Grade 11 and 12 or grade 10, 11, and 12 for the three-year program
- Recommended Prerequisites: Orientation to Life and Careers; Fashion and Textiles Foundations, Entrepreneurship and Marketing courses; a 4-year course plan that identifies this career pathway

- Credits: Two semester occupational course, two or three credits per semester, one, two, or three years. If an articulation agreement is in effect, the student may receive credit form a post-secondary institution.
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: http://doe.in.gov/octe/facs/textiles.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/textiles.html

FOOD AND NUTRITION SCIENCE CAREERS I, II

5456 *(FDNTRSCI I, FDNTRSCI II)*

Food and Nutrition Science Careers is an instructional program that prepares students for career clusters that encompass occupations in and higher education programs related to nutrition, dietetics, food science, food research and development, and related careers that focus on assisting individuals and families in managing their personal, family, and social needs regarding nutrition, diet, and foods. The course of study includes, but is not limited to: advanced topics and issues in nutrition; advanced food science topics and issues; food and nutrition for individuals and families with special needs and disadvantaging conditions; topics related to management of daily living needs of individuals and families, nutrition and foods in child care and convalescent care, topics and issues related to maintaining the food supply; topics related to cleaning and maintenance, purchasing, and food preparation; managing operations in food production, food science, or food research and development establishments; providing for the dietary needs of persons with special requirements; related research, development, and testing. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Intensive laboratory experiences with industry applications are a required component of this course of study. Work-based experiences in food and nutrition science careers are strongly encouraged. This course is a core component of four-year career plans for the career clusters of Human Services and Health Science for students with interests in human services and health science career pathways and provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Level: Grade 11 and 12
- Recommended Prerequisites: Orientation to Life and Careers, Interpersonal Relationships, Adult Roles and Responsibilities, and Computer Applications
- Credits: Two semester occupational course, two or three credits per semester, one or two years.
- If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: http://doe.in.gov/octe/facs/nutritionscience.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/nutritionscience.html

HOTEL ACADEMY I, II, III

5458 *(HOTEL I, HOTEL II, HOTEL III)*

Hotel Academy prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hotel and hospitality industry, including (but not limited to) food production and services and hospitality and tourism. This program is an intensive study of two industry areas. Curriculum provided by the National Restaurant Association Education Foundation and the American Hotel and Lodging Association Education Institute form the basis for this course of study.

Instruction and intensive laboratory experiences include commercial applications of principles of nutritious, aesthetic, and sanitary selection, purchasing, storage, preparation, and service of food and food products; commercial applications of lodging management; using and maintaining related tools and equipment; managing operations in food service, hotel, or other hospitality establishments; and related research, development, and testing. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed.
Intensive laboratory/field experiences with commercial/industry application are required components of this course of study. Student laboratory/field experiences in the culinary area may be either school-based or "on-the-job" in community-based culinary/food service settings or in a combination of the two. Laboratory experiences in the lodging area must be work-based. Work-based experiences in the food industry are strongly encouraged and are required for students who take this course for a third year. A standards-based plan for each student guides the student's laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Hotel Academy teacher. Resumes and career portfolios are required. ProStart assessments and the national ProStart credential and Lodging Management assessments and Lodging Management credentials are available for this career area. Articulation with postsecondary programs is encouraged. This course is a core component of four-year career plans for the career clusters of Human Services and Health Science for students with interests in culinary arts or management of food service, food science, health science, or hospitality establishments and provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Level: Grade 11 and 12 or grade 10, 11, and 12 for the three-year program
- Recommended Prerequisites: Culinary Arts Foundations; Also suggested: Orientation to Life and Careers, Nutrition and Wellness, Advanced Nutrition and Foods; Marketing and Business courses; Computer Applications
- Credits: Two semester occupational course, two or three credits per semester, one, two, or three years.
- If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: http://doe.in.gov/octe/facs/hotelacademy.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/hotelacademy.html

HOUSING AND INTERIOR DESIGN CAREERS I, II

5460 (HIDC I, HIDC II)

Housing and Interior Design Careers prepares students for occupations and higher education programs of study related to the entire spectrum of career clusters that encompass careers related to housing, interiors, and furnishings. Topics include commercial applications of principles of design to creating aesthetic and functional residential and commercial environments; human, non-human, community, family, and financial resources for housing; housing and interiors materials and products; client-centered designing, drafting, blue printing, and space planning; rendering, elevations, and sketching; historical, technological, and environmental impacts on housing and interiors; zoning, building codes, regulations, and accessibility guidelines, and their impact on housing related outcomes. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Intensive laboratory experiences with commercial applications are a required component of this course of study. Work based experiences in the housing, interiors, and/or furnishings industries are strongly encouraged.

- Recommended Grade Level: Grade 11 and 12

- Recommended Prerequisites: Orientation to Life and Careers, Housing and Design Foundations
- Credits: Two semester occupational course, two or three credits per semester, one or two years
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Content standards and competencies are defined.
- Academic content standards: http://doe.in.gov/octe/facs/housingcareers.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/housingcareers.html

HUMAN AND FAMILY SERVICES CAREERS I, II, and III

5462 *(HFSC I, II, III)*

Human and Family Service Careers is an instructional program that prepares students for career clusters that encompass occupations in and higher education programs related to assisting individuals and families in managing their personal, family, and social needs and managing their individual and family resources; to assist individuals and families in maintaining independent living arrangements; to help individuals and families with special needs and disadvantaging conditions to manage daily living needs, child care and convalescent care, cleaning and maintenance, purchasing, and food preparation. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Intensive laboratory experiences with commercial applications are a required component of this course of study. Work based experiences in human and family services careers are strongly encouraged. This course is a core component of four-year career plans for the career clusters of Human Services and Health Science for students with interests in human services or health science career pathways and provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Level: Grade 11 &12 or grade 10, 11, and 12 for the three-year program
- Recommended Prerequisites: Orientation to Life and Careers, Interpersonal Relationships, Adult Roles and Responsibilities Computer Applications
- Credits: Two semester occupational course, two or three credits per semester, one, two, or three years. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: http://doe.in.gov/octe/facs/humanservice.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/humanservice.html

RESIDENTIAL & COMMERCIAL FACILITIES MANAGEMENT CAREERS I, II

5472 *(RCFMC I, RCFMC 11)*

Residential and Commercial Facilities Management Careers is an instructional program that prepares students for career clusters that encompass occupations in and postsecondary programs relating to management and maintenance of residential, commercial, and institutional facilities and equipment; to supervising and managing such services and facilities; and to training and supervising others in related tasks and use of related equipment. Settings can be as varied as food service establishments, hotels, convention & meeting facilities, leisure and recreation facilities and grounds. Management of departments such as security, safety, cleanliness and sanitation, hazardous materials, and waste as well as customer relations and customer service orientations are to be addressed. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be

addressed. Intensive laboratory experiences with commercial applications are a required component of this course of study. Work-based experiences in the Residential and Commercial Facilities Management industry are strongly encouraged. This course is a core component of four-year career plans for the career cluster of Human Services for students with interests in management or maintenance of residential or institutional facilities or hospitality establishments and provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Level: Grade 11 and 12
- Recommended Prerequisites: Orientation to Life and Careers, Housing and Design Foundations, Adult Roles and Responsibilities
- Credits: Two semester occupational course, two or three credits per semester, one or two years. This is a two-semester career preparation course that must be offered for either two or three credits each semester. This may be either a one-year or a two-year course, depending on local needs and resources
- If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: http://doe.in.gov/octe/facs/facilitiesmanage.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/facilitiesmanage.html

FAMILY AND CONSUMER SCIENCES – FAMILY/CONSUMER

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

FAMILY AND CONSUMER SCIENCES – FAMILY/CONSUMER

Content Standards for this subject area available at:
http://www.doe.in.gov/octe/facs/

Teacher Requirements for this subject area available at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Career pathway information for this subject area available at:
http://www.doe.in.gov/octe/facs/CrrClstrGrid.html

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

FCCLA

Family, Career & Community Leaders of America is the official student organization for Family and Consumer Sciences Education in Indiana and across the country. The FCCLA organization helps students develop leadership and citizenship skills while synthesizing and applying Family and Consumer Sciences content and skills in family, workplace, and community settings. As a teaching/learning approach, FCCLA offers teacher-developed and student-tested strategies and materials that center the responsibility for achieving FACS standards on students through in-class and co-curricular chapter programs and projects.

High school FACS is organized into a variety of semester-long and year-long courses. State-approved high school FACS courses and the curriculum framework for each course provide guidelines for local FACS programs that focus on building strong and resilient individuals and families and helping students manage personal and family issues. The FACS course frameworks reflect the current vision and mission statements for Family and Consumer Sciences and the 2008 FACS National Standardsand provide consistency among FACS programs across the state.

ADULT ROLES AND RESPONSIBILITIES

5330 *(ADULTROLES)*

Adult Roles and Responsibilities builds knowledge skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. A project-based approach that utilizes higher order thinking, communication, leadership, and management is recommended in order to integrate suggested topics into the study of individual and family issues. The focus is on becoming independent, contributing, and responsible participants in family, community, and career settings. Topics include living independently and family formation; financial management; analysis of personal standards, needs, aptitudes and goals; integration of family, community, and career responsibilities; consumer choices and decision making related to nutrition and wellness, clothing, housing, and transportation; relationship of technology and environmental issues to family and

consumer resources; and community roles and responsibilities of families and individuals. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This course is designed for students who may not have had other FACS classes and is recommended for all students regardless of their career cluster or pathway, in order to build skills needed for assuming the roles and responsibilities they will encounter as they prepare to complete high school and enter the adult world.

- Recommended Grade Levels: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the six FACS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)
- Academic content standards: http://doe.in.gov/octe/facs/adultroles.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/adultroles.html

ADVANCED CHILD DEVELOPMENT

5360 *(ADVCHLDDEV)*

Advanced Child Development is a sequential course that addresses more complex issues of child development and early childhood education with emphasis on guiding physical, social, emotional, intellectual, moral, and cultural development throughout childhood, including school age children. Topics include positive parenting and nurturing across ages and stages; practices that promote long-term well-being of children and their families; developmentally appropriate guidance and intervention strategies with individuals and groups of children. Students will access, evaluate, and utilize information, including brain/learning research and other research results to meet needs of children, including children with a variety of disadvantaging conditions. Students will explore "all aspects of the industry" for selected child-related careers. Authentic applications are required through field-based or school-based experiences with children in locations such as observation/interaction laboratories, preschools, elementary schools, or daycare settings. Service learning experiences are highly recommended. A thoroughly documented student portfolio is required. This course is recommended for any student for enrichment and as a foundation for students with interests in any child-related career or profession.

- Recommended Grade Level: Grade 11 or 12
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Academic content standards: http://doe.in.gov/octe/facs/advchilddev.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/advchilddev.html

ADVANCED LIFE SCIENCE, FOODS (L)

5072 *(ALS FOODS)*

Advanced Life Science, Foods is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out food based laboratory and field investigations as an essential course component. Students understand how biology, chemistry, and physics principles apply to the

composition of foods, food nutrition and development, food processing, and storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics and chemistry the context of highly advanced agricultural applications of food.

- Recommended Grade Level:
- Recommended Prerequisites: Two years of Core 40 /AHD/THD science course work
- Credits: A two semester course, one credit per semester
- A Core 40 life sciences course for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma Elective and Directed Elective course
- Academic content standards: http://doe.in.gov/octe/facs/advlifesci-foods.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/advlifesci-foods.html

ADVANCED NUTRITION AND FOODS

5340 *(ADV NTRN FD)*

Advanced Nutrition and Foods is a sequential course that builds on concepts from Nutrition and Wellness or Culinary Arts Foundations. This course addresses more complex concepts in nutrition and foods, with emphasis on contemporary issues, or on advanced special topics such as International, Regional, and/or Cultural Foods; Food Science, Nutrition, or Dietetics; or with emphasis on a particular aspect of the food industry, such as Baking, Catering, or Entrepreneurial Endeavors. Higher order thinking, communication, leadership and management processes will be integrated in classroom and laboratory activities. Topics include: In-depth study of daily nutrition and wellness throughout the life span; Acquiring, organizing, and evaluating information about foods and nutrition; Selecting and preparing nutritious meals; Safety and sanitation in food production; Meal planning and preparation for specific economic, psychological, and nutritional needs; Community and world food concerns, including scarcity and hunger; Advanced impacts of science and technology on nutrition, food, and related tools and equipment; Exploring careers in nutrition and food industries. Laboratory experiences with advanced applications are required. School-based entrepreneurial enterprises, field-based observations/experiences or internships, and service learning activities are recommended.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: Nutrition and Wellness or permission of instructor
- Credits: One-semester or two-semester course, one credit per semester - course may be repeated for up to four semesters to accommodate a variety of special topics in advanced nutrition and foods
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Content standards and competencies are defined
- Academic content standards: http://doe.in.gov/octe/facs/chemfo&nut.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/chemfo&nut.html

CHEMISTRY OF FOODS

5344 *(CHEM FOOD)*

Chemistry of Foods is an integrated course that provides in-depth study of the application of science principles to scientific investigation of the production, processing, preparation, evaluation, and utilization of food. The course utilizes the scientific method to study scientific concepts and theories in the context of nutrition and foods. Students are expected to achieve academic standards and competencies from

chemistry, biochemistry, biology, and some physics at the analysis, synthesis, and evaluation levels in this specialized area of study. Students develop critical reasoning, mathematical, and writing skills through a variety of higher-level learning strategies and laboratory experiments that require measuring, recording, graphing, and analyzing data; predicting and evaluating laboratory results; and writing laboratory reports. The course highlights nutrition concepts and explores the various relationships between food science and nutrition. This course is recommended for all students regardless of their career cluster or pathway, in order to build science proficiencies in chemistry, physics and biology.

- Recommended Grade Level: Grade 11 or 12 or permission of instructor
- Recommended Prerequisites: Biology I and Chemistry I recommended
- Credits: A two semester course, one credit per semester
- Fulfills two physical science credits for the General Diploma.
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma Elective and Directed Elective course
- Academic content standards: http://doe.in.gov/octe/facs/chemfo&nut.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/chemfo&nut.html

CHILD DEVELOPMENT AND PARENTING

5362 *(CHLD DEV)*

Child Development and Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of child development and parenting. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This course is recommended for all students regardless of their career cluster or pathway to build basic parenting skills and is especially appropriate for students with interest in human services and education-related careers.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester (Schools offering this course for two semesters may title the course(s) "Child Development and Parenting 1" and "Child Development and Parenting 2", or they may use "Child Development" for one semester and "Parenting" for the other semester)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit - see State Rule 511 IAC 6-7-6 (6)
- Academic content standards: http://doe.in.gov/octe/facs/childdevelopparent.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/childdevelopparent.html

CULINARY ARTS FOUNDATIONS

5438 *(CULART FND)*

Culinary Arts Foundations is an exploratory course for students considering career pathways related to culinary arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics safety, sanitation, storage and recycling processes in the industry; impacts of science and technology on the industry; and culinary arts career pathways. Students are able to explore this industry in depth and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic industry skills are required components of this course. Students are expected to prepare for and obtain state-approved food handler certification. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with interest in career clusters related to culinary arts and food and nutrition. This course is recommended as a core component of the four-year career plans for the career clusters of agriculture, food & natural resources; science, engineering & information technology; education & training; and personal & commercial services.

- Recommended Grade Level: Grade 9 or 10 or permission of the instructor
- Recommended Prerequisites: Orientation to Life Careers
- Credits: One or two-semester career foundations/preparation course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Academic content standards: http://doe.in.gov/octe/facs/culinaryfoundations.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/culinaryfoundations.html
- Teacher Requirements: http://doe.in.gov/dps/licensing/assignmentcode

FAMILY AND CONSUMER SCIENCES (FACS) ISSUES AND APPLICATIONS

5336 *(FCS ISSUES)*

Family and Consumer Sciences (FACS) Issues and Applications is an advanced-level, project-based course in which students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in family and community services at the local, state, national, or global/world level. Each student will create a vision statement, establish standards and goals, design and implement an action plan and timeline, reflect on their accomplishments, and evaluate results. Authentic, independent application through FCCLA student-directed programs or projects, internship, community based study, or in-depth laboratory experience is required. Research and development, interdisciplinary projects, and/or collaboration with postsecondary faculty, community agencies or organizations, or student organizations are appropriate approaches. Service learning experiences are highly recommended. Achievement of applicable FACS, academic, and employability competencies will be documented through a required student portfolio. This course is recommended for all students who are ready to pursue in-depth, independent study of FACS and/or FCCLA in the context of family and community services. It is especially appropriate for students with interest in human services, education, and other "helping" professions.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: Orientation to Life and Careers OR Interpersonal Relationships*;* Child Development and Parenting OR Human Development and Family Wellness OR Nutrition and Wellness, depending on area of concentration; or Permission of Instructor through an Application Process. Additional FACS courses and other course(s) related to topics studied

- Credits: One-semester or two-semester course, one credit per semester - course may be repeated for up to four semesters to accommodate a variety of special topics in Family and Consumer Sciences
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Academic content standards: http://doe.in.gov/octe/facs/issuesapplic.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/issuesapplic.html

FASHION AND TEXTILES FOUNDATIONS

5380 *(FSHNTX FND)*

Fashion and Textiles Foundations addresses knowledge and skills related to design, production, acquisition, and distribution in fashion and textiles arenas. Topics include exploration of textiles and fashion industries; elements of science and design in textiles and apparel; textiles principles and applications; social, psychological, cultural and environmental aspects of clothing and textiles selection; clothing and textile products for people with special needs; critical thinking applied to consumer options for fashion, textiles, and related equipment and tools; care and maintenance of textile products, equipment, and tools; impacts of technology; construction and alteration skills; contemporary issues, including global applications. Work-based, entrepreneurial, experimental, laboratory, and/or service learning experiences are to be included; and portfolio activities are required.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester (May be taken for more than one year, with progressive advancement of content standards and technical skills each semester)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Academic content standards: http://doe.in.gov/octe/facs/textiles.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/textiles.html

HOUSING AND INTERIOR DESIGN FOUNDATIONS

5350 *(HID FND)*

Housing and Interior Design Foundations addresses selecting and planning living environments to meet the needs and wants of individuals and families throughout the family life cycle. Economic, social, cultural, technological, environmental, maintenance, and aesthetic factors are considered. The project-based approach in this course utilizes higher order thinking, communication, leadership, and management processes to integrate housing and interior design content. Topics to be studied include: housing styles, locations, zones, restrictions, and ownership options; managing resources (including financing options and tax considerations) to provide shelter; contemporary housing issues, including homelessness; environmental and energy issues; impacts of technology; housing to meet special needs; elements and principles of design related to interiors, housing, and architecture; creating functional, safe, and aesthetic spaces; historical aspects and contemporary trends in housing, interiors, furniture, and appliances; exploration of housing-related careers. Applications through authentic settings such as work-based observations, internships, and service learning experiences (e.g., Habitat for Humanity) are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. This course is recommended for any student for enrichment and as a foundation for students with interests in any career or profession related to housing, interiors, and furnishings. It is

recommended as a core component of the four-year career plans for the career clusters of agriculture, food & natural resources; art, A/V technology & communications; science, engineering & information technology; manufacturing & processing; business, management & finance; building & construction; education & training; health services; personal & commercial services; social & recreational services; law, public safety & security; and marketing, sales & promotion.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: None
- Credits: One credit per semester, one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- *Indiana Academic* Standards for English/Language Arts and Mathematics and *National Standards for Family and Consumer Sciences* have been integrated into this course.
- Academic content standards: http://doe.in.gov/octe/facs/housing.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/housing.html

HUMAN DEVELOPMENT AND FAMILY WELLNESS

5366 *(HUMAN DEV)*

Human Development and Family Wellness addresses development and wellness of individuals and families throughout the life cycle. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of human development and family wellness issues. Topics include human development and wellness theories, principles, and practices; roles, responsibilities, and functions of families and family members throughout the life cycle; individual and family wellness planning; prevention and management of illnesses and disease; impacts of diverse perspectives, needs, and characteristics on human development and family wellness; gerontology and intergenerational aspects, including adult care giving; contemporary family issues, including ethics, human worth and dignity, change, stress, and family crisis-abuse-violence; physical, mental, and emotional health issues, including substance use/abuse and eating disorders; managing the family's health-related resources; community services, agencies, and resources; and exploration of human and family services careers. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester
- This may be a one-semester or two-semester course, depending on local needs and resources. Regardless of the length of the course, the emphasis is on the development and wellness of individuals and families throughout the life cycle.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is one of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit - see State Rule 511 IAC 6-7-6 (6)
- Academic content standards: http://doe.in.gov/octe/facs/humdevelwell.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/humdevelwell.html

INTERPERSONAL RELATIONSHIPS

5364 *(INTRP RLT)*

Interpersonal Relationships addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of interpersonal relationships. Topics include components of healthy relationships, roles and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships (e.g., power, conflicting interests, peer pressure, life events); establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communications styles; techniques for effective communication, leadership and teamwork; individual and group goal setting and decision making; preventing and managing stress and conflict; addressing violence and abuse; and related resources, services and agencies. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit - see State Rule 511 IAC 6-7-6 (6)
- *Indiana Academic Standards* for English/Language Arts and Mathematics and *National Standards for Family and Consumer Sciences* have been integrated into this course.
- Academic content standards: http://doe.in.gov/octe/facs/interpersonal.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/interpersonal.html

NUTRITION AND WELLNESS

5342 *(NTRN WLNS)*

Nutrition and Wellness enables students to realize the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices; planning for Wellness and fitness; selection and preparation of nutritious meals and snacks based on USDA Dietary Guidelines including the Food Guide Pyramid; safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Laboratory experiences which emphasize both nutrition and wellness practices are required components of this course. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic nutrition and wellness knowledge and skills, and is especially appropriate for students with interest in human services, wellness/fitness, health, or food and nutrition-related career pathways.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester.

- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Local programs have the option of offering a second version of the course that is focused more on the **fitness aspects** of wellness and nutrition. This version may be taught within the family and consumer sciences department or it may be interdisciplinary and team taught or co-taught with a teacher licensed in physical education. A student may earn credits for both versions of the course. No waiver is required in this instance.
- Local programs may offer a version of this course for a specific student population, for instance, seniors who have never had a foods course. Such a course may be differentiated from the regular course offering by using a subtitle in addition to *Nutrition and Wellness*. A student may earn credits for multiple versions of the course. No waiver is required in this instance.
- One of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit - see State Rule 511 IAC 6-7-6 (6)
- Academic content standards: http://doe.in.gov/octe/facs/nutritionwell.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/nutritionwell.html

ORIENTATION TO LIFE AND CAREERS

(See Planning for College and Career Success)

5394 *(LIFE CARRS)*

Orientation to Life and Careers addresses essential knowledge, skills, and behaviors all students need to live successfully in today's world. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of life and careers. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, principles, and goals; life and career exploration and planning; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; decision making and organizational skills; and managing personal resources. The opportunity for ninth graders to develop Four-Year Course Plans can be included, based on local curriculum needs. Four-Year Plans should be developed with counselor participation. Personal and career portfolios should be developed or upgraded with the cooperation of others, especially the business and/or language arts teachers. This is a foundational course designed to teach knowledge and life skills that are essential for ALL high school students regardless of their career cluster or pathway.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the six FACS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)
- One of the two courses from which schools must choose one to teach at a minimum of once every year in order to qualify for state vocational funding - see State Rule 511 IAC 6.1-5.1-10.1 (c)
- Academic content standards: http://doe.in.gov/octe/facs/orientlifecar.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/orientlifecar.html

PERSONAL AND FAMILY FINANCE

5484 *(PRSFMFIN)*

Personal and Family Finance addresses the identification and management of personal resources and family finances to meet the needs and wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of managing individual and family finances and personal resources. Topics include analysis of personal standards, values, aptitudes, needs and wants, and goals; personal decision making; personal finance topics such as making money, banking, saving and investing, managing credit, managing risks and insurance; financial planning for daily needs now and for the future; integrating family, community, and career responsibilities into personal and family financial planning; consumer choices, rights, and responsibilities, and decision making related to meeting personal and family goals for nutrition and wellness, clothing, housing, and transportation. Applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. This course is recommended for all students regardless of their career cluster or pathway, in order to build skills needed for assuming their roles and responsibilities as individuals and family members and in family and community settings. It is recommended as a core component of the four-year career plans for the career clusters of art, A/V technology & communications; business, management & finance; education & training; health services; personal & commercial services; social & recreational services; law, public safety & security; and marketing, sales & promotion.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Academic content standards: http://doe.in.gov/octe/facs/familyfinance.html#standards
- Curriculum Framework: http://doe.in.gov/octe/facs/familyfinance.html

PERSONAL FINANCIAL RESPONSIBILITY
(pending approval by the State Board of Education)

4540 *(PRSFINRSP)*

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs, wants and responsibilities of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of managing personal resources. Topics include analysis of personal standards, values, aptitudes, needs, wants, and goals; personal decision making; personal finance topics such as making money, banking, saving and investing, managing credit, managing risks and insurance; financial planning for daily needs now and for the future; integrating family, community, and career responsibilities into personal and family financial planning; consumer choices, rights, and responsibilities, and decision making related to meeting personal financial responsibilities. Applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. This course is recommended for all students

regardless of their career cluster or pathway, in order to build skills needed for assuming their roles and responsibilities as individuals and family members and in family, community, and career settings.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Computer Applications
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PLANNING FOR COLLEGE AND CAREER SUCCESS, HIGH SCHOOL LEVEL
(pending approval by the State Board of Education)

5394 or 5254 *(PLN CCS)*

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

FINE ARTS

Indiana
State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

FINE ARTS

Academic content standards and resources are at:
http://www.doe.in.gov/standards

Teacher requirements for this subject area are available at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Introduction

In order to provide a quality education for every child in Indiana, it is important to provide for all aspects of human growth. The artistic, expressive, and cultural aspects of each child's intellectual, emotional, physical, and social development are vital components of this growth. Research involving the impact of arts education upon mental functions supports the convictions of many educators, parents, and business leaders that the fine arts are essential due to their ability to provide students with the means to think, feel, and understand the world around them in unique ways. Literacy in the arts strengthens a person's participation in society by enhancing problem solving and communication skills as well as fostering self-expression, aesthetic awareness, and multiple points of view. For these reasons, a curriculum in each of the fine arts should be available to all students so that they may become self-directed toward lifelong learning in the arts.

The purpose of each fine arts curriculum is to promote lifelong participation in the arts by developing skilled creators, performers, critics, listeners, and observers of the arts. Students can use the arts as a means of: (1) self-expression and communication, (2) development of critical thinking skills, (3) self-knowledge and understanding of the world around them, and, (4) increasing awareness of the artistic heritage of other cultures, as well as their own.

Students who are proficient in the fine arts grow in their ability to think and learn independently. Their view of the world expands as creative avenues to expression and understanding are developed. Ultimately, the entire community benefits through the creativity, vision, and empathy fostered in the fine arts.

In order for this to happen, students must be immersed in opportunities to learn about the arts, perform and create in one or more of the art forms, and learn to analyze and critique the arts. The goals for students in grades kindergarten through grade twelve (k-12) are to enable each student to do the following:

- develop one's artistic skills;
- become confident in one's abilities in the arts;
- become a creative problem solver;
- appreciate the value of the arts;
- communicate through the arts;
- communicate about the arts;
- exhibit knowledge of the historical and cultural diversity of the arts; and
- exhibit knowledge of criticism and aesthetics in the arts.

Dance Course Titles

DANCE CHOREOGRAPHY: BALLET, MODERN, JAZZ, OR ETHNIC-FOLK (L)

4142 *(DANCE CHR)*

Dance Choreography is based on the Indiana Academic Standards for Dance. Learning activities in choreography are sequential and systematic and allow students to express themselves. A wide variety of materials and experiences are used in order to provide students with the knowledge, skills, and appreciation of the multi-styled and multicultural dance expressions. Choreographic activities provide students opportunities to participate in roles as a soloist, a choreographer or leader, and in a subject role. Students also explore a wide variety of choreographic philosophies as well as administrative and media skills necessary for the promotion and documentation of works to be performed. Students experience and learn to use appropriate terminology to describe, analyze, interpret, and critique dance compositions by professional individuals or companies.

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A non-licensed dance instructor may be contracted with a licensed Fine Arts teacher serving as the teacher of record.

DANCE HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

4144 *(DNC H IB)*

Dance Higher Level, International Baccalaureate is new to the International Baccalaureate Diploma Programme and does not yet have a description from the organization.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

DANCE HISTORY AND APPRECIATION

4140 *(DNC HIST)*

Dance History and Appreciation is based on the Indiana Standards for Dance. This course develops students' knowledge and appreciation of our multicultural and multi-styled dance heritage. Students study the literature, music, media, and movement associated with a variety of dance genres including Modern, Ballet, Jazz, Tap, and Ethnic-Folk. Students explore how these forms aid in the preservation and perpetuation of movement communication as an art form. Activities and experiences are designed to develop students' ability to recognize the historical perspective of dance evolution and styles of dance; study the development of dance and the impact of historical periods and dance's relationship to other art forms; identify prominent dancers, dance companies, and social groups which have influenced dance; and study dance interactions with society. Students are given opportunities to experience live

and recorded dance performances by professional individuals, companies, or social groups that demonstrate cultural and historical perspectives of dance.

- Recommended Grade Level: 9, 10, 11, or 12
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A non-licensed dance instructor may be contracted with a licensed Fine Arts teacher serving as the teacher of record.

DANCE PERFORMANCE: BALLET, MODERN, JAZZ, OR ETHNIC-FOLK (L)

4146 *(DNC PERF)*

Dance Performance is based on the Indiana Academic Standards for Dance. Sequential and systematic learning experiences are provided in the specific genre offered, whether it is Ballet, Modern, Jazz, or Ethnic-Folk. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. The performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. They also become aware of the vocational and a vocational opportunities in dance.

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A non-licensed dance instructor may be contracted with a licensed Fine Arts teacher serving as the teacher of record.

DANCE STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

4148 *(DNC S IB)*

Dance Standard Level, International Baccalaureate is new to the International Baccalaureate Diploma Programme and does not yet have a description from the organization.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

Music Course Titles

ADVANCED CHORUS (L)

4188 *(ADV CHOR)*

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

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Beginning and Intermediate Chorus
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED CONCERT BAND (L)

4170 *(ADV BAND)*

Advanced Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines.
Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Beginning and Intermediate Concert Band
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED ORCHESTRA (L)

4174 *(ADV ORCH)*

Advanced Orchestra is based on the Indiana Academic Standards for High School Instrumental Music. Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral 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.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Beginning and Intermediate Orchestra
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

APPLIED MUSIC (L)

4200 *(APPL MUS)*

Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music.

- Recommended Grade Level: 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BEGINNING CHORUS (L)

4182 *(BEG CHOR)*

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.

- Recommended Grade Level: 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BEGINNING CONCERT BAND (L)

4160 *(BEG BAND)*

Beginning Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BEGINNING ORCHESTRA (L)

4166 *(BEG ORCH)*

Beginning Orchestra is based on the Indiana Academic Standards for High School Instrumental Music. Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral 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.

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CHORAL CHAMBER ENSEMBLE (L)

4180 *(CHRL ENSEM)*

Choral Chamber Ensemble is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ELECTRONIC MUSIC (L)

4202 *(ELEC MUS)*

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

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INSTRUMENTAL ENSEMBLE (L)

4162 *(INSTR ENS)*

Instrumental Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. 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.

- Recommended Grade Level: 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTERMEDIATE CHORUS (L)

4186 *(INT CHOR)*

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

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Beginning Chorus
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTERMEDIATE CONCERT BAND (L)

4168 *(INT BAND)*

Intermediate Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and 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.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Beginning Concert Band
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTERMEDIATE ORCHESTRA (L)

4172 *(INT ORCH)*

Intermediate Orchestra is based on the Indiana Academic Standards for High School Instrumental Music. Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral 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.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Beginning Orchestra
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

JAZZ ENSEMBLE (L)

4164 *(JAZZ ENS)*

Jazz Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. 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.

- Recommended Grade Level: 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for the Core 40 with Academic Honors diploma if students are enrolled in another band or orchestra course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MUSIC HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

4212 *(MUS H IB)*

Music Higher Level, International Baccalaureate promotes a greater awareness and understanding of the power and variety of musical experiences for students who have a general interest in music, and also for students who intend to continue their formal study of music at university or conservatoire level. The course is based on the curriculum published by the International Baccalaureate Organization. It exposes students to a broad spectrum of music, ranging from classical and modern western traditions to the music of other regions and cultures. The course balances the creative and practical aspects of music with the theoretical or academic. Students study musical perception and analysis, enabling them to undertake studies of a wide range of musical genres and styles. Students also participate in the creation of music through compositions or performance. There are three compulsory parts: musical perception and analysis; vocal or instrumental solo performance—one or more recitals; and composition—three contrasting compositions. Musical perception and analysis is a part of the syllabus common to all course options and consists of three elements: study of prescribed works; study of musical genres and styles; and musical investigation.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

MUSIC HISTORY AND APPRECIATION

4206 *(MUS HIST)*

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

- Recommended Grade Level: 9, 10, 11, or 12
- Credits: a 1 or 2 semester course for 1 credit each semester. The nature of this course allows for two successive semesters of instruction, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MUSIC STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

4214 *(MUS S IB)*

Music Standard Level, International Baccalaureate promotes a greater awareness and understanding of the power and variety of musical experiences for students who have a general interest in music, and also for students who intend to continue their formal study of music at university or conservatoire level. The course is based on the curriculum published by the International Baccalaureate Organization. It exposes students to a broad spectrum of music, ranging from classical and modern western traditions to the music of other regions and cultures. The course balances the creative and practical aspects of music with the theoretical or academic. Students study musical perception and analysis, enabling them to undertake studies of a wide range of musical genres and styles. Students also participate in the creation of music through compositions or performance. There are three compulsory parts: solo performance option for the student who has a background in musical performance, including musical perception and analysis; and vocal or instrumental solo performance—one or more recitals; group performance option for students with a general interest in music, or for those without prior experience, particularly members of ensembles, including musical perception and analysis and group performance—two or more public performances; and a composition option for the student who has a background in musical composition, including musical perception and analysis and composition—two contrasting compositions. Musical perception and analysis is a part of the syllabus common to all course options and consists of three elements: study of prescribed works; study of musical genres and styles; and musical investigation.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

MUSIC THEORY AND COMPOSITION (L)

4208 *(MUS THEORY)*

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles,

study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1 or 2 semester course for 1 credit each semester. The nature of this course allows for two successive semesters of instruction, provided that defined standards are utilized.
- Fulfills requirement for two Fine Arts credits (if taken for 2 semesters) for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MUSIC THEORY, ADVANCED PLACEMENT

4210 *(MUS TH AP)*

Music Theory, Advanced Placement is a course based on the content established by the College Board. Music Theory is intended for secondary school students who have completed music studies comparable to a first-year college course in music theory. The guidelines for the course that are published by The College Board may not match any particular college program, but they do reflect the coverage of content and level of skills typical of most first-year college courses. This course should integrate aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and history, and style. The student's ability to read and write musical notation is fundamental to this course, and it is also assumed that the student has acquired at least basic performance skills in voice or on an instrument. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 10, 11, or 12
- Laboratory course
- Credits: a 2 semester course for 1 credit each semester.
- Fulfills requirement for two Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PIANO AND ELECTRONIC KEYBOARD (L)

4204 *(PIANO KEY)*

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.

- Recommended Grade Level: 9, 10, 11, or 12

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

VOCAL JAZZ (L)

4184 *(VOC JAZZ)*

Vocal Jazz is based on the Indiana Academic Standards for High School Choral Music. Students in this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of vocal jazz. Instruction includes the study of the history and formative and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. 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.

- Recommended Grade Level: 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Other Fine Arts Course Titles

ADVANCED FINE ARTS, COLLEGE CREDIT

4260 *(ADV ART CC)*

Advanced Fine Arts, College Credit is a title covering any advanced course in fine arts (music, visual arts, theatre arts, or dance) offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school or any other postsecondary fine arts course offered for dual credit under the provisions of 511 IAC 6-10

- Credits: 1 credit per semester. May be offered for successive semesters
- Fulfills requirement of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course may be used for multiple dual credit college courses in fine arts

FILM HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

4270 *(FILM H IB)*

Film Higher Level, International Baccalaureate is new to the International Baccalaureate Diploma Programme and does not yet have a description from the organization.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

FILM STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

4272 *(FILM S IB)*

Film Standard Level, International Baccalaureate is new to the International Baccalaureate Diploma Programme and does not yet have a description from the organization.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

Theatre Arts Course Titles

ADVANCED ACTING (L)

4250 *(ADV ACTING)*

Advanced Acting is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Acting research, create, and perform characters through script analysis, observation, collaboration and rehearsal. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies. Additionally, students explore career opportunities in the theatre by attending plays, meeting actors and discussing their work, and becoming theatre patrons in their community.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Theatre Arts
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for two successive semesters (Advanced Acting I and Advanced Acting II) of instruction at this level, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED TECHNICAL THEATRE (L)

4252 *(ADV TECH TH)*

Advanced Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Technical Theatre actively lead and supervise in the process of designing,

building, managing, programming, drafting, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate technical theatre careers then develop a plan for potential employment or further education through audition, interview or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Technical Theatre I and II (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for two successive semesters (Advanced Technical Theatre I and Advanced Technical Theatre II) of instruction at this level, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED THEATRE ARTS (L)

4240 *(ADV THTR)*

Advanced Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Theatre Arts read and analyze plays and apply criteria to make informed judgments. They draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore careers in theatre arts and begin to develop a portfolio of their work. They also attend and critique theatre productions and identify ways to support the theatre in their community.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Theatre Arts I and II (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for two successive semesters (Advanced Theatre Arts I and Advanced Theatre Arts II) of instruction at this level, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MUSICAL THEATRE

(See Multidisciplinary Course Titles & Descriptions)

TECHNICAL THEATRE (L)

4244 *(TECH THTR)*

Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore

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

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for two successive semesters (Technical Theatre I and Technical Theatre II) of instruction at this level, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

THEATRE ARTS (L)

4242 *(THTR ARTS)*

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

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for two successive semesters (Theatre Arts I and Theatre Arts II) of instruction at this level, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

THEATRE ARTS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

4262 *(THTR H IB)*

Theatre Arts Higher Level, International Baccalaureate aims to help students understand the nature of the theatre by making it as well as by studying it, and to understand the forms it takes in other cultures. It is based on the curriculum published by the International Baccalaureate Organization. Students are expected to demonstrate the following knowledge and skills: a knowledge of the major developments and techniques in the theatrical history of more than one culture; an ability to interpret and illuminate play scripts and other theatrical texts analytically and imaginatively; an understanding of the art of the stage and of the essential nature of criticism in the theatre, particularly self-criticism; an ability to perform before an audience, and to demonstrate an understanding of, and some skill in, acting techniques; sufficient technical skill to produce satisfactory work in at least one of the theatrical arts or crafts; an understanding of the processes of theatrical production; and an ability to research imaginatively, selectively and with persistence. All students must study five compulsory components: performance skills; world theatre studies; practical play analysis; theatre production; and an individual project.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

THEATRE ARTS HISTORY

4246 *(THTR ART HST)*

Theatre Arts History is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts History read and discuss significant plays from various periods and explore the interrelationship between theatre and history. These activities should incorporate elements of culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

- Recommended Grade Level: 9, 10, 11, or 12
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

THEATRE ARTS, SPECIAL TOPICS (L)

4254 *(THTR ART ST)*

Theatre Arts, Special Topics is based on the Indiana Academic Standards for Theatre. Students taking this course focus on a specific subject related to theatre arts, such as: Shakespeare, Children's Theatre, Directing, Arts Management, and other specialized areas of study. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Theatre Arts
- Laboratory course
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

THEATRE ARTS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

4264 *(THTR S IB)*

Theatre Arts Standard Level, International Baccalaureate aims to help students understand the nature of the theatre by making it as well as by studying it, and to understand the forms it takes in other cultures. It is based on the curriculum published by the International Baccalaureate Organization. Students are expected to demonstrate the following knowledge and skills: a knowledge of the major developments and techniques in the theatrical history of more than one culture; an ability to interpret and illuminate play scripts and other theatrical texts analytically and imaginatively; an understanding of the art of the stage and of the essential nature of criticism in the theatre, particularly self-criticism; an ability to perform before an audience, and to demonstrate an understanding of, and some skill in, acting techniques; sufficient technical skill to produce satisfactory work in at least one of the theatrical arts or crafts; an understanding of the processes of theatrical production; and an ability to research imaginatively, selectively and with persistence. All students must study five compulsory components:

performance skills; world theatre studies; practical play analysis; theatre production; and an individual project.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

THEATRE PRODUCTION (L)

4248 *(THTR PROD)*

Theatre Production is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Production take on responsibilities associated with rehearsing and presenting a fully mounted theatre production. They read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound and costumes; rehearse and perform roles in a production; and direct or serve as assistant director for a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies.

Additionally, students investigate a theatre arts career then develop a plan for potential employment or further education through audition, interview, or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for two successive semesters (Theatre Production I and Theatre Production II) of instruction at this level, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Visual Arts Course Titles

ADVANCED ART HISTORY

4020 *(ADV ART HST)*

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

- Recommended Grade Level: 9, 10, 11, or 12
- Prerequisite: Art History
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED THREE-DIMENSIONAL ART (L)

4006 *(ADV 3D ART)*

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

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED TWO-DIMENSIONAL ART (L)

4004 *(ADV 2D ART)*

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

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Laboratory course
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ART HISTORY, ADVANCED PLACEMENT

4025 *(ART HIST AP)*

Art History, Advanced Placement is a course based on the content established by the College Board. Art History is designed to provide the same benefits to secondary school students as those provided by

an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine major forms of artistic expression from the past and the present from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. This course incorporates research, extensive reading, and analytical writing. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 9, 10, 11, or 12
- Prerequisite: Art History
- Credits: a 2-semester course, 1 credit per semester
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ART HISTORY

4024 *(ART HIST)*

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

- Recommended Grade Level: 9, 10, 11, or 12
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CERAMICS (L)

4040 *(CERAMICS)*

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

- Recommended Grade Level: 10, 11, or 12

- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

DIGITAL DESIGN (L)

4082 *(DIG DESIGN)*

Digital Design is a course based on the Indiana Academic Standards for Visual Art. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multi-media, digitized imagery, computer animation, and web design. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

DRAWING (L)

4060 *(DRAWING)*

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

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

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

FIBER ARTS (L)

4046 *(FBR ARTS)*

Fiber Arts is a course based on the Indiana Academic Standards for Visual Art. Students in fiber arts engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create fiber art works utilizing processes such as loom and off-loom construction, dyeing, coiling, and stitchery. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FINE ARTS CONNECTIONS

4026 *(FN ART CONN)*

Fine Arts Connections is a course based on the Indiana Academic Standards for Visual Art, Music, Theatre, and Dance. In this course, students make connections among experiences in the four arts disciplines and integrate them in studies of all academic disciplines. They create works encompassing multiple disciplines, literacies, and sign systems, reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about works and the nature of the arts. They incorporate presentational skills and utilize the resources of the arts community, identifying related careers.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: two or more credits in visual art, music, theatre, or dance.
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO THREE-DIMENSIONAL ART (L)

4002 *(3D ART)*

Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history,

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

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO TWO-DIMENSIONAL ART (L)

4000 *(2D ART)*

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

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

JEWELRY (L)

4042 *(JWLRY)*

Jewelry is a course based on the Indiana Academic Standards for Visual Art. Students in Jewelry engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Laboratory course

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

PAINTING (L)

4064 *(PAINTING)*

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

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PHOTOGRAPHY (L)

4062 *(PHOTOGRPH)*

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

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PRINTMAKING (L)

4066 *(PRNTMKG)*

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

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SCULPTURE (L)

4044 *(SCULPT)*

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

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

STUDIO ART (DRAWING PORTFOLIO), ADVANCED PLACEMENT

4048 *(ART DRP AP)*

Studio Art, Advanced Placement – Drawing Portfolio is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational, and inventive works may demonstrate drawing competence. Any work that makes use of (appropriate) other artists' works (including photographs) and/or published images must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design, and/or concept of the source. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: Advanced laboratory visual arts courses
- Credits: a 2-semester course, 1 credit per semester
- Fulfills requirement for 2 Fine Arts credits for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

STUDIO ART (2D DESIGN PORTFOLIO), ADVANCED PLACEMENT

4050 *(ART 2D AP)*

This portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. The *principles* of design articulated through the visual *elements* help guide artists in making decisions about how to organize the elements on a picture plane in order to communicate content. For this portfolio, students are asked to demonstrate proficiency in 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. Any work that makes use of (appropriates) other artists' works (including photographs) and/or published images must show substantial and significant development beyond duplication. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: Advanced laboratory 2-D visual arts courses
- Credits: a 2-semester course, 1 credit per semester
- Fulfills requirement for 2 Fine Arts credits for the Core 40 with Academic Honors diploma

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

STUDIO ART (3D DESIGN PORTFOLIO), ADVANCED PLACEMENT

4052 *(ART 3D AP)*

This portfolio is intended to address sculptural issues as related to depth and space. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate proficiency of 3-D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, and three-dimensional fiber arts. Any work that makes use of (appropriates) other artists' works (including photographs) and/or published images must show substantial and significant development beyond duplication.
A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: Advanced laboratory 3-D visual arts courses
- Credits: a 2-semester course, 1 credit per semester
- Fulfills requirement for 2 Fine Arts credits for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

VISUAL ARTS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

4090 *(VA H IB)*

Visual Arts Higher Level, International Baccalaureate provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art. The course is based on the curriculum published by the International Baccalaureate Organization. It exemplifies and encourages an inquiring and integrated approach towards visual arts in their various historical and contemporary forms and promotes visual and contextual knowledge of art from various cultures. The course enables students to learn about themselves and others through individual and collaborative engagement with the visual arts. The core elements in common to each course are introduction to art concepts, criticism and analysis, acquisition of studio technical and media skills, and relation of art to sociocultural and historical contexts. This course is for the specialist visual arts student with creative and imaginative abilities, who may pursue the visual arts at university or college level. It consists of two compulsory parts: studio work—the practical exploration and artistic production; and research workbooks—independent critical research and analysis, visual and written, in more than one culture.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

VISUAL ARTS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

4092 *(VA S IB)*

Visual Arts Standard Level, International Baccalaureate provides students with the opportunities to make personal, sociocultural, and aesthetic experiences meaningful through the production and understanding of art. The course is based on the curriculum published by the International Baccalaureate Organization. It exemplifies and encourages an inquiring and integrated approach towards visual arts in their various historical and contemporary forms and promotes visual and contextual knowledge of art from various cultures. The course enables students to learn about themselves and others through individual and collaborative engagement with the visual arts. The core elements in common to each course are introduction to art concepts, criticism and analysis, acquisition of studio technical and media skills, and relation of art to sociocultural and historical contexts. This course is for the specialist visual arts student with creative and imaginative abilities, who may pursue the visual arts at university or college level. It consists of two compulsory parts: studio work—the practical exploration and artistic production; and research workbooks—independent critical research and analysis, visual and written, in more than one culture.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

VISUAL COMMUNICATION (L)

4086 *(VIS COMM)*

Visual Communication is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

HEALTH AND PHYSICAL EDUCATION

Indiana
State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

HEALTH AND PHYSICAL EDUCATION

Academic Content Standards for this subject area at:
http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml

Curriculum Resource Framework for this subject area at: http://www.indianastandardsresources.org

Teacher Requirements for this subject area at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Health Education

ADVANCED HEALTH & WELLNESS

3500 *(ADV HLTH ED)*

Advanced Health & Wellness, an elective course that is aligned to the *Indiana's Academic Standards for Health & Wellness*, provides advanced knowledge and skills to help students adopt and maintain healthy behaviors. Through a variety of instructional strategies, students practice the development of functional advanced health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. Advanced Health & Wellness provides students with an in-depth study of promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. The scientific components of health and wellness, health issues and concerns, health risk appraisals, individual wellness plans, health promotion and health careers are expanded and explored within the context of the course. This course provides students with the advanced knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- Recommended Grade Level: 10 – 12
- Recommended Prerequisites: Health & Wellness course
- Credits: 1 credit, 1 semester course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CURRENT HEALTH ISSUES

3508 *(CHI)*

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

- *Recommended Grade Level: 9 – 12*
- *Recommended Prerequisites: Health & Wellness course*
- *Credits: 1 credit, 1 semester course*
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

HEALTH & WELLNESS EDUCATION

3506 *(HLTH&WELL)*

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

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: 8th grade health education
- Credits: 1 credit, 1 semester course
- Fulfills the Health & Wellness requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas

Physical Education

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

ELECTIVE PHYSICAL EDUCATION (L)

3560 *(ELECT PE)*

Elective Physical Education, a course based on selected standards from *Indiana's Academic Standards for Physical Education,* identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and

recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 10 – 12
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, trimester or upon mastery of course standards. A maximum of 6 credits may be earned provided that there is no course or skill level duplication.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

PHYSICAL EDUCATION I (L)

3542 *(PHYS ED)*

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

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: Grade 8 Physical Education
- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

PHYSICAL EDUCATION II (L)

3544 *(PHYS ED II)*

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in four of the following that were not in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: Physical Education I
- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

HEALTH SCIENCE EDUCATION

Indiana
State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

HEALTH SCIENCE EDUCATION

Academic Content Standards for this subject area at:
http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml

Curriculum Resource Framework for this subject area at:
http://www.indianastandardsresources.org

Teacher Requirements for this subject area at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Introduction

Health Science Education is a secondary career education program for students interested in pursuing a career in health care. The Health Science Career Cluster is a cluster of study integrating academics, specific health science technology courses, along with a variety of problem–based and work-based learning opportunities. Work-based learning may include job shadowing, internships, and other clinical experiences that allow students to observe and learn from healthcare professionals.

Every Health Science program provides students with opportunities to explore a variety of health careers and make realistic and satisfying career choices. Students also develop their leadership potential through involvement in HOSA, a student leadership organization for health science students. Students in the Health Science Career Cluster leave high school better prepared for further education and/or immediate employment in the healthcare field.

Health Science pathways include: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, Biotechnology and Research Development.

ANATOMY & PHYSIOLOGY

5276 *(A & P)*

Anatomy & Physiology is a course in which students explore scientific knowledge that is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures. In the science classroom, student work includes: the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems. At the conclusion of this course, students should be able to understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields.

This course includes ample laboratory experiences that illustrate the application of the standards to the appropriate cells, tissues, organs, and organ systems. Students should be able to use basic laboratory equipment such as microscopes, balances, and pipettes.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: First-Year course of same discipline (Biology)
- Recommended Prerequisite: Chemistry, Introduction to Health Care Systems
- Credits: A two-semester course, one credit per semester
- Fulfills a Core 40 Science course requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma

DENTAL ASSISTING I

5203 *(DENTASIST I)*

Dental Assisting I prepares the student for an entry level dental assisting position. A variety of instructional strategies and technologies are used to teach basic skills that provide an excellent foundation for post secondary dental health occupations. Course content includes in-depth study and practical applications of: infection control procedures, medical emergencies, pharmacology, diseases of the mouth, tooth identification and anatomy, dental charting, identification and utilization of dental instruments, oral hygiene instruction, community dental health education, and nutrition. Simulated in-school laboratories and/or extended laboratory experiences are included to provide opportunities for students to develop clinical skills and appropriate ethical behaviors. Leadership skills are developed and community service provided through HOSA. Students have the opportunity to compete in a number of competitive events at both the state and national level.

- Recommended Grade Level: 10-12
- Recommended Prerequisite: Introduction to Dental Health Careers or Introduction to Health Care Systems or Integrated Health Sciences I and II, and CPR Certification
- Credits: A one-semester course, two to three credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

DENTAL ASSISTING II

5204 *(DENTASIST II)*

Dental Assisting II introduces the student to technical skills in dental materials, basic chair side assisting, and radiology. Employability skills and professional behavior will be emphasized. Varied instructional strategies and technologies, simulated in-school laboratory and/or extended laboratory experiences are used to teach this course. This course provides an excellent foundation for post-secondary dental health careers. Leadership skills are developed and community service provided through HOSA. Students have the opportunity to compete in a number of competitive events at both the state and national level.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Chemistry, Dental Assisting I and CPR certification
- Credits: A one-semester course, two to three credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

DENTAL ASSISTING III

5205 *(DENTASIST III)*

Dental Assisting III is a course designed to provide the dental assisting student with specific knowledge of instrumentation and procedural sequencing in the specialty areas of dentistry. Various instructional strategies and technologies will be used to give the student the opportunity to practice skills in orthodontics, endodontics, prosthodontics, oral surgery, pedodontics, and periodontics. These skills are gained by simulated experiences and/or by clinical rotations in dental facilities. Leadership skills are developed and community service provided through HOSA. Students have the opportunity to compete in a number of competitive events at both the state and national level.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Chemistry, Dental Assisting II and current CPR certification
- Credits: A one-semester course, two to three credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

DENTAL ASSISTING IV

5206 *(DENTASIST IV)*

Dental Assisting IV utilizes a variety of instructional strategies and technologies to provide students the opportunity to further expand their knowledge, attitudes, and skills in dental health care. One component of this course includes developing business competencies in office procedures, patient management, financial records, and inventory control. The second component of the course might be individualized study, specific to the student's area of interest. Leadership skills are developed and community service provided through HOSA. Students have the opportunity to compete in a number of competitive events at both the state and national level.

- Recommended Grade Level: 12
- Recommended Prerequisite: Chemistry, Dental Assisting III and current CPR certification
- Credits: A one-semester course, two to three credits per semester
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma directed elective course
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

HEALTH CAREERS I

5282 *(HLTHCARRI)*

Health Careers I content includes a core of entry level skills common to one specific health career such as patient nursing care, dental care, animal care, medical laboratory, and public health. Course content includes an introduction to health care systems, anatomy, physiology, and medical terminology. Included are leadership skills developed through membership in the student youth organization, HOSA. During the second semester, instruction is integrated with core entry-level skills. The concept of coping with illness is also introduced. In addition, this course includes work ethics and job seeking skills such as job applications, resumes, and interviews. An in-school laboratory provides hands-on, simulated experiences.

The instructor and the students should move from the local school to the actual health care clinical setting for pre-planned, educational experiences which are to be coordinated and evaluated by the school. The pre-planned activities provide an opportunity for the students to apply the knowledge, skills, and attitudes learned in the classroom. Actual instruction and supervision, usually provided on a one-to-one basis, is given by qualified health practitioners in the clinical setting, based on pre-determined specific learning competencies.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Biology I, Chemistry I; Introduction to Health Care Systems, Introduction to Dental Health Careers, or Integrated Health Sciences I or II
- Credits: A one or two-semester course, one to three credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

HEALTH CAREERS II

5284 *(HLTHCARRII)*

Health Careers II course content includes the competencies that prepare the student for a specific occupation within a health career cluster such as nursing assistant, dental aide, veterinary aide, medical-clerical aide, or laboratory aide. This course builds on those competencies acquired in Health Careers I and allows for more in-depth knowledge, skills, and attitudes to be developed in a specific

occupation. Leadership skills developed through HOSA participation are also included. Simulated in-school laboratory experiences are also a part of this course. An extended laboratory experience may also be scheduled. The related experience is organized and planned around the activities associated with both the student's individual placement and the student's career objectives in health sciences. It is taught during the same semesters that students are receiving clinical experience. Students have the opportunity to compete in a number of HOSA competitive events at both the state and national level.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Health Careers I
- Credits: A one or two-semester course, one to three credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

HEALTH CAREERS III

5286 *(HLTHCARRIII)*

Health Careers III provides students the opportunity to further expand their knowledge, skills, and attitudes in health care by developing competencies required for another occupation in the same or different occupational cluster, thereby becoming multi-skilled. Thus, the graduate's career options are expanded. For example, a student completing a nurse assistant course may also complete a home health care or laboratory aide course. An extended laboratory experience should be used as a method of instruction in this course. Students have the opportunity to compete in a number of HOSA competitive events at both the state and national level.

- Recommended Grade Level: 12
- Recommended Prerequisite: Health Careers I & II
- Credits: A one or two-semester course, one to three credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

HEALTH CAREERS PRACTICUM

5207 *(HLTH PRACT)*

Health Career Practicum is a two level course designed to provide students with the knowledge, attitudes, and skills needed to make the transition from school to work. Varied instructional strategies and technologies are used to emphasize the course content: Job seeking and job maintenance skills, personal management skills, self analysis to aid in career selection and completion of the application process for admission into a post secondary program of their choice. A second layer of the course is an extended laboratory experience designed to provide students the opportunity to assume the role of a health care provider and practice technical skills, previously learned in the classroom, at the clinical site of their choice. HOSA, the health science student organization, encourages development of leadership, communication, community service and health care related skills.

- Recommended Grade Level: 12
- Recommended Prerequisite: : Health Careers I, a grade point average of C or higher in health science classes, Anatomy and Physiology, Introduction to Health Care Systems or Integrated Health Sciences I & II, Dental Assisting I, or another health science course
- Credits: A one semester course, two to three credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

INTEGRATED HEALTH SCIENCES I

5294 *(INHLTHSC I)*

Integrated Health Sciences I is designed to integrate biology concepts with those of health and health careers. It provides for the study of the structures and functions of living organisms and their interactions with the environment through regular laboratory and field investigations. Course content includes a study of the function and processes of cells, tissues, organs, and systems of various species of living organisms. The interaction of communities and eco-systems is also emphasized. Supporting health related materials and activities for the course are selected to emphasize: an understanding of the history and development of medical and biological knowledge, the development of a healthy lifestyle, the integration of anatomy/physiology and medical terminology, and professional behavior. The student has the opportunity to earn certification in First Aid and CPR. Students are also introduced to the health-specific career and technical student youth organization, HOSA.

- Recommended Grade Level: 9-10
- Recommended Prerequisite: None
- Credits: A two semester course, two credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

INTEGRATED HEALTH SCIENCES II

5296 *(INHLTHSC II)*

Integrated Health Sciences II integrates chemistry with health science education. Course content includes: properties of matter, atomic structure, bonding, stoichiometry, acid/base chemistry, oxidation reduction, reactions and biochemistry. Supporting health related materials and activities for this course are selected to emphasize an understanding of disease processes within the body systems. Anatomy/physiology and medical terminology will be integrated as it applies to body structure, function, and the disease process. The relationship between chemical processes and human physiology will be emphasized in addition to the relationship between chemical technologies and selected careers. The student has the opportunity to develop leadership skills and professionalism through participation in HOSA.

- Recommended Grade Level: 10
- Recommended Prerequisite: Algebra, Integrated Health Sciences I
- Credits: A two semester course, two credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

INTRODUCTION TO COMMUNITY HEALTH SERVICES

5208 *(INTRO CHS)*

Introduction to Community Health Services further broadens the student's knowledge of the many opportunities in health care. Varied instructional strategies and technologies will be used to introduce additional nursing assisting skills, home health care, hospice care, infant/child care, and community health. The course may be taught in collaboration with the State Certified CNA Program, family and consumer science, a home health agency, and the local community health agency. Students have the opportunity to develop leadership skills and compete in a variety of HOSA competitive events at both the state and national level.

- Recommended Grade Level: 12

- Recommended Prerequisite: Introduction to Health Care Systems or Integrated Health Sciences I & II
- Credits: A one semester course, two to three credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

INTRODUCTION TO DENTAL HEALTH CAREERS

5209 *(INTRO DHC)*

Introduction to Dental Health Careers introduces students to the occupational areas and opportunities in the dental health field. Various instructional strategies and technologies will be used to help students gain insight into the many aspects of the current dental health delivery system; e.g., educational requirements, credentialing, legal and ethical responsibilities of the dental health care worker, professionalism, interpersonal communications, patient management and employment. In addition to head and neck anatomy, basic skills related to standard precautions and infection control, CPR and First Aid will be taught. The course will also introduce students to the health-specific career and technical student organization, HOSA.

- Recommended Grade Level: 10-12
- Required Prerequisite: None
- Recommended Prerequisite: Biology, Chemistry, Mathematics, and Anatomy and Physiology
- Credits: A one semester course, one to two credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

INTRODUCTION TO EMERGENCY MEDICAL SERVICES

5210 *(INTRO EMS)*

Introduction to Emergency Medical Services prepares students for State Certification as a First Responder which could lead to a career in Emergency Medical Services such as an Emergency Medical Technician or a Paramedic. A variety of instructional strategies and technologies will be used to teach students about emergency medical service operations, personal and scene safety, scene and patient assessment, and patient care. Students have the opportunity to develop first responder skills in simulated situations. Participation in HOSA affords the student the opportunity to compete in a variety of competitive events, specifically CPR/First Aid and EMT, at both the state and national level.

- Recommended Grade Level: 12
- Recommended Prerequisite: Anatomy and Physiology, Introduction to Health Care Systems or Integrated Health Sciences I & II
- Credits: A one semester course, one to two credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

INTRODUCTION TO HEALTH CARE SPECIALTIES

5211 *(INTRO HCSP)*

Introduction to Health Care Specialties is designed to help students gain further insight into the health care industry by introducing them to a number of different health disciplines. A variety of instructional strategies and technologies are used to teach the knowledge, attitudes, and skills related to: surgery, respiratory therapy, gerontology, rehabilitation/restorative care, and alternative treatment modalities.

Students have the opportunity to gain additional competencies as they participate in simulated activities and procedures in the classroom. On-site experiences will be used to supplement course content. Participation in HOSA provides the students the opportunity to compete in a variety of competitive events at both the state and national level.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Introduction to Health Care Systems or Integrated Health Sciences I & II
- Credits: A one semester course, two credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

INTRODUCTION TO HEALTH CARE SYSTEMS

5272 *(INT HCSYST)*

Introduction to Health Care Systems introduces students to various aspects of the health care industry. Students have the opportunity to explore a number of health related disciplines, learn associated entry level skills, and compare the educational requirements, credentialing and job opportunities of each with their personal abilities and interests as a means to making informed career choices. Varied instructional strategies and technologies are used to introduce medical terminology, anatomy and physiology, content of the Indiana Health Science Education Curriculum and health concepts found in the health and safety courses; with emphasis on a healthy lifestyle, wellness, health maintenance, and disease prevention. The students are also introduced to the health specific career and technical student youth organization, HOSA. Successful completion of this course provides students with CPR/First Aid Certification.

- Recommended Grade Level: 9-12
- Recommended Prerequisite: Biology, Mathematics
- Credits: A one or two-semester course, one or two credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

INTRODUCTION TO HEALTH CARE TECHNOLOGY

5212 *(INT HCTECH)*

Introduction to Health Care Technology is a course designed to expose students to instruments and equipment used in the health care industry. Emphasis is placed on medical diagnosis and treatment, health maintenance, and disease prevention. Various instructional strategies and technologies will be used to integrate concepts from computer science, physics, anatomy and physiology, and medical terminology in the context of diagnostic and treatment procedures within the health care system. Current and future trends in the health care industry will also be integrated throughout the course. Students will have the opportunity to further explore concepts of health and wellness from the perspective of both the health consumer and health provider. Site visits will provide students the opportunity to continue to explore individual career interests as they see how technology drives health care. Students have the opportunity to develop leadership skills in HOSA and to participate in competitive events at both the state and national level in a wide variety of skills related to their interests.

- Recommended Grade Level: 12
- Recommended Prerequisite: Anatomy and Physiology, Introduction to Health Care Systems or Integrated Health Sciences I&II, two years of science, two years of mathematics, a grade point average of C or higher

- Credits: A one semester course, two to three credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

INTRODUCTION TO MEDICAL ASSISTING

5213 *(INTRO MA)*

Introduction to Medical Assisting introduces students to some of the duties and responsibilities of administrative and clinical medical assistants. Course content focuses on basic skills that one might see performed in a doctor's office or out-patient facility. Various instructional strategies and technologies will be used to give students the opportunity to gain additional knowledge of anatomy, physiology, and medical terminology. The student will also have the opportunity to refine previously learned technical skills, in addition to gaining additional competencies as they participate in simulated activities and procedures in the classroom. Instruction will be augmented with study tours and shadowing experiences in health care facilities. The HOSA organization provides students the opportunity to compete in a wide variety of competitive events at both the state and national level.

- Recommended Grade Level: 11-12
- Required Prerequisite: None
- Recommended Prerequisite: Introduction to Health Care Systems or Integrated Health Sciences I&II, Biology
- Credits: A one semester course, one or two credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

INTRODUCTION TO PHARMACY

5214 *(INTROPHARM)*

Introduction to Pharmacy introduces students to the field of pharmacy and provides opportunity for exploration of career options within the discipline. Varied instructional strategies and technologies are used to help students gain insight into the roles and responsibilities of the pharmaceutical team, state and federal regulations, pharmaceutical agents, prescription processing, pharmacy maintenance, retail sales, and the impact of pharmaceuticals on the delivery of health care in society. Shadowing experiences help students gain insight into the various roles of the pharmaceutical team in retail drug sales. Students have the opportunity to compete in a variety of HOSA competitive events at both the state and national level.

- Recommended Grade Level: 12
- Recommended Prerequisite: Introduction to Health Care Systems or Integrated Health Sciences I&II, Biology, Chemistry, Mathematics,
- Credits: A one semester course, one or two credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

INTRODUCTION TO PHYSICAL THERAPY

5215 *(INTRO PT)*

Introduction to Physical Therapy introduces students to careers in physical therapy, athletic training and sports medicine. Due to the multi-disciplinary/cross training trend in health care delivery, this course will offer an overview of other allied health careers interrelated to physical therapy; such as athletic training and sports medicine. Various instructional strategies and technologies are used to teach students about career opportunities and their associated roles and responsibilities, legal and ethical issues, patient diversity, anatomy and physiology, injury mechanisms, disorders requiring physical therapy, aspects of rehabilitation, safety concerns and patient documentation. This course builds on the competencies learned in introductory courses and provides students the opportunity to develop more in-depth knowledge, skills and attitudes related to physical therapy. Students have the opportunity to compete in a variety of HOSA competitive events, including sports medicine and physical therapy, at both the state and national level.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Introduction to Health Care Systems or Integrated Health Sciences I&II, Biology, Chemistry, Anatomy and Physiology
- Credits: A one semester course, one or two credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

MEDICAL TERMINOLOGY

5274 *(MED TERMS)*

Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal or written information. Students have the opportunity to acquire skills in interpreting medical records and communications accurately and logically. Materials should invite students to enjoy and be curious about words in their work and personal lives, thus serving as a foundation for enlarging personal vocabularies. The HOSA organization provides students the opportunity to compete in a wide variety of competitive events at both the state and national level.

- Recommended Grade Level: 10-12
- Credits: A two-semester course, one to two credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

INTERNATIONAL BACCALAUREATE COURSES

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

INTERNATIONAL BACCALAUREATE COURSES

Academic Content Standards for this subject area at:
http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml

Teacher requirements for this subject area at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

International Baccalaureate for this subject area at:
http://www.ibo.org/programmes/pd/index.cfm

BIOLOGY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

3032 *(BIO H IB)*

Biology Higher Level, International Baccalaureate focuses on six core topics: cells, the chemistry of life, genetics, ecology, evolution, and human health and physiology. It is based on the curriculum published by the International Baccalaureate Organization. Students must complete additional study in eight topics: nucleic acids and proteins, cell respiration and photosynthesis, human reproduction, defense against infectious disease, nerves, muscles and movement, excretion, and plant science. Optional course topics for students include diet and human nutrition, physiology of exercise, neurobiology and behavior, applied plant and animal science, and ecology and conservation.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills the Biology I requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

BIOLOGY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

3034 *(BIO S IB)*

Biology Standard Level, International Baccalaureate focuses on six core topics: cells; the chemistry of life, genetics, ecology, evolution, and human health and physiology. It is based on the curriculum published by the International Baccalaureate Organization. Optional course topics include neurobiology and behavior, applied plant and animal science, ecology and conservation, diet and human nutrition, physiology of exercise, and cell respiration and photosynthesis.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills the Biology I requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

BUSINESS AND MANAGEMENT HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

4580 *(BUSM H IB)*

Business and Management Higher Level, International Baccalaureate explores how and why individuals form organizations, organizational problems and life cycles, and the role of individuals and groups within organizations. It is based on the curriculum published by the International Baccalaureate

Organization. Students gain a broad understanding of the variety of organizations that exist, including profit and non-profit, and will examine and apply the principles of organizations and the techniques practiced in organizational decision making. Students also develop an understanding of the interdependency of organizations and the effect on problem solving.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as an Elective or Directed Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas

BUSINESS AND MANAGEMENT STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

4582 *(BUSM S IB)*

Business and Management Standard Level, International Baccalaureate examines the role of individuals and groups in forming organizations and their roles within organizations. It is based on the curriculum published by the International Baccalaureate Organization. Students gain a broad understanding of the variety of organizations that exist, including profit and non-profit, and the problems and life cycles of these organizations. This course develops an understanding of the interdependency of organizations, the effect of problem solving, and the application of organizational principles and techniques widely practiced in the process of decision making.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective or Directed Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas

CHEMISTRY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

3070 *(CHEM H IB)*

Chemistry Higher Level, International Baccalaureate is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. It is based on the curriculum published by the International Baccalaureate Organization. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Students must complete additional study in nine topics: atomic theory, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy. Additional options are modern analytical chemistry and further organic chemistry.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills a Chemistry I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and a Science Course requirement of the General and International Baccalaureate diplomas or counts as an Elective for any diploma

CHEMISTRY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

3072 *(CHEM S IB)*

Chemistry Standard Level, International Baccalaureate is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. It is based on the curriculum published by the International Baccalaureate Organization. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy. Higher physical organic chemistry is a further option.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Chemistry I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and a Science Course requirement of the General and International Baccalaureate diplomas or counts as an Elective for any diploma

CLASSICAL LANGUAGE HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

2300 *(CL H IB).*

Classical Language Higher Level, International Baccalaureate is a language course for the study of Latin or Classical Greek and introduces students to the language, literature, and culture of ancient Greece or Rome. It is based on the curriculum published by the International Baccalaureate Organization. The course promotes the acquisition of language skills as the foundation of the course and provides students the opportunity to study surviving texts in the original language, as well as additional texts in translation. Additionally, the course develops in students an appreciation of the cultural achievements of ancient Greek or Roman society.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as a World Language Course for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective or Directed Elective for any diploma

CLASSICAL LANGUAGE STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

2302 *(CL S IB)*

Classical Language Standard Level, International Baccalaureate is a language course for the study of Latin or Classical Greek and introduces students to the language, literature, and culture of ancient Greece or Rome. It is based on the curriculum published by the International Baccalaureate Organization. The course promotes the acquisition of language skills as the foundation of the course and provides students the opportunity to study surviving texts in the original language, as well as additional texts in translation. Additionally, the course develops in students an appreciation of the cultural achievements of ancient Greek or Roman society.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a World Language Course for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective or Directed Elective for any diploma

COMPUTER SCIENCE HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

4584 *(COMPSCI H IB)*

Computer Science Higher Level, International Baccalaureate guides students through problem solving strategies and definitions to the construction of algorithms to create solutions, thereby developing skills of logic and analytical thinking. It is based on the curriculum published by the International Baccalaureate Organization. The common core includes: systems life cycle and software development, program construction in Java, computing system fundamentals, a case study, and a program dossier. Additional material may include computer mathematics and logic, abstract data structure and algorithms, further system fundamentals, file organization, and an extended case study.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as a Mathematics Course for the International Baccalaureate diploma or as an Elective or Directed Elective for any diploma

COMPUTER SCIENCE STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

4586 *(COMPSCI S IB)*

Computer Science Standard Level, International Baccalaureate guides students through problem solving strategies and definitions to the construction of algorithms to create solutions, thereby developing skills of logic and analytical thinking. It is based on the curriculum published by the International Baccalaureate Organization. The common core includes: systems life cycle and software development, program construction in Java, computing system fundamentals, a case study, and a program dossier.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for the International Baccalaureate diploma or as an Elective or Directed Elective for any diploma
- Applies to Core 40 math required during junior or senior year

DANCE HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

4144 *(DNC H IB)*

Dance Higher Level, International Baccalaureate is new to the International Baccalaureate Diploma Programme and does not yet have a description from the organization.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

DANCE STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

4148 *(DNC S IB)*

Dance Higher Level, International Baccalaureate is new to the International Baccalaureate Diploma Programme and does not yet have a description from the organization.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester

- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

DESIGN TECHNOLOGY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

4822 *(DTEC H IB)*

Design Technology Higher Level, International Baccalaureate aims to teach students not only design and technology, but also how to adapt to new experiences and how to approach problems with the appropriate skills and techniques to identify important elements and develop optimum solutions. This course is based on the curriculum published by the International Baccalaureate Organization. It assumes no previous experience in either design technology or designing. Students study six core topics: designers and the design cycle, the responsibility of the designer, materials, manufacturing processes and techniques, production systems, and clean technology and green design. Students must complete additional study in three topics: raw material to final product, microstructures and macrostructures, and appropriate technologies. Optional course topics from which the student may choose two include: food technology, computer-aided design, manufacture and production, invention, innovation and design, health by design, and electronic products.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as an Elective or Directed Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas

DESIGN TECHNOLOGY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

4824 *(DTEC S IB)*

Design Technology Standard Level, International Baccalaureate aims to teach students not only design and technology, but also how to adapt to new experiences and how to approach problems with the appropriate skills and techniques to identify important elements and develop optimum solutions. This course is based on the curriculum published by the International Baccalaureate Organization. It assumes no previous experience in either design technology or designing. Students study six core topics: designers and the design cycle, the responsibility of the designer, materials, manufacturing processes and techniques, production systems, and clean technology and green design. Optional course topics from which the student may choose two are food technology, computer-aided design, manufacture and production, invention, innovation and design, health by design, and electronic products. Further options include raw material to final product, microstructures and macrostructures, and appropriate technologies.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective or Directed Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas

ECONOMICS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

1580 *(ECON H IB)*

Economics Higher Level, International Baccalaureate promotes disciplined economic reasoning skills and enables students to apply the tools of economic analysis to situations and data, explaining findings in a clear manner. It is based on the curriculum published by the International Baccalaureate Organization. Students will gain an understanding of how societies and individuals organize themselves

in the pursuit of economic objectives while also evaluating economic theories, concepts, situations, and data. An international perspective fosters tolerance and understanding of the diversity of economic realities in which society functions.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma

ECONOMICS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

1582 *(ECON S IB)*

Economics Standard Level, International Baccalaureate promotes economic reasoning skills and enables students to analyze and explain data, situations, and findings in a clear manner. It is based on the curriculum published by the International Baccalaureate Organization. Understanding how individuals and societies organize themselves in pursuit of economic objectives is essential, as well as gaining an understanding of international perspectives promoting the understanding of the diversity of economic realities of individuals and societies. Students will evaluate economic theories, situations, concepts, and data.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma

ENVIRONMENTAL SYSTEMS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

3014 *(ENVS S IB)*

Environmental Systems Standard Level, International Baccalaureate provides students with a coherent perspective on the environment that is essentially scientific and enables them to adopt an informed and responsible stance on the wide range of environmental issues they will inevitably come to face. It is based on the curriculum published by the International Baccalaureate Organization. The core of Environmental Systems is five broad topics: systems and models, the ecosystem, global cycles and physical systems, human population and carrying capacity, and analyzing ecosystems. Students are required to complete one of the following options: analyzing ecosystems, impacts of resource exploitation, conservation and biodiversity, and pollution management.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a Life Science Course for the General diploma or as an Elective for any diploma

FILM HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

4270 *(FILM H IB)*

Film Higher Level, International Baccalaureate is new to the International Baccalaureate Diploma Programme and does not yet have a description from the organization.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester

- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

FILM STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

4272 *(FILM S IB)*

Film Higher Level, International Baccalaureate is new to the International Baccalaureate Diploma Programme and does not yet have a description from the organization.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

FURTHER MATHEMATICS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

2580 *(FMATH S IB)*

Further Mathematics Standard Level, International Baccalaureate includes geometry topic and four Mathematics Higher Level option topics: statistics and probability; sets, relations and groups; series and differential equations; and discrete mathematics. It is based on the curriculum published by the International Baccalaureate Organization.

- Recommended Grade Level: Grades 11 and 12
- Recommended prerequisites: students will have studied one of the four option topics from Mathematics Higher Level
- Credits: 2 semester course, 1 credit per semester
- Counts as a junior or senior Mathematics Course for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective for any diploma

GEOGRAPHY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

1584 *(GEO H IB)*

Geography Higher Level, International Baccalaureate is the compulsory study of geography at a higher level including the core themes of population and resources and development. It is based on the curriculum published by the International Baccalaureate Organization. Other optional themes for further study include topographic mapping, globalization, management of specific environments, and contemporary issues.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma.

GEOGRAPHY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

1586 *(GEO S IB)*

Geography Standard Level, International Baccalaureate is a basic study of the core themes of population and resources and development. It is based on the curriculum published by the International Baccalaureate Organization. Optional themes for further study include topographic mapping, globalization and contemporary issues, and the management of specific environments.

- Recommended Grade Level: Grades 11 or 12

- Credits: 2 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

HISTORY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

1590 *(HIS H IB)*

History Higher Level, International Baccalaureate promotes the understanding of the nature and diversity of history and its methods and interpretations. It is based on the curriculum published by the International Baccalaureate Organization. Students develop an international awareness and understanding and the ability to use and communicate historical knowledge. The course includes one prescribed subject from a choice of three and two 20th century world history topics from a choice of six. Regional options include Africa, the Americas, East and South East Asia and Oceania, Europe, and South Asia and the Middle East.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills the US History requirement only with regional concentration on the Americas for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

HISTORY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

1592 *(HIS S IB)*

History Standard Level, International Baccalaureate promotes the understanding of the nature and diversity of history and its methods and interpretations. It is based on the curriculum published by the International Baccalaureate Organization. Students develop an international awareness and understanding and the ability to use and communicate historical knowledge. The course includes one prescribed subject from a choice of three and two 20th century world history topics from a choice of six.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an Elective for any diploma.

INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

5242 *(ITGS H IB)*

Information Technology in a Global Society Higher Level, International Baccalaureate examines the interaction between information, technology, and society. It is based on the curriculum published by the International Baccalaureate Organization. Students develop an understanding of the advantages and disadvantages of new technologies as methods of expanding knowledge of the world at local and global levels. They analyze and evaluate the ethical considerations arising from the widespread use of information technology and are encouraged to recognize that people can hold diverse opinions about the impact of technology. The course also promotes an understanding of the social significance of information technology for individuals, communities, and organizations.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as an Elective or Directed Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas.

INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

5246 *(ITGS S IB)*

Information Technology in a Global Society Standard Level, International Baccalaureate examines the interaction between information, technology, and society and develops an understanding of the advantages and disadvantages of new technologies as methods of expanding knowledge of the world at global and local levels. It is based on the curriculum published by the International Baccalaureate Organization. Students gain an understanding of the social significance of information technology and recognize that people can hold diverse opinions about the impact of information technology on individuals and societies. The course also enables students to analyze and evaluate ethical considerations arising from the widespread use of information technology on all levels.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective or Directed Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- A Career Academic Sequence, Career-Technical program or Flex Credit course

ISLAMIC HISTORY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

1594 *(IHIS H IB)*

Islamic History Higher Level, International Baccalaureate is designed to provide students with the means of acquiring a deep and open understanding of the Islamic world in its various aspects and of its contribution to world civilization. It is based on the curriculum published by the International Baccalaureate Organization. Approached from an historical perspective, the course includes political, social, economic, intellectual, and other facets of the Islamic world. Students study a prescribed topic and at least two historical topics relating to the origins of Islam and its developments through to AH 807/AD 1405. Students must undertake at least two of the following options: the Fatimids, the Ottomans, warfare in the medieval Islamic world, Muslim rule in Spain, the intellectual legacy of Islam, and Islamic art and architecture.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

ISLAMIC HISTORY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

1596 *(IHIS S IB)*

Islamic History Standard Level, International Baccalaureate is designed to provide students with the means of acquiring a deep and open understanding of the Islamic world in its various aspects and of its contribution to world civilization. It is based on the curriculum published by the International Baccalaureate Organization. Approached from an historical perspective, the course includes political, social, economic, intellectual, and other facets of the Islamic world. Students study a prescribed topic and at least two historical topics relating to the origins of Islam and its developments through to AH 807/AD 1405.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

LANGUAGE A1 HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

1130 *(LA A1H IB)*

Language A1 Higher Level, International Baccalaureate is a pre-university literature course in the student's native or best language and is based on the curriculum published by the International Baccalaureate Organization. Language A1 promotes an appreciation of literature and knowledge of the student's own culture, along with that of other societies, and develops the student's powers of expression, both in oral and written communication. The course emphasizes the skills involved in writing and speaking in a variety of styles and situations and offers the student the opportunity to read 11-15 works grouped by genres. Works are chosen from a broad list of prescribed authors and works representing different literary periods, genres, and regions in the target language, as well as literature in translation.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

LANGUAGE A1 STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

1132 *(LA A1S IB)*

Language A1 Standard Level, International Baccalaureate is a pre-university literature course in the student's native or best language and is based on the curriculum published by the International Baccalaureate Organization. Language A1 promotes an appreciation of literature and knowledge of the student's own culture along with that of other societies and develops the student's powers of expression, both in oral and written communication. The course emphasizes the skills involved in writing and speaking in a variety of styles and situations and offers the student the opportunity to read 11-15 works grouped by genres. Works are chosen from a broad list of prescribed authors and works representing different literary periods, genres, and regions in the target language, as well as literature in translation.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

MATHEMATICS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

2582 *(MATH H IB)*

Mathematics Higher Level, International Baccalaureate includes seven core topics: algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability, and calculus. It is based on the curriculum published by the International Baccalaureate Organization. In addition, students also must complete one of the following four options: statistics and probability, sets, relations and groups, series and differential equations, or discrete mathematics.

- Recommended Grade Level: Grades 11 and 12
- Recommended prerequisites: students should have a strong understanding of arithmetic, algebra, geometry, trigonometry and statistics.
- Credits: 4 semester course, 1 credit per semester
- Counts as a junior or senior year Mathematics Course as required for Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective for any diploma

MATHEMATICS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

2584 *(MATH S IB)*

Mathematics Standard Level, International Baccalaureate includes seven core topics: algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability, and calculus. It is based on the curriculum published by the International Baccalaureate Organization.

- Recommended Grade Level: Grades 11 and 12
- Recommended prerequisites: students should have a good understanding of arithmetic, algebra, geometry, trigonometry, and statistics.
- Credits: 2 semester course, 1 credit per semester
- Counts as a junior or senior Mathematics Course for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective for any diploma

MATHEMATICAL STUDIES STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

2586 *(MA ST S IB)*

Mathematical Studies Standard Level, International Baccalaureate includes eight core topics: introduction to the graphic display calculator, number and algebra, sets, logic and probability, functions, geometry and trigonometry, statistics, introductory differential calculus, and financial mathematics. It is based on the curriculum published by the International Baccalaureate Organization.

- Recommended Grade Level: Grades 11 and 12
- Recommended prerequisites: students should have a good understanding of basic arithmetic, algebra, geometry, and trigonometry.
- Credits: 2 semester course, 1 credit per semester
- Counts as a junior or senior Mathematics Course for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective for any diploma

MUSIC HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

4212 *(MUS H IB)*

Music Higher Level, International Baccalaureate promotes a greater awareness and understanding of the power and variety of musical experiences for students who have a general interest in music, and also for students who intend to continue their formal study of music at university or conservatoire level. The course is based on the curriculum published by the International Baccalaureate Organization. It exposes students to a broad spectrum of music, ranging from classical and modern western traditions to the music of other regions and cultures. The course balances the creative and practical aspects of music with the theoretical or academic. Students study musical perception and analysis, enabling them to undertake studies of a wide range of musical genres and styles. Students also participate in the creation of music through compositions or performance. There are three compulsory parts: musical perception and analysis; vocal or instrumental solo performance—one or more recitals; and composition—three contrasting compositions. Musical perception and analysis is a part of the syllabus common to all course options and consists of three elements: study of prescribed works; study of musical genres and styles; and musical investigation.

- Recommended Grade Level: Grades 11 and 12

- Credits: 4 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

MUSIC STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

4214 *(MUS S IB)*

Music Standard Level, International Baccalaureate promotes a greater awareness and understanding of the power and variety of musical experiences for students who have a general interest in music, and also for students who intend to continue their formal study of music at university or conservatoire level. The course is based on the curriculum published by the International Baccalaureate Organization. It exposes students to a broad spectrum of music, ranging from classical and modern western traditions to the music of other regions and cultures. The course balances the creative and practical aspects of music with the theoretical or academic. Students study musical perception and analysis, enabling them to undertake studies of a wide range of musical genres and styles. Students also participate in the creation of music through compositions or performance. There are three compulsory parts: solo performance option for the student who has a background in musical performance, including musical perception and analysis; and vocal or instrumental solo performance—one or more recitals; group performance option for students with a general interest in music, or for those without prior experience, particularly members of ensembles, including musical perception and analysis and group performance—two or more public performances; and a composition option for the student who has a background in musical composition, including musical perception and analysis and composition—two contrasting compositions. Musical perception and analysis is a part of the syllabus common to all course options and consists of three elements: study of prescribed works; study of musical genres and styles; and musical investigation.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

PHILOSOPHY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

1600 *(PHIL H IB)*

Philosophy Higher Level, International Baccalaureate develops in students an intellectually independent and creative way of thinking and encourages students to relate their philosophical understanding to other disciplines and to personal and civic life. It is based on the curriculum published by the International Baccalaureate Organization. Students learn to formulate arguments in rational and logical ways and are encouraged to critically examine their own experiences and ideological and cultural biases. This course promotes an awareness of the plurality of philosophical traditions and develops ways of thinking that draw on personal reflection and knowledge of philosophical traditions.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

PHILOSOPHY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

1602 *(PHIL S IB)*

Philosophy Standard Level, International Baccalaureate develops in students an intellectually independent and creative way of thinking and encourages students to relate their philosophical understanding to other disciplines and to personal and civic life. It is based on the curriculum published by the International Baccalaureate Organization. Students learn to formulate arguments in rational and logical ways and are encouraged to critically examine their own experiences and ideological and cultural biases. This course promotes an awareness of the plurality of philosophical traditions and develops ways of thinking that draw on personal reflection and knowledge of philosophical traditions.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

PHYSICS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

3096 *(PHY H IB)*

Physics Higher Level, International Baccalaureate is designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. It is based on the curriculum published by the International Baccalaureate Organization. Students study six topics: physics and physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. Students must complete additional study in six topics: measurement and uncertainties, mechanics, thermal physics, wave phenomena, electromagnetism, and quantum physics and nuclear physics. Optional course topics from which the student may only choose two include biomedical physics, the history and development of physics, astrophysics, relativity, and optics.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills a Physics I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and a Science Course requirement of the General and International Baccalaureate diplomas or counts as an Elective for any diploma

PHYSICS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

3098 *(PHY S IB)*

Physics Standard Level, International Baccalaureate is designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. It is based on the curriculum published by the International Baccalaureate Organization. Students study six topics: physics and physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. Students must complete additional study in six topics: measurement and uncertainties, mechanics, thermal physics, wave phenomena, electromagnetism, and quantum physics and nuclear physics. Optional course topics from which the student may choose two include biomedical physics, the history and development of physics, astrophysics, relativity, and optics. Further options would be mechanics extension, quantum physics, nuclear physics, and further energy.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Physics I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and a Science Course requirement of the General and International Baccalaureate diplomas or counts as an Elective for any diploma

PSYCHOLOGY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

1604 *(PSY H IB)*

Students in Psychology Higher Level, International Baccalaureate study the biological, cognitive, learning, and humanistic perspectives of psychology and must study two of the following: comparative psychology, cultural psychology, dysfunctional behavior, health psychology, lifespan psychology, psychodynamic psychology, or social psychology. All aspects of research in the field, including ethics, qualitative and quantitative research, and experimental study are included. Students are also required to design and implement three experimental studies. This course is based on the curriculum published by the International Baccalaureate Organization.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

PSYCHOLOGY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

1606 *(PSY S IB)*

Psychology Standard Level, International Baccalaureate is divided into four required parts: biological, cognitive, learning, and humanistic psychology. Students must fulfill two options in the following areas: comparative psychology, cultural psychology, psychology of dysfunctional behavior, health psychology, lifespan psychology, psychodynamic psychology, or social psychology. The research methodology of ethics and qualitative and quantitative research must be undertaken and students must design and implement three experimental studies. This course is based on the curriculum published by the International Baccalaureate Organization.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

SOCIAL AND CULTURAL ANTHROPOLOGY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

1608 *(SCAN H IB)*

Social and Cultural Anthropology Higher Level, International Baccalaureate focuses on the comparative study of culture and human societies and includes the three compulsory themes of social organization, systems of belief and knowledge, and processes of change and transformation. It is based on the curriculum published by the International Baccalaureate Organization. Students at the higher level must also study six fundamental theoretical issues: materialism and idealism, agency centered and structure-centered approaches, particularistic and universalistic perspectives, synchronic and diachronic perspectives, cohesion and conflict, and relation to empirical material.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

SOCIAL AND CULTURAL ANTHROPOLOGY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

1610 *(SCAN S IB)*

Social and Cultural Anthropology Standard Level, International Baccalaureate focuses on the comparative study of culture and human societies. There are three basic themes: social organization, systems of belief and knowledge, and processes of change and transformation. This course is based on the curriculum published by the International Baccalaureate Organization.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

THEATRE ARTS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

4262 *(THTR H IB)*

Theatre Arts Higher Level, International Baccalaureate aims to help students understand the nature of the theatre by making it as well as by studying it, and to understand the forms it takes in other cultures. It is based on the curriculum published by the International Baccalaureate Organization. Students are expected to demonstrate the following knowledge and skills: a knowledge of the major developments and techniques in the theatrical history of more than one culture; an ability to interpret and illuminate play scripts and other theatrical texts analytically and imaginatively; an understanding of the art of the stage and of the essential nature of criticism in the theatre, particularly self-criticism; an ability to perform before an audience, and to demonstrate an understanding of, and some skill in, acting techniques; sufficient technical skill to produce satisfactory work in at least one of the theatrical arts or crafts; an understanding of the processes of theatrical production; and an ability to research imaginatively, selectively and with persistence. All students must study five compulsory components: performance skills; world theatre studies; practical play analysis; theatre production; and an individual project.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

THEATRE ARTS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

4264 *(THTR S IB)*

Theatre Arts Standard Level, International Baccalaureate aims to help students understand the nature of the theatre by making it as well as by studying it, and to understand the forms it takes in other cultures. It is based on the curriculum published by the International Baccalaureate Organization. Students are expected to demonstrate the following knowledge and skills: a knowledge of the major developments and techniques in the theatrical history of more than one culture; an ability to interpret and illuminate play scripts and other theatrical texts analytically and imaginatively; an understanding of the art of the stage and of the essential nature of criticism in the theatre, particularly self-criticism; an ability to perform before an audience, and to demonstrate an understanding of, and some skill in, acting techniques; sufficient technical skill to produce satisfactory work in at least one of the theatrical arts or crafts; an understanding of the processes of theatrical production; and an ability to research imaginatively, selectively and with persistence. All students must study five compulsory components: performance skills; world theatre studies; practical play analysis; theatre production; and an individual project.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

THEORY OF KNOWLEDGE, INTERNATIONAL BACCALAUREATE

0560 *(TOK IB)*

Theory of Knowledge, International Baccalaureate is unique to the International Baccalaureate Organization and is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. It is based on the curriculum published by the International Baccalaureate Organization. The 100-hour course challenges students to question the bases of knowledge, to see the consilience between the academic disciplines, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging appreciation of other cultural perspectives.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

VISUAL ARTS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

4090 *(VA H IB)*

Visual Arts Higher Level, International Baccalaureate provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art. The course is based on the curriculum published by the International Baccalaureate Organization. It exemplifies and encourages an inquiring and integrated approach towards visual arts in their various historical and contemporary forms and promotes visual and contextual knowledge of art from various cultures. The course enables students to learn about themselves and others through individual and collaborative engagement with the visual arts. The core elements in common to each course are introduction to art concepts, criticism and analysis, acquisition of studio technical and media skills, and relation of art to sociocultural and historical contexts. This course is for the specialist visual arts student with creative and imaginative abilities, who may pursue the visual arts at university or college level. It consists of two compulsory parts: studio work—the practical exploration and artistic production; and research workbooks—independent critical research and analysis, visual and written, in more than one culture.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

VISUAL ARTS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

4092 *(VA S IB)*

Visual Arts Standard Level, International Baccalaureate provides students with the opportunities to make personal, sociocultural, and aesthetic experiences meaningful through the production and understanding of art. The course is based on the curriculum published by the International Baccalaureate Organization. It exemplifies and encourages an inquiring and integrated approach

towards visual arts in their various historical and contemporary forms and promotes visual and contextual knowledge of art from various cultures. The course enables students to learn about themselves and others through individual and collaborative engagement with the visual arts. The core elements in common to each course are introduction to art concepts, criticism and analysis, acquisition of studio technical and media skills, and relation of art to sociocultural and historical contexts. This course is for the specialist visual arts student with creative and imaginative abilities, who may pursue the visual arts at university or college level. It consists of two compulsory parts: studio work—the practical exploration and artistic production; and research workbooks—independent critical research and analysis, visual and written, in more than one culture.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

WORLD LANGUAGE AB INITIO STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

2310 *(WL AIS IB)*

World Language ab initio Standard Level, International Baccalaureate is a world language course for students with little or no previous experience in learning the target language and is offered for twelve languages. It is based on the curriculum published by the International Baccalaureate Organization. This course provides an opportunity for students to further their linguistic skills by taking up a second world language or for students to learn a world language for the first time. The course concentrates on the acquisition of language necessary for practical communication in a variety of everyday situations and also focuses on development of the four primary language skills of listening, speaking, reading and writing. This course further enables students to acquire a basic awareness of the target cultures through the study of a core-syllabus and a language-specific syllabus.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a World Language Course for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective or Directed Elective for any diploma

WORLD LANGUAGE B HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

2306 *(WLB H IB)*

World Language B Higher Level, International Baccalaureate is a world language course for students with two to five years previous experience in learning the target language and prepares students to be successful on the International Baccalaureate exam for the target language. It is based on the curriculum published by the International Baccalaureate Organization. This course prepares students to use the target language appropriately in a range of situations and contexts and for a variety of purposes and also focuses on language acquisition and development in the four primary language skills of listening, speaking, reading, and writing. Language skills are developed through the study and use of a range of written and spoken material, which extends from everyday oral exchanges to literary texts related to the target cultures. The course is further designed to promote an awareness of, and sensitivity to, the cultures related to the language studied.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as a World Language course for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective or Directed Elective for any diploma

WORLD LANGUAGE B STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

2308 *(WLB S IB)*

World Language B Standard Level, International Baccalaureate is a world language course for students with two to five years previous experience in learning the target language and prepares students to be successful on the International Baccalaureate exam for the target language. It is based on the curriculum published by the International Baccalaureate Organization. This course prepares students to use the target language appropriately in a range of situations and contexts and for a variety of purposes, and also focuses on language acquisition and development in the four primary language skills of listening, speaking, reading, and writing. Language skills are developed through the study and use of a range of written and spoken material, which extends from everyday oral exchanges to literary texts related to the target cultures. The course is further designed to promote an awareness of, and sensitivity to, the cultures related to the language studied.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a World Language Course for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective or Directed Elective for any diploma

WORLD LITERATURE A2 HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

2312 *(WLIT H IB)*

World Literature A2 Higher Level, International Baccalaureate is a language and literature course for bilingual speakers and for highly competent users of the target language, giving students the opportunity to develop and refine their language skills. It is based on the curriculum published by the International Baccalaureate Organization. This course develops students' ability to communicate clearly, fluently, and effectively, as well as enabling students to engage in critical examination of a wide range of texts. Additionally, this course includes an exploration of the cultures related to the target language.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

WORLD LITERATURE A2 STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

2314 *(WLIT S IB)*

World Literature A2 Standard Level, International Baccalaureate is a language and literature course for bilingual speakers and for highly competent users of the target language, giving students the opportunity to develop and refine their language skills. It is based on the curriculum published by the International Baccalaureate Organization. This course develops students' ability to communicate clearly, fluently, and effectively, as well as enabling students to engage in critical examination of a wide range of texts. Additionally, this course includes an exploration of the cultures related to the target language.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

MARKETING, MANAGEMENT, AND ENTREPRENEURSHIP

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

MARKETING, MANAGEMENT, AND ENTREPRENEURSHIP

Course content standards and performance expectations and Indiana Academic Standards integrated at: http://www.doe.in.gov/octe/bme/curriculum/contentstandardsme.htm

Teacher Requirements - A vocationally licensed (CTE) marketing teacher must teach this course: http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Introduction

The American Marketing Association defines marketing as "the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives."

Marketing involves, but is not limited to, such diverse activities as selling, marketing-information management, advertising, product design, distribution, pricing, purchasing, and financing. It is performed in profit and nonprofit businesses, organizations, and agencies of all types and sizes. Marketing is, therefore, a multi-faceted, critical business function that is interwoven with such social sciences as economics, psychology, and sociology. Its successful performance depends on the application of mathematics and communication skills and the use of critical thinking and problem solving.

Marketing is characterized as dynamic and changing. However, the pace at which marketing is changing has accelerated due to environmental shifts taking place in the business world: downsizing, outsourcing, mergers, international competition, world markets, and technological innovations.

CTE: Marketing, Management, and Entrepreneurship is a distinct discipline that integrates concepts and applications throughout the curriculum.

- Academic Concepts: The study of marketing incorporates academic understanding, including mathematics, reading, writing, speaking, sociology, psychology, and geography.
- Technology Applications: The successful implementation of marketing activities requires the ability to evaluate, select, and apply technology tools and resources.

Marketing employment opportunities are quite diverse and are integrated in all industries. They include a variety of marketing functions at various occupational levels. The levels of responsibility range from entry-level positions through business owner. Individuals employed in marketing positions may specialize in one or more of the marketing functions (i.e., distribution, financing, marketing-information management, pricing, promotion, product/service management, and selling), or they may require a broad understanding of all marketing functions as would be needed by a business owner or manager.

In today's society, individuals face a competitive environment that demands creative, innovative solutions to new problems and new opportunities. Students must be prepared to understand the demands of others, analyze the fast-changing environment, and formulate responsive, rational, and proactive approaches to decision making.

DECA (An Association of Marketing Students)

DECA is a co-curricular, international youth organization with emphasis on developing civic consciousness, leadership skills, social intelligence, and vocational understanding within the student members. DECA offers a comprehensive program of competitive events that contribute to the

development of skills necessary for careers in marketing, merchandising, management, and entrepreneurship. The DECA Competency-Based Competitive Events Program facilitates effective integration of DECA as an integral component of the total marketing education instructional program. Events are designed to enable students to engage in activities that will extend their interests and skills for careers in marketing and to measure, via performance indicators, the degree to which skills have already been acquired.

ENTREPRENEURSHIP ACADEMY

5966 *(ENT ACAD)*

Entrepreneurship Academy is designed as the capstone course in a specialized sequence of marketing and marketing related courses, which provide instruction in marketing, management, and entrepreneurial fundamentals as they relate to starting and operating a business. This curriculum is based upon the *National Standards for Marketing Management, Entrepreneurship, and Business Administration*. *Entrepreneurship Academy* is a specialized marketing course designed to enable students to acquire the knowledge and develop the skills needed to effectively organize, develop, create, and manage their own business. Topics addressed include assessment of entrepreneurial skills, the importance of business ethics, and the role of entrepreneurs in a global economy. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects available through the DECA program of co-curricular activities. Students will develop a written business plan for a business of their choice. Curriculum should be incorporated into development of a business plan throughout the term of the course.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Marketing Foundations and Accounting. Economics should be taken concurrently with first semester of course.
- Credits: A two- to eight-credit course over two to eight semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A capstone course for an Entrepreneurship Academy

FASHION MERCHANDISING

5962 *(FASH MERCH)*

Fashion Merchandising is a specialized marketing course providing instruction in the marketing of apparel and accessories of all kinds. Emphasis is placed on oral and written communications, problem solving and critical thinking skills as they relate to apparel design, selling, pricing, distribution, fashion promotion, visual merchandising, fashion cycles, fashion theories, and career opportunities in the fashion industry. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects in the marketing functions such as those available through the DECA program of co-curricular activities.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Marketing Foundations
- Credits: A two- to four-credit course over two to four semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

HOSPITALITY, TRAVEL, AND TOURISM

5982 *(HTT)*

Hospitality, Travel, and Tourism is a specialized marketing course designed for students interested in careers in the hospitality, travel, and tourism industry. Community/classroom experiences are applied to classroom instruction in marketing-information management, pricing, product/service management, promotion, and selling in the hospitality, travel, and tourism industry. Instructional strategies may include computer/technology applications, real and/or simulated occupational experiences and projects in the marketing functions such as those available through the DECA program of co-curricular activities.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Marketing Foundations
- Credits: A two- to four-credit course over two to four semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MARKETING ADVANCED

5918 *(MRKT ADV)*

Marketing Advanced is a marketing course that builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Instructional strategies include project-based and research-based activities requiring critical thinking and problem solving skills. School-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects in the marketing functions such as those available through the DECA program of co-curricular activities may be included.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Marketing Foundations or a specialized marketing course
- Credits: A two-credit course over two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MARKETING FIELD EXPERIENCE (RELATED INSTRUCTION/ON-THE-JOB TRAINING)

5990 *(MRKT FE)*

Marketing Field Experience is a marketing course that requires two components: related classroom instruction and cooperative work experience with school release time available. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Students participating in this course will follow class, school, State, and Federal guidelines. Students will be paid in accordance with all State and Federal laws pertaining to employment. The instruction should be planned and organized around the activities associated with specific objectives and career clusters. The classroom instruction for the related instruction component may be a blend of both group and individual instruction. Instructional strategies may include a school-based enterprise, computer-technology applications, real and/or simulated occupational experiences, and projects in marketing functions such as those available through the DECA program of co-curricular activities.

- Recommended Grade Level: 11-12
- Required Prerequisite: Marketing Foundations or a specialized marketing course

- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MARKETING FOUNDATIONS

5914 *(MRKT FND)*

Marketing Foundations is a marketing course that provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects in marketing functions such as those available through the DECA program of co-curricular activities.

- Recommended Grade Level: 10-11
- Recommended Prerequisite: Computer Applications
- Credits: A two-credit course over two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MARKETING MANAGEMENT SEMINAR

5988 *(MRKT MGMT)*

Marketing Management Seminar is a marketing course that provides an opportunity for college-bound students to study marketing outside the traditional marketing education course offerings. Emphasis is placed on the functions of marketing. All students will be required to prepare and present a marketing research project utilizing the decision-making process. Additional instructional areas include leadership, management skills, and risk management. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated marketing experiences, and projects in the marketing functions such as those available through the DECA program of co-curricular activities.

- Recommended Grade Level: 12
- Recommended Prerequisite: Computer Applications
- Credits: A one- to two-credit course over one to two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- If an articulation agreement is in effect, the student may receive credit from a postsecondary institution

RADIO/TV BROADCASTING/TELECOMMUNICATIONS

5986 *(RTVB TELCOM)*

Radio/TV Broadcasting/Telecommunications provides instruction to develop and enhance competencies in various communication, marketing, media, production, and technical functions and tasks performed by employees, including management personnel, in radio/TV broadcasting and telecommunications occupations. Emphasis is placed on career opportunities, production,

programming, promotion, sales, announcing, broadcast equipment operation, news and sports casting, broadcast regulations and laws, station organization, technical oral/written communication, and listening skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, such as the operation of an in-school radio, television, telecommunications, or distance learning studio, job shadowing, field trips, and internships.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Strong Communication Skills, Mass Media, Computer Applications
- Credits: A two- to eight-credit course over two to eight semesters.
- May be offered over two- or three-years by subtitling the course Beginning, Intermediate, or Advanced
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SPORTS, RECREATION, AND ENTERTAINMENT MARKETING

5984 *(SREM)*

Sports, Recreation, and Entertainment Marketing is a specialized marketing course providing students with the opportunity to apply marketing principles in the fields of Sports, Recreation, and Entertainment. Students will produce and market activities for athletic and entertainment programs at the high school. A plan to increase attendance and support for athletic and entertainment (music and theatre) functions in the school may be developed. The class may research and work with the private sector and community to help market recreation and entertainment programs. Instructional strategies may include computer/technology applications, event planning, real and/or simulated occupational experiences, and projects in the marketing functions such as those available through the DECA program of co-curricular activities.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Marketing Foundations
- Credits: A two- to four-credit course over two to four semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MATHEMATICS

Indiana
State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

MATHEMATICS

Find the Academic Content Standards for this subject area at:
http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml

Curriculum Resource Framework for this subject area at:
http://www.indianastandardsresources.org

Teacher Requirements for this subject area at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

ADVANCED MATHEMATICS, COLLEGE CREDIT

2544 *(ADV MTH CC)*

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

- Recommended Prerequisite: Algebra II and Geometry or Integrated Mathematics III
- Credits: 1 credit per semester. May be offered for successive semesters
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course may be used for multiple dual credit college courses in mathematics
- Actual course title and university name may be appended to the end of the course title on the student transcript
  - *Example:* Advanced Mathematics, College Credit – Linear Algebra, IUPUI

ALGEBRA I

2520 *(ALG I)*

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

- Credits: A two credit course
- Fulfills the Algebra I/Integrated Mathematics I requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

ALGEBRA II

2522 *(ALG II)*

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Prerequisite: Algebra I
- Credits: A two credit course
- Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

CALCULUS AB, ADVANCED PLACEMENT

2562 *(CALC AB AP)*

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

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisite: Pre-Calculus
- Credits: A two credit course, 1 credit per semester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CALCULUS BC, ADVANCED PLACEMENT

2572 *(CALC BC AP)*

Calculus BC, Advanced Placement is a course based on content established by the College Board. *Calculus BC* is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multirepresentational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; (3) integrals; and (4) polynomial approximations and series. Technology should be used regularly by students and teachers

to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf.

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. The content of *Calculus BC* is designed to qualify the student for placement and credit in a course that is one course beyond that granted for *Calculus AB*.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisite: Pre-Calculus
- Credits: A two credit course
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMPUTER SCIENCE A, ADVANCED PLACEMENT
(pending approval by the State Board of Education)

4570 *(COMP SCI AP)*

Computer Science A, Advanced Placement is a business mathematics course that provides students with the content established by the College Board. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and also includes the study of data structures, design, and abstraction. The course provides students an alternative to taking pre-calculus or calculus to fulfill the four-year math requirement for graduation. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/repository/ap-computer-science-course-description.pdf.

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: Digital Communication Tools, Computer Applications, Algebra I, and Algebra II
- Credits: A two-credit course, 1 credit per semester
- Counts as a Mathematics Credit for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Highly recommended that teachers attend an in-depth workshop on Computer Science AP before teaching this course

DISCRETE MATHEMATICS

2530 *(DISCRETE)*

Discrete Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus.
Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory. Technology, such as computers and graphing calculators, should be used frequently.

- Recommended Prerequisite: Algebra II or Integrated Mathematics III
- Credits: A one or two credit course based on Indiana's Academic Standards for Discrete Mathematics (A one-credit Discrete Mathematics course includes counting techniques, matrices, and recursion with other topics included as time allows.)
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FURTHER MATHEMATICS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

2580 *(FMATH S IB)*

Further Mathematics Standard Level, International Baccalaureate includes geometry topic and four Mathematics Higher Level option topics: statistics and probability; sets, relations and groups; series and differential equations; and discrete mathematics.

- Recommended Grade Level: Grades 11 and 12
- Recommended prerequisites: students will have studied one of the four option topics from Mathematics Higher Level
- Credits: 2 semester course, 1 credit per semester
- Counts as a junior or senior Mathematics Course for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective for any diploma

GEOMETRY

2532 *(GEOM)*

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the *Geometry* course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Prerequisite: Algebra I
- Credits: A two credit course
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

INTEGRATED MATHEMATICS I

2554 *(INT MATH I)*

Integrated Mathematics I formalizes and extends the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Credits: A two credit course
- Fulfills the Algebra I/Integrated Mathematics I requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTEGRATED MATHEMATICS II

2556 *(INT MATH II)*

Integrated Mathematics II focuses on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Prerequisite: Integrated Mathematics I
- Credits: A two credit course
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

INTEGRATED MATHEMATICS III

2558 *(INT MATH II)*

Integrated Mathematics III provides students the opportunity to pull together and apply the accumulation of learning that they have from their previous courses. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Prerequisite: Integrated Mathematics II
- Credits: A two credit course
- Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

INVESTIGATIVE GEOMETRY

2534 *(INVEST GEOM)*

Investigative Geometry provides the mathematical background, skills, and thinking processes necessary for the successful completion of Geometry. Emphasis is on an investigative study of basic properties of lines, angles, triangles, polygons, and circles as well as spatial relationships, inductive reasoning, and logical thinking. Drawing and interpreting planar and spatial phenomena, transformations, and geometric problem solving are also included. Use of graphing calculators and computer drawing programs is encouraged.

- Recommended Prerequisite: Algebra I
- Credits: A two credit course
- Counts as a Mathematics Course for the General Diploma only and as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MATHEMATICAL STUDIES STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

2586 *(MA ST S IB)*

Mathematical Studies Standard Level, International Baccalaureate includes eight core topics: introduction to the graphic display calculator, number and algebra, sets, logic and probability, functions, geometry and trigonometry, statistics, introductory differential calculus, and financial mathematics.

- Recommended Grade Level: Grades 11 and 12
- Recommended prerequisites: students should have a good understanding of basic arithmetic, algebra, geometry, and trigonometry.
- Credits: 2 semester course, 1 credit per semester
- Counts as a junior or senior Mathematics Course for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective for any diploma

MATHEMATICS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

2582 *(MATH H IB)*

Mathematics Higher Level, International Baccalaureate includes seven core topics: algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability, and calculus. In addition, students also must complete one of the following four options: statistics and probability, sets, relations and groups, series and differential equations, or discrete mathematics.

- Recommended Grade Level: Grades 11 and 12
- Recommended prerequisites: students should have a strong understanding of arithmetic, algebra, geometry, trigonometry and statistics.
- Credits: 4 semester course, 1 credit per semester
- Counts as a junior or senior year Mathematics Course as required for Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective for any diploma

MATHEMATICS LAB

2560 *(MATH LAB)*

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

- Credits: A one to eight credit elective course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Clarifying information can be appended to the end of the course title to denote the content covered in each course
    - *Example*: *Mathematics Lab* used to support students in *Algebra I* can be recorded on the transcript as *Mathematics Lab – Algebra I.*

MATHEMATICS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

2584 *(MATH S IB)*

Mathematics Standard Level, International Baccalaureate includes seven core topics: algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability, and calculus.

- Recommended Grade Level: Grades 11 and 12
- Recommended prerequisites: students should have a good understanding of arithmetic, algebra, geometry, trigonometry, and statistics.
- Credits: 2 semester course, 1 credit per semester
- Counts as a junior or senior Mathematics Course for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective for any diploma

PRE-ALGEBRA
(pending approval by the State Board of Education)

2508 *(PRE-ALG)*

Pre-Algebra provides the mathematical background, skills, and thinking processes necessary for the successful completion of Algebra. Topics include: (1) number sense and computation, (2) algebra and functions, (3) geometry, (4) measurement, (5) data analysis, and (6) probability. The instructional program of this course addresses both the understanding and use of the concepts in appropriate problem-solving situations.

- Credits: A two credit course
- Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- It is recommended that only students pursuing a General Diploma should enroll in *Pre-Algebra* in Grade 9. Other students needing remediation for Algebra I should enroll in *Algebra I* and *Mathematics Lab – Algebra I* to ensure they can complete the requirements for Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diplomas.
- *Pre-Algebra* will no longer be an approved course after the 2011-12 school year.

PRE-CALCULUS/TRIGONOMETRY

2564 *(PRECAL/TRIG)*

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

- *Recommended Prerequisite: Algebra II and Geometry or Integrated Mathematics III*
- *Credits: A two-credit course*
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PRE-CALCULUS

2568 *(PRECAL)*

Pre-Calculus extends the course of study in algebraic reasoning past Algebra II (or Integrated Math III). The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. This course will allow students to more accurately model real-life phenomena that are regular topics of discussion in college-level STEM courses. Students pursuing non-STEM careers will benefit from an increased understanding of mathematical modeling and data analysis, both of which are increasingly used in nearly all career fields.

- Recommended Prerequisite*: Algebra II or Integrated Mathematics III*
- Credits: A one-credit course (*Pre-Calculus* can be taken with Trigonometry to substitute for the two-credit *Pre-Calculus/Trigonometry* course)
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PROBABILITY AND STATISTICS

2546 *(PROB/STAT)*

Probability and Statistics 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 plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged.

- Recommended Prerequisite: Algebra II or Integrated Mathematics III
- Credits: A one credit course
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

STATISTICS, ADVANCED PLACEMENT

2570 *(STAT AP)*

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

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisite: Algebra II or Integrated Mathematics III
- Credits: 1 or 2 semester course. 1 credit per semester. Due to the level of rigor, it is recommended that AP Statistics be offered as a 2 semester, 2 credit course. Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

TRIGONOMETRY

2566 *(TRIG)*

Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common *periodic* functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming.

- *Recommended Prerequisite: Algebra II and Geometry or Integrated Mathematics III*
- *Credits: A one credit course (Trigonometry can be taken with Advanced Algebra to substitute for the two-credit Pre-Calculus course)*
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MULTIDISCIPLINARY

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

MULTIDISCIPLINARY

Teacher Requirements available at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

BASIC SKILLS DEVELOPMENT

0500 *(BAS SKLS)*

Basic Skills Development is a multidisciplinary course which provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills that are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and student Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.

- Recommended Grade Level: Any grade level
- Recommended Prerequisites: None
- Credits: One credit per semester up to 8 credits
- Counts as an Elective for all diplomas

CADET TEACHING EXPERIENCE

0502 *(CADET TCHG)*

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

Study topics and background reading provide the cadets information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: None
- Credits: One credit per semester up to 4 credits
- Cadet teaching experience for high school students is limited to grades kindergarten through grade nine
- Counts as an Elective for all diplomas

CAREER EXPLORATION INTERNSHIP

0530 *(CARR EXP)*

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

- Prerequisite: None
- Recommended Grade Level: 9-10
- A 2-credit course over 1 semester.
- This course may be taken for an additional semester to allow students to explore a second career area.
- 150 hours of workplace and classroom activities are required for the two credits. Of the 150 hours, 18-36 hours must be spent in classroom activities. Schools on block schedules may proportionately adjust the total number of hours to meet the local standard, provided that students spend at least one hour a week in classroom activities.
- This course is exploratory in nature and, as such, does not qualify for reimbursement under the career-technical (vocational) funding formula.

CAREER INFORMATION AND EXPLORATION

0522 *(CARR INFO)*

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

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: None
- Credits: One or two semester, one credit per semester
- Counts as an Elective for all diplomas

COMMUNITY SERVICE

(COMM SERV)

0524

Community Service is a course created by public law IC 20-30-14 allowing juniors and seniors the opportunity of earning up to two high school credits for completion of approved community service projects or volunteer service that “relates to a course in which the student is enrolled or intends to enroll.”

For each student who wishes to earn credit for community service or volunteer service under this law, the student, a teacher of the student, or a community or volunteer service organization must submit an application to the high school principal including:

1. The name of the community service organization or volunteer service organization the student intends to assist.
2. The name, address, and telephone number of the director or the supervisor of the community service organization or volunteer service organization and, if different from the director or supervisor, the name, address, and telephone number of the individual assigned by the community or volunteer service organization to supervise the student at the activity site.
3. The nature of the community service or volunteer service performed by the student with a certification that the service performed by the student is voluntary.
4. The total number of hours the student intends to serve the community service organization or volunteer service organization during the school year.
5. A written statement by the director or the supervisor of the community service organization or volunteer service organization certifying that the information included in the application is an accurate reflection of:
    a. the student's expectations with regard to the number of hours of service contemplated to be performed; and
    b. the community service organization's or the volunteer service organization's need to acquire the student's service.
6. A description of:
    a. the educational or career exploration benefits the student and the school should expect to gain from the student's community or volunteer service participation; and
    b. the service and benefit the community or volunteer service organization expects to gain from the student's participation.
7. A description of how the community or volunteer service activity relates to a course in which the student is enrolled or intends to enroll.
8. The manner and frequency in which the student and the community or volunteer service activity will be evaluated.
9. The name of the certificated school employee who will be responsible for monitoring and evaluating the student's activity and performance, including assigning to the student a grade for participation under this section.
10. Any other information required by the principal.

- Grade Levels: 11-12
- Recommended Prerequisites: None
- A one or two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students must submit an application for this course by November 1st
- More information is available at http://www.ai.org/legislative/ic/code/title20/ar30/ch14.html#IC20-30-14-1

DRIVER EDUCATION (L)

3520 *(DRIVER ED)*

Driver Education provides students with the knowledge needed to assist them in developing the skills, habits, and attitudes necessary to interact safely and effectively with other highway users in a wide variety of environments, situations, and conditions. This course should always provide a combination of classroom instruction and behind-the-wheel experiences in on-street environments. Whenever possible, the on-street observations and behind-the-wheel experiences should be supplemented with

off street, multiple-car driving range and simulation experiences as listed in IAC 5116-6-7. The Driver Education course also provides for, but is not necessarily limited to, student learning related to: (1) driving skills, (2) traffic laws, (3) the laws of nature, (4) driving attitudes, (5) occupant protection, (6) the effect of physical and mental conditions of the driver, (7) vehicle purchase, (8) insurance and maintenance, (9) the ecology and energy efficiency of various transportation modes, (10) energy efficient driving techniques, and (11) sharing the roadway with other users, including motorcyclists and pedestrians.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: A .5 or one credit course
- For any approved program, the student must complete both phases (classroom and laboratory) of the program in not more than three (3) consecutive semesters.
- Counts as an Elective for all diplomas

ENVIRONMENTAL STUDIES (L)

0512 *(ENVSTUDIES)*

Environmental Studies provides students opportunities to utilize several disciplines in examining ecosystems from a variety of human viewpoints. This course fosters an awareness of aesthetics in urban and rural areas and the ecological, economic, social and political interdependence of environmental factors. It introduces students to the knowledge, attitudes, commitments, and skills needed to make decisions and to choose personal actions that will contribute to intelligent resource management. This course also provides students with the skills needed to investigate the ecological effects regarding the uses of: (1) energy, (2) water, (3) air, (4) soils, (5) minerals, (6) wildlife, and (7) other natural resources. Field trips and community investigations provide examples of practical applications of resource management. Topics include: (1) identifying and monitoring the disposal of hazardous wastes, (2) acid rain, (3) land- use practices ranging from wilderness areas to areas under multiple-use management, (4) water and solid waste treatment, (5) transportation systems, (6) human population demands on the land, and (7) the impact of these factors on the quality of life and the culture of the area.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: One credit per semester up to 2 credits
- Counts as an Elective for all diplomas

HUMANITIES

0514 *(HUMANITIES)*

A course in humanities provides for the study of content drawn from history, philosophy, literature, languages, and the arts. This course also includes an in-depth study of specific disciplines in these and related subject areas that could include: (1) linguistics; (2) archeology; (3) jurisprudence; (4) the history, theory, and criticism of the arts; (5) the history and philosophy of science; (6) ethics; (7) comparative religions; and (8) other aspects of the social sciences which relate to understanding life and the world.

The emphasis of the course work is on developing an understanding of the content of the course and how to actually apply it to the human environment. Particular attention is given to the relevance of these applications in regard to the current conditions of life.

- Recommended Grade Level: None
- Recommended Prerequisites: None

- Credits: One credit per semester up to 2 credits
- This course may qualify for AHD credit if it meets the standards for specific language arts, social studies, or fine arts courses and is taught by teachers licensed in the specific subject areas.
- Counts as an Elective for all diplomas

JUNIOR RESERVE OFFICER TRAINING CORPS

0516 *(JR ROTC)*

This course is designed to develop: (1) citizenship and patriotism, (2) self-discipline, (3) physical fitness, (4) reliance and leadership, and (5) the skills used in decision making, communications, and problem-solving. The course content and experiences enable the students to understand the role of the military in support of national objectives and to become familiar with basic military knowledge, gender equity issues, benefits, and requirements. Topics to be included in the course are: (1) military history, (2) ROTC in the military, (3) substance abuse, (4) map reading, (5) marksmanship and firearm safety, (6) military drill, (7) field activities, (8) reserve components, and (9) first aid and hygiene. Opportunities are provided to explore the qualities and traits of courage, self-sacrifice, and integrity. Junior Reserve Officer Training Corps programs must be approved by and meet the requirements of the appropriate military organization.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: A one to eight credit course. The nature of this course allows for successive semesters of study at an advanced level, provided that defined proficiencies and content standards are utilized.
- Counts as an Elective for all diplomas

MOTORCYCLE SAFETY EDUCATION (L)

3522 *(MTRCYCSFTY)*

Motorcycle Safety Education consists of both classroom instruction and laboratory experiences, including experiences on an off-street, multi-vehicle driving range. The course provides for, but is not necessarily limited to, student learning related to: (1) motorcycle controls, (2) protective equipment, (3) riding skills, (4) basic maneuvers, (5) basic street riding, (6) advanced riding skills, (7) vehicle selection, (8) insurance and maintenance, (9) traffic laws, (10) the laws of nature, (11) adverse riding conditions, (12) sharing the roadway with other users, including pedestrians, (13) the transport of passengers and other loads, and (14) the effects of the physical and mental condition of the rider, including the hazards of alcohol and drug use.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: A non-credit course
- It is recommended that any motorcycle safety education course be conducted by personnel who are instructor-certified by the Motorcycle Safety Foundation
- The Motorcycle Safety Foundation's core curriculum should be used and may be expanded upon by the course instructor
- Counts as an Elective for all diplomas

MUSICAL THEATRE

0518 *(MUS THTR)*

Musical Theatre is based on the Indiana Academic Standards for Theatre. Students in this course study the history of musical theatre and its place in today's society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. This class may be taught collaboratively among music, theatre, dance, and visual arts faculty. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit
- Does not fulfill the Fine Arts requirement of the Core 40 with Academic Honors diploma but counts as an Elective for any diploma

PEER TUTORING

0520 *(PEER TUTR)*

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.

- Recommended Grade Level: 10, 11 or 12
- Recommended Prerequisites: None
- Credits: One credit per semester up to 2 credits
- Counts as an Elective for all diplomas

THEORY OF KNOWLEDGE, INTERNATIONAL BACCALAUREATE

0560 *(TOK IB)*

Theory of Knowledge, International Baccalaureate is unique to the International Baccalaureate Organization and is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The 100-hour course challenges students to question the bases of knowledge, to see the consilience between the academic disciplines, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging appreciation of other cultural perspectives.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PROJECT LEAD THE WAY – BIOMEDICAL SCIENCES

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

PROJECT LEAD THE WAY - BIOMEDICAL SCIENCES

Academic Content Standards and Curriculum Framework defined by Project Lead the Way, Inc.
http://www.pltw.org/curriculum/hs-biomedical-science.html

Teacher Requirements:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

HUMAN BODY SYSTEMS

5216 *(HUMAN SYST)*

Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions. Schools must agree to be part of the Project Lead the Way network and follow all training and data collection requirements.

- Suggested Grade Level: 10th grade or permission of instructor
- Recommended Prerequisite: Principles of the Biomedical Sciences
- Credits: One credit per semester, a two semester course
- Counts as an Elective or Directed Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Content standards and competencies will be defined
- Counts toward the 8-10 Career-Technical credits required for Core 40 with Technical Honors Diploma

MEDICAL INTERVENTION

5217

Medical Intervention is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stents, cochlear implants, and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. Using 3-D imaging software, students will design and build a model of a therapeutic protein. Schools must agree to be part of the Project Lead The Way network and follow all training and data collection requirements.

- Suggested Grade Level: 11th grade or permission of instructor
- Recommended Prerequisites: Principles of the Biomedical Sciences and Human Body Systems
- Credits: One credit per semester, a two semester course
- Counts as an Elective or Directed Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Content standards and competencies will be defined
- Counts toward the 8-10 Career-Technical credits required for Core 40 with Technical Honors Diploma

PRINCIPLES OF THE BIOMEDICAL SCIENCES

5218

Principles of the Biomedical Sciences provides an introduction to this field through "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life.

Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. Schools must agree to be part of the Project Lead the Way network and follow all training and data collection requirements.

- Suggested Grade Level: 9th grade or permission from instructor
- Prerequisite: Biology I or concurrent enrollment in Biology I is required
- Credits: One credit per semester, a two semester course
- Counts as a Science course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Content standards and competencies will be defined
- Counts toward the 8-10 Career-Technical credits required for Core 40 with Technical Honors Diploma

SCIENCE RESEARCH

5219

Science Research is a capstone course designed to give student teams the opportunity to work with one or more mentors from the scientific and/or medical community. Teams will identify a research topic, conduct research, write a scientific paper, and defend team conclusions and recommendations to a panel of outside reviewers. Students taking this course may consider working with peers enrolled in a PLTW: Pre-Engineering capstone course to jointly engineer a product that could impact healthcare.

- Suggested Grade Level: 12th grade or permission of the instructor
- Recommended Prerequisites: Principles of the Biomedical Sciences, Human Body Systems and Medical Intervention
- Credits: One credit per semester, a two semester course
- Counts as an Elective or Directed Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Content standards and competencies will be defined
- Counts toward the 8-10 Career-Technical credits required for Core 40 with Technical Honors Diploma

PROJECT LEAD THE WAY – PRE-ENGINEERING

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

PROJECT LEAD THE WAY - PRE-ENGINEERING

Academic Content Standards and Curriculum Framework defined by Project Lead the Way, Inc.
http://www.pltw.org/curriculum/hs-engineering.html

Teacher Requirements:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

AEROSPACE ENGINEERING

4816 *(AE)*

Aerospace Engineering should provide students with the fundamental knowledge and experience to apply mathematical, scientific, and engineering principles to the design, development, and evaluation of aircraft, space vehicles and their operating systems. Emphasis should include investigation and research on flight characteristics, analysis of aerodynamic design, and impact of this technology on the environment. Classroom instruction should provide creative thinking and problem-solving activities using software that allows students to design, test, and evaluate a variety of air and space vehicles, their systems, and launching, guidance and control procedures. Only those schools having a signed agreement with the national Project Lead The Way organization can use this course title.

- Recommended Grade Levels: 11-12
- Recommended Prerequisites: Completion of two Project Lead The Way courses
- Credits: A two credit, two semester course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIOTECHNICAL ENGINEERING

4818 *(BTE)*

Biotechnical Engineering should introduce students to the fundamental aspects of biotechnology and the engineering technologies related to this emerging field. Instruction will emphasize how engineering and technology processes can be used to create new products. Engineering principles will be used in conjunction with scientific knowledge to explore and investigate such areas as: development of biomedical devices; pharmaceutical and medical therapies; and agricultural research and development. Students will learn how new products are developed and produced and will have opportunities to discuss the impact of these technological advances on society. Only those schools having a signed agreement with the national Project Lead The Way organization can use this course title.

- Recommended Grade Levels: 11-12
- Recommended Prerequisites: Completion of two Project Lead The Way courses
- Credits: A two credit, two semester course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CIVIL ENGINEERING AND ARCHITECTURE

4820 *(CEA)*

This course should introduce students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow

students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design. Only those schools having a signed agreement with the national Project Lead The Way organization can use this course title.

- Recommended Grade Levels: 11-12
- Recommended Prerequisites: Completion of two Project Lead The Way courses
- Credits: A two credit, two semester course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMPUTER INTEGRATED MANUFACTURING

4810 *(CIM)*

Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes. Only those schools having a signed agreement with the national Project Lead the Way organization can use this course title. Schools involved in Project Lead the Way should use this course title in lieu of the Technology Education course “Computers in Design and Production Systems.”

- Recommended Grade Levels: 11
- Recommended Prerequisites: Technology, Introduction to Engineering Design (Project Lead the Way), and Digital Electronics (Project Lead the Way)
- Credits: A two credit, two semester course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

DIGITAL ELECTRONICS

4826 *(DE)*

Digital Electronics Technology is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry.

NOTE: The same IDOE course number, 5538, is used for the Trade and Industrial Education course titled, “Digital Electronics Technology.” Schools involved in Project Lead The Way must use the content standards developed for the Digital Electronics course.

- Recommended Grade Levels: 11-12
- Recommended Prerequisites: Completion of two Project Lead The Way courses
- Credits: A two credit, two semester course. The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.

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

ENGINEERING DESIGN AND DEVELOPMENT

4828 *(EDD)*

Engineering Design and Development is designed to introduce students to the fundamental aspects of engineering and engineering technology. Instruction will emphasize underlying principles of engineering processes and the development of three-dimensional solid models. Instructional activities will build skills ranging from sketching simple geometric shapes to applying a solid modeling computer software package. Students will develop critical thinking and problem-solving skills through instructional activities that pose design and application challenges for which they develop solutions. The techniques learned, and equipment used, should be state of the art and reflect equipment and processes currently being used by engineers throughout the United States.

NOTE: Schools with a signed agreement with PLTW may use this title to offer the following PLTW courses over a two year period: Principles of Engineering, Introduction to Engineering Design, and Engineering.

- Recommended Grade Levels: 9 -12
- Recommended Prerequisites: Technology, Introduction to Engineering Design (Project Lead the Way), and Digital Electronics (Project Lead the Way)
- Credits: A two credit, two semester course. The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO ENGINEERING DESIGN

4812 *(IED)*

Introduction to Engineering Design is an introductory course which develops student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned, and equipment used, is state of the art and are currently being used by engineers throughout the United States. Only those schools having a signed agreement with the national Project Lead the Way organization can use this course title.

NOTE: Schools involved in Project Lead the Way should use this course title in lieu of the Technology Education course “Design Processes.” Schools with a signed agreement with the national Project Lead The Way (PLTW) organization may use this title to offer the following PLTW courses over a two year period: Principles of Engineering, Engineering, and Engineering Design and Development which all have the same IDOE course number 5644.

- Recommended Grade Levels: 9-10
- Recommended Prerequisite: Technology
- Credits: A two credit, two semester course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PRINCIPLES OF ENGINEERING

4814 *(POE)*

Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in postsecondary education programs and engineering careers. They will also learn how engineers address concerns about the social and political consequences of technological change.

NOTE: Schools involved in Project Lead the Way should use this course title in lieu of the Technology Education course "Fundamentals of Engineering." Schools with a signed agreement with the national Project Lead The Way (PLTW) organization may use this title to offer the following PLTW courses over a two year period: Engineering, Introduction to Engineering Design, and Engineering Design and Development which all have the same IDOE course number 5644.

- Recommended Grade Levels: 9-10
- Recommended Prerequisites: Technology, Introduction to Engineering Design (Project Lead the Way), and Digital Electronics (Project Lead the Way)
- Credits: A two credit, two semester course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SCIENCE

Indiana
State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

SCIENCE

Academic content standards for this subject area at:
http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml

Curriculum Resource Framework for this subject area at:
http://www.indianastandardsresources.org

Teacher Requirements for this subject area at:
HTTP://WWW.DOE.IN.GOV/EDUCATORLICENSING/PDF/ASSIGNMENTCODE.PDF

Introduction

Indiana's Academic Standards for Science were revised in 2010 and adopted in 2000 by the State Board of Education. , They are presented by grade level from kindergarten through Grade 8 and by individual course for high school. The standards contain both content and process standards. In grades K-8 the Process Standards precede the content standards and are organized as the Nature of Science and the Design Process. In grades 9-12 the Process Standards precede the content standards for each course offering. Through Grade 8 the Standards are organized in four content strands: (1) Physical Science; (2) Earth Science; (3) Life Science; (4) Science, Technology and Engineering; High school courses each have a differing number of standards that each address a core concept in the given content area. For every content standard in grades K-12 there is at least one core standard for each content strand. The core standard represents the unifying concept for that content strand at that particular grade level. The core standard is followed by indicators which further define the content standard for that strand.

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

General	Core 40	Academic Honors	Technical Honors
Four credits from more than one of the three major categories in Life Science, Physical Science, and Earth and Space Science.	Six credits in science: two credits in Biology I, two credits in Chemistry I, Physics I, or Integrated Chemistry-Physics, and two additional credits in a Core 40 Science.	The same course requirements as the Core 40 diploma, but students must earn a grade of "C" in order for a course to count towards this diploma. In addition, students must have a grade point average of "B" or above.	The same course requirements as the Core 40 diploma, but students must earn a grade of "C" in order for a course to count towards this diploma. In addition, students must have a grade point average of "B" or above.

ADVANCED LIFE SCIENCE, ANIMALS (L)

5070 *(ALS ANML)*

Advanced Life Science, Animals, is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out animal-based laboratory and field investigations as an essential course component. Students investigate key concepts that enable them to understand animal growth, development and physiology as it pertains to agricultural science. This course stresses the unifying themes of both biology and chemistry as students work with concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology and chemistry in highly advanced agricultural applications of animal development.

- Suggested Grade Levels: 11-12
- Recommended Prerequisite: Biology and Chemistry due to course content standards
- A two semester course, one credit per semester
- Counts as a Life Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or as an Elective or Directed Elective for any diploma
- Additional academic content standards: http://www.indianaaged.org/AgEdStandards.htm

ADVANCED LIFE SCIENCE, FOODS (L)

5072 *(ALS FOODS)*

*Advanced Life Science, Food*s, is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out food based laboratory and field investigations as an essential course component. Students understand how biology, chemistry, and physics principles apply to the composition of foods, food nutrition and development, food processing, and storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics and chemistry the context of highly advanced agricultural applications of food.

- Recommended Prerequisite: Biology and Chemistry due to course content standards
- A two semester course, one credit per semester
- Counts as a Life Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Additional academic content standards: http://www.indianaaged.org/AgEdStandards.htm

ADVANCED LIFE SCIENCE, PLANTS AND SOILS (L)

5074 *(ALS PLT/SL)*

Advanced Life Science, Plant and Soil, is a standards-based, interdisciplinary science course that integrates the study of advanced biology, chemistry, and earth science in an agricultural context. Students enrolled in this course formulate, design, and implement agriculturally-based laboratory and field investigations as an essential course component. These extended laboratory and literature investigations focus on the chemical reactions of matter in living and nonliving materials while stressing the unifying themes of chemistry and the development of physical and mathematical models of matter and its interactions. Using the principles of scientific inquiry, students examine the internal structures, functions, genetics and processes of living plant organisms and their interaction with the environmental.

Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to both biology and chemistry in the context of highly advanced agricultural applications of plants and soils.

- Recommended Prerequisite: Biology and Chemistry due to course content standards
- A two semester course, one credit per semester
- Counts as a Life Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Additional academic content standards: http://www.indianaaged.org/AgEdStandards.htm

ADVANCED SCIENCE, COLLEGE CREDIT (L)

3090 *(ADV SCI CC)*

Advanced Science, College Credit is a title that covers (1) any science course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school, or (2) any other postsecondary science course offered for dual credit under the provisions of 511 IAC 6-10.

- Recommended Grade Level: 11-12
- Credits: 1 credit per semester. May be offered for successive semesters
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course may be used for multiple dual credit college courses in science

ANATOMY & PHYSIOLOGY

5276 *(A & P)*

Anatomy & Physiology is a course in which students investigate and apply concepts associated with human anatomy and physiology. Concepts covered include the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems. Students will understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields.

The course should include ample laboratory experiences that illustrate the application of the standards to the appropriate cells, tissues, organs, and organ systems. Dissection is both appropriate and necessary. Students should be able to use basic laboratory equipment such as microscopes, balances, and pipettes.

- Recommended Grade Level: 11-12
- Required Prerequisite: First-Year course of same discipline (Biology)
- Recommended Prerequisite: Chemistry, Introduction to Health Care Systems
- Credits: A two-semester course, one credit per semester
- Counts as a Life Science Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Academic content standards: http://www.doe.in.gov/octe/health/hce/anatomy_physiology.pdf
- Curriculum Framework: http://www.doe.in.gov/octe/health/hce/anatomy_physiology.pdf

BIOLOGY I (L)

3024 *(BIO I)*

- *Biology I* is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Recommended Grade Level: 10
- Credits: A two credit course
- Counts to fulfill the Biology requirement for the General (Class of 2010 and subsequent classes), Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIOLOGY II (L)

3026 *(BIO II)*

Standards are currently being developed for course titles that will fall under the Biology II designation for Core 40 Science credit. Continue to use this course title and number for courses being taught under this course title.

Biology II is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

- Recommended Grade Level: 10
- Recommended Prerequisite: Biology I
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIOLOGY, ADVANCED PLACEMENT (L)

3020 *(BIO AP)*

Biology, Advanced Placement is a course based on the content established by the College Board. Topics include: (1) molecules and cells: chemistry of life, cells, cellular energetics; (2) heredity and evolution: heredity, molecular genetics, evolutionary biology; and (3) organisms and populations: diversity of organisms, structure and function of plants and animals, ecology. The major themes of the course include: science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature and science, technology, and society. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11-12

- Recommended Prerequisite: Biology I and Chemistry I
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIOLOGY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

3032 *(BIO H IB)*

Biology Higher Level, International Baccalaureate focuses on six core topics: cells, the chemistry of life, genetics, ecology, evolution, and human health and physiology. Students must complete additional study in eight topics: nucleic acids and proteins, cell respiration and photosynthesis, human reproduction, defense against infectious disease, nerves, muscles and movement, excretion, and plant science. Optional course topics for students include diet and human nutrition, physiology of exercise, neurobiology and behavior, applied plant and animal science, and ecology and conservation.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts to fulfill the Biology I requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

BIOLOGY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

3034 *(BIO S IB)*

Biology Standard Level, International Baccalaureate focuses on six core topics: cells; the chemistry of life, genetics, ecology, evolution, and human health and physiology. Optional course topics include neurobiology and behavior, applied plant and animal science, ecology and conservation, diet and human nutrition, physiology of exercise, and cell respiration and photosynthesis.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts to fulfill the Biology I requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

CHEMISTRY I (L)

3064 *(CHEM I)*

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Recommended Grade Level: 10-12

- Recommended Prerequisite: Algebra II (can be taken concurrently)
- Credits: A two credit course
- Counts to fulfill the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

CHEMISTRY II (L)

3066 *(CHEM II)*

Standards are currently being developed for course titles that will fall under the Chemistry II designation for Core 40 Science credit. Continue to use this course title and number for courses being taught under this course title.

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

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Chemistry I, Algebra II
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CHEMISTRY, ADVANCED PLACEMENT (L)

3060 *(CHEM AP)*

Chemistry, Advanced Placement is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 12
- Recommended Prerequisite: Chemistry I, Algebra II, Pre-calculus/Trigonometry
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CHEMISTRY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

3070 *(CHEM H IB)*

Chemistry Higher Level, International Baccalaureate is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Students must complete additional study in nine topics: atomic theory, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human

biochemistry, environmental chemistry, chemical industries, and fuels and energy. Additional options are modern analytical chemistry and further organic chemistry.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts to fulfill the Chemistry I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and a Science Course requirement of the General and International Baccalaureate diplomas or counts as an Elective for any diploma

CHEMISTRY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

3072 *(CHEM S IB)*

Chemistry Standard Level, International Baccalaureate is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy. Higher physical organic chemistry is a further option.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts to fulfill the Chemistry I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and a Science Course requirement of the General and International Baccalaureate diplomas or counts as an Elective for any diploma

EARTH AND SPACE SCIENCE I (L)

3044 *(EAS SCI I)*

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

- Recommended Grade Level: 9-10
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

EARTH AND SPACE SCIENCE II (L)

3046 *(EAS SCI II)*

Standards are currently being developed for course titles that will fall under the Earth and Space Science II designation for Core 40 Science credit. Continue to use this course title and number for courses being taught under this course title.

Earth and Space Science II is an extended laboratory, field, and literature investigations-based course whereby students apply concepts from other scientific disciplines in synthesizing theoretical models of Earth and its interactions with the macrocosm. Students enrolled in this course examine various Earth

and space science phenomena, such as the structure, composition, and interconnected systems of Earth and the various processes that shape it, as well as Earth's lithosphere, atmosphere, hydrosphere, and celestial environment. Students analyze and apply the unifying themes of Earth and space science as part of scientific inquiry aimed at investigating Earth and space science problems related to personal needs and community issues.

- Recommended Grade Level: 10
- Recommended Prerequisite: Earth and Space Science I
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENVIRONMENTAL SCIENCE (L)
(*Formerly ENVIRONMENTAL SCIENCE, ADVANCED (L***)**
3010 *(ENVSCI)*

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

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Two credits in Core 40 and AHD science coursework
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENVIRONMENTAL SCIENCE, ADVANCED PLACEMENT (L)
3012 (ENVSCI AP)

Environmental Science, Advanced Placement is a course based on content established by the College Board. 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. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 12
- Recommended Prerequisite: Environmental Science, Advanced
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENVIRONMENTAL SYSTEMS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

3014 *(ENVS S IB)*

Environmental Systems Standard Level, International Baccalaureate provides students with a coherent perspective on the environment that is essentially scientific and enables them to adopt an informed and responsible stance on the wide range of environmental issues they will inevitably come to face. The core of Environmental Systems is five broad topics: systems and models, the ecosystem, global cycles and physical systems, human population and carrying capacity, and analyzing ecosystems. Students are required to complete one of the following options: analyzing ecosystems, impacts of resource exploitation, conservation and biodiversity, and pollution management.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a Life Science Course for the General diploma or as an Elective for any diploma

INTEGRATED CHEMISTRY-PHYSICS (L)

3108 *(ICP)*

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

- Recommended Grade Level: 9
- Recommended Prerequisite: Algebra I (may be taken concurrently with this course)
- Credits: A two credit course
- Counts to fulfill the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

LIFE SCIENCE (L)

3030 *(LIFE SCI)*

Life Science is an introduction to biology course. Students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles. Students explore the functions and processes of cells within all living organisms, the sources and patterns of genetic inheritance and variation leading to biodiversity, and the relationships of living organisms to each other and to the environment as a whole.

- Recommended Grade Level: 9-10
- Credits: A one credit course
- Counts to fulfill a Science requirement for the General Diploma only or counts as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PHYSICAL SCIENCE (L)

3102 *(PHY SCI)*

Physical Science is a course in which students develop problem solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related Earth and space science concepts and principles that are related to students' interests and that address everyday problems. Students enrolled in Physical Science will explore the structure and properties of matter, the

nature of energy and its role in chemical reactions and the physical and chemical laws that govern Earth's interconnected systems and forces of nature.

- Recommended Grade Level: 9-10
- Credits: A one credit course
- Counts to fulfill a Science requirement for the General Diploma only or counts as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PHYSICS I (L)

3084 *(PHYS I)*

Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted proceduresRecommended Grade Level: 11-12

- Recommended Prerequisite: Algebra II
- Credits: A two credit course
- Counts to fulfill the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

PHYSICS II (L)

3086 *(PHYS II)*

Standards are currently being developed for course titles that will fall under Physics II designation for Core 40 Science credit. Continue to use this course title and number for courses being taught under this course title.

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 mechanics, wave motion, electricity, magnetism, electromagnetism, atomic and nuclear physics, and thermodynamics, etc., in laboratory activities aimed at investigating physics questions and problems concerning personal needs and community issues related to physics.

- Recommended Grade Level: 11-12
- Credits: 2 semester course, 1 credit per semester
- Recommended Prerequisite: Physics I, Precalculus/Trigonometry (can be taken concurrently)
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PHYSICS B, ADVANCED PLACEMENT (L)

3080 *(PHYS B AP)*

Physics B, Advanced Placement is a course based on content established by the College Board that is the equivalent of a terminal, one year college physics course. AP Physics B should provide instruction in each of the content areas (1) Newtonian Mechanics (35%); (2) Fluid Mechanics and Thermal Physics (15%); (3) Electricity and Magnetism (25%); (4) Waves and Optics (15%); and (5) Atomic and Nuclear Physics (10%). A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

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

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 12
- Recommended Prerequisite: Physics I, Pre-Calculus/Trigonometry
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PHYSICS C, ADVANCED PLACEMENT (L)

3088 *(PHYS C AP)*

Physics C, Advanced Placement is a course based on the content established by the College Board. There are two AP Physics C courses, Physics C: Mechanics, and Physics C: Electricity and Magnetism. AP Physics C: Mechanics provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. AP Physics C: Electricity and Magnetism provides instruction in each of the following five content areas: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 12
- Recommended Prerequisite: Physics I, Calculus (can be taken concurrently)
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PHYSICS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

3096 *(PHYS H IB)*

Physics Higher Level, International Baccalaureate is designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Students study six topics: physics and physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. Students must complete additional study in six topics: measurement and uncertainties, mechanics, thermal physics, wave phenomena, electromagnetism, and quantum physics and nuclear physics. Optional course topics from which the student may only choose two include biomedical physics, the history and development of physics, astrophysics, relativity, and optics.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester

- Counts to fulfill a Physics I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and a Science Course requirement of the General and International Baccalaureate diplomas or counts as an Elective for any diploma

PHYSICS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

3098 *(PHYS S IB)*

Physics Standard Level, International Baccalaureate is designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Students study six topics: physics and physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. Students must complete additional study in six topics: measurement and uncertainties, mechanics, thermal physics, wave phenomena, electromagnetism, and quantum physics and nuclear physics. Optional course topics from which the student may choose two include biomedical physics, the history and development of physics, astrophysics, relativity, and optics. Further options would be mechanics extension, quantum physics, nuclear physics, and further energy.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts to fulfill a Physics I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and a Science Course requirement of the General and International Baccalaureate diplomas or counts as an Elective for any diploma

SCIENCE RESEARCH, INDEPENDENT STUDY (L)

3008 *(SCI RSRCH IS)*

Science Research, Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will complete a science fair project to be exhibited at a regional science fair and/or state science symposium, an end-of-course project, such as a scientific research paper, or some other suitable presentation of their findings.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Two credits in Core 40 and AHD science coursework (this course may be taken concurrently with a Core 40 and AHD science course)
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SCIENCE TUTORIAL

3094 *(SCI TUTOR)*

Science Tutorial provides students with individualized instruction designed to support success in completing Core 40 science coursework for each year that they are enrolled in Core 40 science courses.

- Recommended Grade Level: 9-12
- Recommended Prerequisite: This course must be taken concurrently with a Core 40 science course
- Credits: A one to eight credit elective course
- Counts as a Science Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SOCIAL STUDIES

Indiana
State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

SOCIAL STUDIES

Academic content standards and resources are available at:
http://www.doe.in.gov/standards

Teacher requirements for this subject area are available at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

ADVANCED SOCIAL SCIENCES, COLLEGE CREDIT

1574 *(ADV SS CC)*

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

- Recommended Grade Level: Grades 12
- Recommended Prerequisites: United States History or History and World Civilizations
- Credits: 1 credit per semester. May be offered for successive semesters
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course may be used for multiple dual credit college courses in social sciences

AFRICAN STUDIES

1500 *(AFR STUDIES)*

African Studies helps students understand and appreciate the diverse peoples, cultures, and economic systems of the African continent. This course examines: (1) the early kingdoms and cities of Africa, (2) early trade routes with Europe and the East, (3) the influence of African culture in the Americas, (4) European colonization of Africa, (5) African influences in the United States, (6) the establishment of independent nations in Africa, and (7) contemporary traditions, literature, art and other aspects of culture.

- Recommended Grade Level: none
- Recommended /Prerequisites: none
- Credits:1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ANTHROPOLOGY

1502 *(ANTHRO)*

Anthropology gives students perspectives concerning patterns of culture among people. The course introduces the anthropologist's processes of observing and analyzing human behavior. Topics studied include (1) theories and principles of cultural formation, growth, function, and change; (2) the relationship of culture to environment; and (3) the relationship between cultural background and behavior.

- Recommended Grade Level: None
- Recommended Prerequisites: None

- Credits: 1 Credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

APPLIED ECONOMICS

1504 *(APP ECON)*

Applied Economics investigates the specific economic effect of market forces and government policies on individuals and major institutional groups, such as business and labor, in the economy. Special attention is given to economic concepts and principles used by consumers, producers, and voters. Learning experiences, such as projects, field trips, and computer applications, are strongly encouraged as ways to demonstrate practical applications of economic concepts.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, one credit
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma

ASIAN STUDIES

1506 *(ASN STUDIES)*

Asian Studies provides insight into the diverse peoples and cultures of Asia. It offers opportunities to study aspects of culture in one or more Asian countries. Attention is given to religions, traditions, art, literature, and the development of social, economic, and political institutions. Examination of contemporary Asian societies and the interaction of Asia with the United States are components of this course.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CITIZENSHIP AND CIVICS

1508 *(CIVICS)*

Citizenship and Civics is an overview of citizenship roles and responsibilities designed to help students become independent thinkers and conscientious citizens. This course deals with political trends and behavior which citizens consider to be relevant to the most pressing issues of the day. The course provides students experiences that will develop attitudes of citizenship within a democratic society. Topics include: (1) the policymaking process, (2) public participation in policymaking, (3) citizenship rights and responsibilities in a changing society, and (4) the relationship between modern society and government. Study of the local government should be a component of this course.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CURRENT PROBLEMS, ISSUES, AND EVENTS

1512 *(CPIE)*

Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studies from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

- Recommended Grade Level: None
- Recommended /Required Prerequisites: none
- Credits: 1 semester, 1 credit. Course may be repeated for credit if the content of the course changes.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ECONOMICS

1514 *(ECON)*

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. The functions of government in a market economy and market structures will be examined. Students will understand economic performance, money, stabilization policies, and trade of the United States. The behavior of people, societies and institutions and economic thinking is integral to this course.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma

ECONOMICS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

1580 *(ECON H IB)*

Economics Higher Level, International Baccalaureate promotes disciplined economic reasoning skills and enables students to apply the tools of economic analysis to situations and data, explaining findings in a clear manner. Students will gain an understanding of how societies and individuals organize themselves in the pursuit of economic objectives while also evaluating economic theories, concepts, situations, and data. An international perspective fosters tolerance and understanding of the diversity of economic realities in which society functions.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester

- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma

ECONOMICS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

1582 *(ECON S IB)*

Economics Standard Level, International Baccalaureate promotes economic reasoning skills and enables students to analyze and explain data, situations, and findings in a clear manner. Understanding how individuals and societies organize themselves in pursuit of economic objectives is essential, as well as gaining an understanding of international perspectives promoting the understanding of the diversity of economic realities of individuals and societies. Students will evaluate economic theories, situations, concepts, and data.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma

ETHNIC STUDIES

1516 *(ETH STUDIES)*

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

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

EUROPEAN HISTORY, ADVANCED PLACEMENT

1556 *(EUR HST AP)*

European History, Advanced Placement is a course based on content established by the College Board. Topics include: (1) intellectual and cultural history, (2) political and diplomatic history, and (3) social and economic history. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students

for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: World History
- Credits: A 1 or 2 semester course, 1 credit per semester
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

GEOGRAPHY AND HISTORY OF THE WORLD

1570 *(GEO-HST WLD)*

Geography and History of the World is designed to enable students to use geographical 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, and presenting and documenting findings orally and/or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction.

Using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

GEOGRAPHY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

1584 *(GEO H IB)*

Geography Higher Level, International Baccalaureate is the compulsory study of geography at a higher level including the core themes of population and resources and development. Other optional themes for further study include topographic mapping, globalization, management of specific environments, and contemporary issues.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma.

GEOGRAPHY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

1586 *(GEO S IB)*

Geography Standard Level, International Baccalaureate is a basic study of the core themes of population and resources and development. Optional themes for further study include topographic mapping, globalization and contemporary issues, and the management of specific environments.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

GOVERNMENT AND POLITICS: COMPARATIVE, ADVANCED PLACEMENT

1552 *(GOVT AP)*

Government and Politics: Comparative Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) the sources of public authority and political power, (2) the relationship between state and society, (3) the relationship between citizens and states, (4) political institutions and framework, (5) political change, and (the comparative method). A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: United States Government
- Credits: 1 or 2 semester course. 1 credit per semester. This course and corresponding exam are intended to be comparable to the corresponding one-semester college level course.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- No longer fulfills the US Government requirement for any diploma

HISTORY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

1590 *(HIS H IB)*

History Higher Level, International Baccalaureate promotes the understanding of the nature and diversity of history and its methods and interpretations. Students develop an international awareness and understanding and the ability to use and communicate historical knowledge. The course includes one prescribed subject from a choice of three and two 20th century world history topics from a choice of six. Regional options include Africa, the Americas, East and South East Asia and Oceania, Europe, and South Asia and the Middle East.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills the US History requirement only with regional concentration on the Americas for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

HISTORY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

1592 *(HIS S IB)*

History Standard Level, International Baccalaureate promotes the understanding of the nature and diversity of history and its methods and interpretations. Students develop an international awareness and understanding and the ability to use and communicate historical knowledge. The course includes

one prescribed subject from a choice of three and two 20th century world history topics from a choice of six.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an Elective for any diploma.

HUMAN GEOGRAPHY, ADVANCED PLACEMENT

1572 *(HUM GEO AP)*

Human Geography, Advanced Placement is a course based on the content established by the College Board. The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Topics include: (1) Geography: its nature and perspectives, (2) population, (3) cultural patterns and processes, (4) political organization of space, (5) agriculture and rural land use, (6) industrialization and economic development, and (7) cities and urban land use. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: Grades 11 or 12
- Recommended /Required Prerequisites: none
- Credits: A 1 or 2 semester course, 1 credit per semester
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

INDIANA STUDIES

1518 *(IN STUDIES)*

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

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTERNATIONAL RELATIONS

1520 *(INTL RELAT)*

International Relations provides a survey of the formal relations among sovereign states in the international system, emphasizing the operation of diplomacy. The procedures for settlement of disputes and various methods of international conflict resolution are included. This course examines power, interdependence, global development, and international organizations.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO SOCIAL SCIENCE

1522 *(INTRO SS)*

Introduction to Social Science develops an understanding of the nature of the social sciences and presents reasons for studying them. The course involves consideration of the social sciences such as: (1) the study of humanity; (2) the reasons for separate fields or disciplines; (3) the objectives, materials, and methods of each discipline; and (4) the difficulties encountered by social scientists in applying scientific method to the study of human life. Content may include group and individual behavior, education, social systems, and the role of the social studies.

- Recommended Grade Level: None”
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ISLAMIC HISTORY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

1594 *(IHIS H IB)*

Islamic History Higher Level, International Baccalaureate is designed to provide students with the means of acquiring a deep and open understanding of the Islamic world in its various aspects and of its contribution to world civilization. Approached from an historical perspective, the course includes political, social, economic, intellectual, and other facets of the Islamic world. Students study a prescribed topic and at least two historical topics relating to the origins of Islam and its developments through to AH 807/AD 1405. Students must undertake at least two of the following options: the Fatimids, the Ottomans, warfare in the medieval Islamic world, Muslim rule in Spain, the intellectual legacy of Islam, and Islamic art and architecture.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

ISLAMIC HISTORY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

1596 *(IHIS S IB)*

Islamic History Standard Level, International Baccalaureate is designed to provide students with the means of acquiring a deep and open understanding of the Islamic world in its various aspects and of its contribution to world civilization. Approached from an historical perspective, the course includes political, social, economic, intellectual, and other facets of the Islamic world. Students study a

prescribed topic and at least two historical topics relating to the origins of Islam and its developments through to AH 807/AD 1405.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

LATIN AMERICAN STUDIES

1524 *(LAT STUDIES)*

Latin American Studies provides an understanding of and appreciation for the diverse peoples, cultures, and economic systems of Mexico, Central and South America, and the Caribbean nations. Content includes geographical and historical factors that have influenced contemporary situations. Topics of study include: (1) the development of pre-Columbian civilizations, (2) European colonial systems and resulting institutions, (3) the development of independent nations and governments, and (4) current issues.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits 1 semester course, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

LAW EDUCATION

1526 *(LAW ED)*

Law Education provides an understanding of the American legal system and its basis in the United States Constitution. The course is designed to promote an understanding of society and its system of laws by indicating how citizens may effectively function within the law. Ways of dealing with interpersonal conflict in order to secure constructive change are included, along with the development of critical thinking and problem solving skills. Case studies, field trips, simulations, and mock trials will be used in this course whenever feasible.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: United States Government or teacher recommendation
- Credits: 1 semester course, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MACROECONOMICS, ADVANCED PLACEMENT

1564 *(MACRO-ECON)*

Macroeconomics, Advanced Placement is a course based on the content established by the College Board. The course places particular emphasis on the study of national income and price-level determinations, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Topics include: (1) Basic economic concepts, (2) measurement of economic performance, (3) national income and price determination, (4) economic growth, and (5) international finance, exchange rates, and balance of payments. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 or 2 semester course. 1 credit per semester. This course and corresponding exam are intended to be comparable to the corresponding one-semester college level course.
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma

MICROECONOMICS, ADVANCED PLACEMENT

1566 *(MICRO-ECON)*

Microeconomics, Advanced Placement is a course based on content established by the College Board. The course gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economics system. Topics include: (1) basic economic concepts, (2) the nature and functions of product markets, (3) factor markets, and (4) market failure and the role of government. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 or 2 semester course. 1 credit per semester. This course and corresponding exam are intended to be comparable to the corresponding one-semester college level course.
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma

MODERN WORLD CIVILIZATION

1528 *(MOD WLD CIV)*

Modern World Civilization provides students an in-depth look at the twentieth and twenty-first century world. It is a study of different cultures as they exist in the world today, including comparative analysis of the various types of government, economic, and social systems. International relationships are examined partly from the viewpoint of national interests, including the successes and failures of diplomacy.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: World History and Civilization
- Credits: 1 semester, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PHILOSOPHY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

1600 *(PHIL H IB)*

Philosophy Higher Level, International Baccalaureate develops in students an intellectually independent and creative way of thinking and encourages students to relate their philosophical understanding to other disciplines and to personal and civic life. Students learn to formulate arguments in rational and logical ways and are encouraged to critically examine their own experiences and ideological and cultural biases. This course promotes an awareness of the plurality of philosophical traditions and develops ways of thinking that draw on personal reflection and knowledge of philosophical traditions.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

PHILOSOPHY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

1602 *(PHIL S IB)*

Philosophy Standard Level, International Baccalaureate develops in students an intellectually independent and creative way of thinking and encourages students to relate their philosophical understanding to other disciplines and to personal and civic life. Students learn to formulate arguments in rational and logical ways and are encouraged to critically examine their own experiences and ideological and cultural biases. This course promotes an awareness of the plurality of philosophical traditions and develops ways of thinking that draw on personal reflection and knowledge of philosophical traditions.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

POLITICAL SCIENCE

1530 *(POLI SCI)*

Political Science provides for a study of the processes and goals of politics; processes of government; methods by which decisions are made; and the basis of decision making. The course goes beyond the study of governmental structure and functions to include and analysis of topics such as: (1) the nature of the American party system, (2) interest groups, (3) public opinion, (4) laws which affect students, (5) reasons laws are changed, (6) due process of law, (7) legal rights, and (8) legal responsibilities. Comparative studies of governmental systems in nations other than the United States may also be included.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: United States Government
- Credits: 1 semester, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PSYCHOLOGY

1532 *(PSYCH)*

Psychology is the scientific study of mental processes and behavior. The course is divided into six content areas and uses the scientific methods to explore research methods and ethical consideration. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of the course focus on learning, memory,

information processing, and language. Personality, Assessment, and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. The Biological Basis focuses on the way the brain and nervous system function, including sensation, perception, motivation, and emotion.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 1 or 2 semester course. 1 credit per semester. This course and corresponding exam are intended to be comparable to the corresponding one-semester college level course.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PSYCHOLOGY, ADVANCED PLACEMENT

1558 *(PSYCH AP)*

Psychology, Advanced Placement is a course 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 A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: A 1 or 2 semester course, 1 credit per semester
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PSYCHOLOGY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

1604 *(PSY H IB)*

Students in Psychology Higher Level, International Baccalaureate study the biological, cognitive, learning, and humanistic perspectives of psychology and must study two of the following: comparative psychology, cultural psychology, dysfunctional behavior, health psychology, lifespan psychology, psychodynamic psychology, or social psychology. All aspects of research in the field, including ethics, qualitative and quantitative research, and experimental study are included. Students are also required to design and implement three experimental studies.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

PSYCHOLOGY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

1606 *(PSY S IB)*

Psychology Standard Level, International Baccalaureate is divided into four required parts: biological, cognitive, learning, and humanistic psychology. Students must fulfill two options in the following areas: comparative psychology, cultural psychology, psychology of dysfunctional behavior, health psychology, lifespan psychology, psychodynamic psychology, or social psychology. The research methodology of ethics and qualitative and quantitative research must be undertaken and students must design and implement three experimental studies.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

SOCIAL AND CULTURAL ANTHROPOLOGY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

1608 *(SCAN H IB)*

Social and Cultural Anthropology Higher Level, International Baccalaureate focuses on the comparative study of culture and human societies and includes the three compulsory themes of social organization, systems of belief and knowledge, and processes of change and transformation. Students at the higher level must also study six fundamental theoretical issues: materialism and idealism, agency centered and structure-centered approaches, particularistic and universalistic perspectives, synchronic and diachronic perspectives, cohesion and conflict, and relation to empirical material.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

SOCIAL AND CULTURAL ANTHROPOLOGY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

1610 *(SCAN S IB)*

Social and Cultural Anthropology Standard Level, International Baccalaureate focuses on the comparative study of culture and human societies. There are three basic themes: social organization, systems of belief and knowledge, and processes of change and transformation.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

SOCIOLOGY

1534 *(SOCIOLOGY)*

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

impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students will also analyze the role of individuals in the community and social problems in today's world.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

STATE AND LOCAL GOVERNMENT

1536 *(ST/LOC GOVT)*

State and Local Government is the study of the function and organization of state, county, city, town, and township government units. The primary focus is on the major factors and issues in the state's political development. This course also traces the role and influence of political and social institutions on a state's political development. The implications of this development for governmental units should be discussed relative to current political and governmental situations. Field trips, observations, and interviews with state and local leaders should be encouraged whenever possible.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

TOPICS IN HISTORY

1538 *(TOP HIST)*

Topics In History provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth- century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: United States History or History and World Civilizations
- Credits: 1 semester/1 credit. This course may be repeated if the material in the course is different from one semester to the next. Topics in History can address different topics in World History or U.S. History.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

TOPICS IN SOCIAL SCIENCE

1550 *(TOPICS SS)*

Topics in Social Science provides students with an opportunity for in-depth study of a specific topic, theme, or concept in one of the social science disciplines such as anthropology, archaeology, economics, geography, political science, psychology, or sociology. It is also possible to focus the course on more than one discipline. A subtitle should be included to give a clear idea of the course content. For example, a course focusing on a specific in political science might be entitled, "Topics in

Social Science: Comparative Government." Courses taught under this title should emphasize scientific methods of inquiry and help students develop effective research and thinking skills.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

UNITED STATES GOVERNMENT

1540 *(US GOVT)*

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

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

UNITED STATES GOVERNMENT AND POLITICS, ADVANCED PLACEMENT

1560 *(US GOVT AP)*

United States Government and Politic, Advanced Placement is a course based on content established by the College Board. Topics include: (1) constitutional underpinnings of United States government, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

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- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: A 1 or 2 semester course, 1 credit per semester
- Fulfills the US Government requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

UNITED STATES HISTORY

1542 *(US HIST)*

United States History builds upon concepts developed in previous studies of U.S. History. Students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U,S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit each semester
- Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

UNITED STATES HISTORY, ADVANCED PLACEMENT

1562 *(US HIST AP)*

United States History, Advanced Placement is a course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: A 1 or 2 semester course, 1 credit per semester
- Fulfills the US History requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

URBAN AFFAIRS

1544 *(URBN AFAIR)*

Urban Affairs examines the history, organization, processes, and distinctive aspects of urban affairs. The rise of modern cities and an analysis of modern urban problems are dealt with in this course. The politics of governing urban areas, including the selection of political leaders and citizen participation in the decision-making process, is to be emphasized. Data collection and research skills may be taught in conjunction with the study of this course.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

WORLD GEOGRAPHY

1546 *(WORLD GEO)*

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

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

WORLD HISTORY AND CIVILIZATION

1548 *(WLD HST/CVL)*

World History 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 skills and process 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.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

WORLD HISTORY, ADVANCED PLACEMENT

1576 *(WLD HST AP)*

World History, Advanced Placement is a course that provides students with the content established by the College Board. The course will have a chronological frame from the periods 8000 B.C.E. to the present. AP World History focuses on five overarching themes (1) interaction between humans and the environment, (2) development and interaction of cultures, (3) state-building, expansion, and conflict, (4) creation, expansion, and interaction of economic systems, and (5) development and transformation of social structures. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: A 1 or 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

TRADE AND INDUSTRIAL EDUCATION

Indiana
State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

TRADE AND INDUSTRIAL EDUCATION

Academic Standards for this area are available at
http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml

Teacher Requirements for this area are available at
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

ADVANCED MANUFACTURING

5608 *(ADV MFTG)*

Advanced Manufacturing is a highly specialized course based on the techniques and interrelationships found in high performance manufacturing and production. Instruction should focus on the critical actions, knowledge, systems, and processes necessary to participate in an advanced manufacturing enterprise. Activities should include a focus on *advanced manufacturing processes and production; quality and continuous improvement practices; maintenance awareness; and safety.* Students should additionally develop high performance skills through demonstrations, lectures, self-paced studies, labs, computer simulations, technical presentations, critical thinking, problem solving, and individual / group activities in order to demonstrate the core set of skills and knowledge necessary to prepare for sustained careers in the high performance manufacturing environment.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Manufacturing Systems, Manufacturing Processes, Technology Enterprises
- Credits: 1 to 3 credits per semester for 2 to 4 semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

AEROSPACE ENGINEERING TECHNOLOGY (Non-PLTW)

5518 *(AERO TECH)*

Aerospace Engineering Technology provides students with experiences in designing, developing, and evaluating aircraft, space vehicles and their operating systems. Emphasis includes investigation and research on flight characteristics and analysis of aerodynamic design. Classroom instruction provides opportunities for creative thinking and problem-solving activities using appropriate software to design, test, and evaluate a variety of air and space vehicles, their systems, and launching, guidance and control procedures. Daily emphasis is placed on applying mathematical, scientific, and engineering principles.

- Suggested Grade Levels: 11-12
- A two credit course over two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

AIRCRAFT OPERATIONS

5524 *(AIRCRFT OP)*

Aircraft Operations provides classroom and practical experiences that prepare individuals to pilot aircraft and assume the eventual command responsibility of carrying passengers and

freight. Instruction emphasizes training in aircraft structure, behavior, operation, and controls; radio communications; meteorology; navigation; airway safety and traffic regulations; and, governmental rules and regulations pertaining to piloting aircraft. Completion of this program prepares individuals to take Federal Aviation Administration (FAA) examinations for a commercial pilot's certificate.

- Suggested Grade Levels: 11-12
- Recommended prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Content standards defined by the Federal Aviation Administration

APPLIANCE TECHNOLOGY

5504 *(APPLI TECH)*

Appliance Technology includes classroom and laboratory experiences concerned with the theory of electrical circuitry and the maintenance and repair of components used in commercial and consumer appliances. Activities provide students with training in simple gearing, linkages and lubrication used in the operation of appliances such as washers, dryers, water heaters, and stoves. Related training is provided in the use of familiar tools, test equipment, and service manuals and in making cost estimates for repairs.

- Suggested Grade Levels: 11-12
- Recommended prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

AUTOMOTIVE COLLISION REPAIR TECHNOLOGY

5514 *(ACR TECH)*

Automotive Collision Repair Technology includes classroom and laboratory experiences concerned with all phases of the repair of damaged vehicle bodies and frames, including metal straightening; smoothing areas by filing, grinding, or sanding; concealment of imperfections; painting; and replacement of body components including trim. Instruction should also emphasize computerized frame diagnosis, computerized color-mixing, and computerized estimating of repair costs. Additional academic skills taught in this course include precision measurement and mathematical calibrations as well as scientific principles related to adhesive compounds, color-mixing, abrasive materials, metallurgy, and composite materials.

- Suggested Grade Levels: 11-12
- Recommended prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.

- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Content standards exist for this program and reflect the "I-CAR Advance Tech Curriculum."

AUTOMOTIVE SERVICES TECHNOLOGY

5510 *(AUTO TECH or AST)*

Automotive Services Technology includes classroom and laboratory experiences that incorporate training in service and repair work on all types of automotive vehicles. Included in the course is training in the use of service/repair information and a variety of hand and power tools. Instruction and practice provides opportunities for students to diagnose malfunctions, disassemble units, perform parts inspections, and repair and replace parts. Course content should address NATEF/ ASE standards leading to certification in one or more of the following areas: steering and suspension; brakes; engine performance; manual transmissions and differential; automatic transmissions; electrical systems; air conditioning; and, engine repair. Mathematical skills will be reinforced through precision measuring activities and cost estimation/calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

- Suggested Grade Levels: 11-12
- Recommended prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Content standards are based NATEF/ASE certifications.
- The National Occupational Competency Testing Institute (NOCTI) exam for this course is titled Automotive Technician Standard. Find the exam blueprint at http://www.nocti.org/PDFs/JobReady/4008_Automotive_Technician_Advanced.pdf

AVIATION MAINTENANCE TECHNOLOGY

5520 *(AVIAT TECH or AMT)*

Aviation Maintenance Technology includes classroom and laboratory experiences concerned with the inspection, repair, servicing, and overhauling of all airplane parts including engines, propellers, instruments, fuel and oil tanks, control cables and hydraulic units. The use of technical manuals and various kinds of testing equipment should be emphasized. Additional instruction should include experiences with air frame maintenance and repair. This training emphasizes layout and fabrication; fitting and structural members; equipment and mechanical parts; and the disassembly and replacement of damaged or worn parts so that students are prepared for the Federal Aviation Administration Examination for the Air Frame Mechanics License.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total

number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

AVIATION SUPPORT OPERATIONS

5528 *(AVO)*

Aviation Support Operations includes classroom and practical experiences concerned with the ground support of commercial and general aviation aircraft including passenger service, aircraft preflight service, and flight control. The course provides instruction in security operations, baggage handling, ticket issuing, fueling aircraft, general aircraft maintenance, safety and rescue operations, ground and runway maintenance, air traffic control, and airport office management.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIOTECHNICAL ENGINEERING (Non-PLTW)

5648 *(BIOTECH ENG)*

This course introduces students to the fundamental aspects of biotechnology and the engineering technologies related to this emerging field. Instruction will emphasize the fusing of engineering and technology with life sciences to create new products. Application and design principles will be used in conjunction with scientific knowledge to explore and investigate such areas as: development of biomedical devices; pharmaceutical and medical therapies; and agricultural research and development. Ethical, social and regulatory issues of biotechnology applications will be addressed through out the course.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: Completion of two Project Lead The Way courses.
- A two credit course over two semesters.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is a component of the Science, Engineering and Information Technology and Health Services career clusters. It may also be included as part of the Manufacturing and Processing career cluster.

BUILDING FACILITIES AND MANAGEMENT

5592 *(BF MGMT)*

Building and Facilities Management is an instructional program that prepares students to service a variety of structures including commercial and institutional buildings. This course provides instruction in basic maintenance and repair skills related to air conditioning, heating, plumbing, electrical, and other

mechanical systems. Additional activities should include classroom and laboratory experiences concerned with all phases of the care and cleaning of buildings, fixtures, and furnishings including all types of building interiors such as linoleum, plastic, terrazzo, tile, and wood floors; rugs; and, plastic, wood panel, paint, and synthetic wall coverings. Emphasis should be placed on the use of hand and power tools and selection and use of professional supplies needed for care, repair and maintenance. Students will reinforce their mathematical skills through the practical study of measurement units, ratios, area, and volume calculations. Scientific knowledge will be enhanced through the emphasis on environmental concerns and chemical and electrical safety instruction. Language skills will be strengthened through oral and written work intended to improve students' abilities to communicate with supervisors, colleagues, and clients.

- Suggested Grade Levels: 9-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUILDING TRADES TECHNOLOGY

5580 *(BT TECH)*

Building Trades Technology includes classroom and laboratory experiences concerned with the erection, installation, maintenance, and repair of buildings, homes, and other structures using assorted materials such as metal, wood, stone, brick, glass, concrete, or composite materials.

Instruction covers a variety of activities such as cost estimating; cutting, fitting, fastening, and finishing various materials; the uses of a variety of hand and power tools; and, blueprint reading and following technical specifications. Knowledge concerning the physical properties of materials should also be emphasized. Instruction in plastering, masonry, tile setting, dry wall installation, plumbing, residential wiring and roofing should be covered in the course of study. Additional areas of instruction can include operation and maintenance of heavy equipment used in the construction industry and processes used for digging, grading, clearing, and excavating. Students will develop accurate and precise measuring skills and an advanced understanding of volume and area calculations as well as the advanced mathematical skills required for construction of rafters, stair stringers, and complex angles. Estimation skills will be strengthened through activities such as ordering of materials and planning construction jobs. Scientific principles will be reinforced through weight load exercises, span length determinations, and the study of relative strength. Reading skills as well as oral and written communication skills will also be emphasized to ensure students' abilities to accurately interpret instructions and provide information to customers and colleagues.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- The National Occupational Competency Testing Institute (NOCTI) exam for this course is titled Carpentry. Find the exam blueprint at http://www.nocti.org/PDFs/JobReady/3015_Carpentry.pdf

CABINET AND FURNITURE MANUFACTURING

5888 *(CAB FRN MFTG)*

Cabinet and Furniture Manufacturing prepares students in the assembly, production, and finishing of wood-worked products such as kitchen cabinets, windows, frames, molding, trim, and panels and furniture used in commercial and residential settings. Instruction provides training in the use of hand and power tools while emphasizing laying out and shaping stock; mass production and assembling methods; and, marking, binding, sawing, and sanding wood of products. Opportunities to sketch and design cabinets and furniture as well as repair used or damaged wooden articles should be provided to students. Instructional activities integrate the use of precision measuring skills as well as performance of related mathematical calculations needed in the design and manufacturing processes.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CIVIL-ARCHITECTURAL ENGINEERING (Non-PLTW)

5650 *(CVLARC ENG)*

This course introduces students to the fundamental design and development aspects of architectural and civil engineering activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs will provide students with opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related Transportation, Distribution and Logistics, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: Completion of two Project Lead The Way courses
- A two credit course over two semesters.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMMERCIAL ART AND GRAPHIC DESIGN

5550 *(COM ART DES)*

Commercial Art and Graphic Design includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in silk screening and air brush techniques as well as activities in designing product packaging and commercial displays or exhibits.

- Suggested Grade Levels: 11-12

- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMMERCIAL PHOTOGRAPHY

5570 *(COMM PHOTO)*

Commercial Photography is an organized learning experience that includes theory, laboratory, and studio work as each relates to all phases of camera use and photographic processing. Instruction covers the topics of composition and color dynamics; contact printing and enlarging; developing film; lighting techniques and meters; large and medium format cameras and other current photographic equipment used for portrait, commercial, and industrial photography. Instruction emphasizes the planning, development, and production of materials that visually communicate ideas and information.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMPUTER INTEGRATED MANUFACTURING (Non-PLTW)

5534 *(CIM)*

Computer Integrated Manufacturing is a course that applies mathematical and scientific principles to the manufacturing areas of rapid prototyping, robotics, and automation. Classroom and laboratory instruction will develop problem-solving skills as students use computer controlled rapid prototyping and CNC equipment to construct actual models of their three-dimensional design solutions. Students will evaluate their designs using various techniques of analysis and make appropriate modifications before producing their prototypes. Additional areas of instruction include an introduction to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment.

- Suggested Grade Level: 11-12
- Recommended Prerequisites: Completion of two Project Lead The Way courses.
- A two to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMPUTER NETWORK TECHNOLOGY

5532 *(CNT)*

This course prepares students to design, install, maintain, and manage both local and wide area networks. Activities include a combination of classroom instruction, e-learning, and laboratory practice

that develops skills in network administration and configurations, problem diagnosis and troubleshooting, system control and maintenance, and upgrades. Additional areas of emphasis should include data backup and system security. Course content should prepare students to successfully complete one or more of industry certification exams in the areas of network installation and management. Extensive course work using technical manuals will reinforce reading comprehension and retention of assigned material. Written and oral exercises will be designed to enhance students' communication skills.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMPUTER REPAIR AND MAINTENANCE TECHNOLOGY

5536 *(COMP TECH)*

Computer Repair and Maintenance Technology prepares students to assemble, install, program, operate, maintain, service, and diagnose operational problems in computer systems. The course includes instruction in the underlying physical sciences and supporting mathematics of computer design, installation, construction, and programming operations. The curriculum also includes the study of electrical and electronic circuits and mechanical devices used in computer construction; their combination into systems in individual computers or networked installations; and, the instruments used to detect weaknesses or failure in electrical systems in computers. Course work will require extensive technical reading and the application of information retained from that reading. Language skills will be emphasized to improve students' abilities to efficiently and effectively communicate technical information to customers. Course content standards should prepare students to take industry certification exams in one or more areas of computer repair.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: Algebra I
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Content standards derived from industry certifications have been developed for this course.

COSMETOLOGY

5802 *(CSMTLGY)*

Cosmetology includes classroom and practical experiences concerned with a variety of beauty treatments, including the beautification of hair and skin care. Instruction includes training in giving shampoos, rinses, and scalp treatments; hair styling, setting, cutting, dyeing, tinting, bleaching, and fitting wigs; permanent waving; facials; manicuring; and, hand and arm massaging. Scientific knowledge related to bacteriology, anatomy, hygiene, and sanitation will be emphasized. Additional instruction in the areas of small business (salon) management, record keeping, and customer relations

should also be provided in this course. Instruction should be designed to qualify students for the licensing examination.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- Clock hours set by the State Licensing Board
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

DIESEL SERVICE TECHNOLOGY

5620 *(DIESL TECH)*

Diesel Service Technology includes classroom and laboratory experiences concerned with all phases of repair work on diesel engines used to power buses, ships, trucks, railroad trains, electrical generators, construction machinery, and similar equipment. Instruction and practice is provided in the diagnostics and repair of engines, brakes, electrical/electronic systems, suspension and steering. Students will demonstrate performance of these tasks as defined by ASE/NATEF standards. Use of technical manuals, hand and power tools and of testing and diagnostic equipment are also studied in the course. Advanced mathematical skills will be reinforced through precision measuring activities and estimation/calculation exercises. Scientific principles covered in this course include viscosity, friction, thermal expansion, and compound solutions. Written and oral communication skills will also be stressed to improve students' abilities to work with colleagues, customers, and supervisors.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Content standards are defined by ASE/NATEF for certified programs.

DIGITAL ELECTRONICS TECHNOLOGY (Non-PLTW)

5538 *(DIG EL TECH)*

Digital Electronics Technology is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry.

- Suggested Grade Level: 11-12
- Recommended Prerequisites: none
- Credits: A two credit, two semester course. The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

DRAFTING AND COMPUTER AIDED DESIGN (CAD)

5640 *(DRFT CAD)*

Drafting and Computer Aided Design (CAD) emphasizes the theory and application of drafting principles used to create detailed drawings according to exact project dimensions and specifications. Instruction includes experiences in gathering and translating realistic project data or specifications, completion of two and three dimensional drawings, and the development of computer models. Instruction will reinforce and expand students' mathematical skills through the study of geometric tolerance and construction and the use of geometry and trigonometry principles in design projects and laboratory activities. Students will also enhance their reading and comprehension skills through daily use of technical software manuals. The techniques learned, and software used, should be state of the art and reflect current industry standards.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for additional years of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- The National Occupational Competency Testing Institute (NOCTI) exam for this course is titled Architectural Drafting. Find the exam blueprint at http://www.nocti.org/PDFs/JobReady/3004_Arch_Drafting.pdf

ELECTRONICS TECHNOLOGY

5684 *(ELECT TECH)*

Electronics Technology is a course that includes classroom and laboratory experiences in wiring and schematic diagrams used to design, install, and repair electrical/electronic equipment such as wireless communication devices, programmable controllers, consumer electronic products, amplifiers, computers, and related equipment. Course content will include basic theories of electricity, electronics, digital technology, and basic circuit analysis. Activities include experiences in: soldering; use of an oscilloscope, meters, signal generators and tracers; bread-boarding; circuit simulation software; and troubleshooting. Understanding and using the underlying scientific principles related to electricity, electronics, circuits, sine waves, and Ohm's Law are integral to this course. Students will use mathematical principles to solve electronic problems and to troubleshoot electrical circuits. Emphasis will be placed on the ability to read, comprehend, and use information found in technical manuals.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for additional years of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGINEERING (Non-PLTW)

5644 *(ENGNR)*

Engineering introduces students to the fundamental aspects of engineering and engineering technology. Instruction will emphasize underlying principles of engineering processes and the

development of three-dimensional solid models. Instructional activities will build skills ranging from sketching simple geometric shapes to applying a solid modeling computer software package. Students will develop critical thinking and problem-solving skills through instructional activities that pose design and application challenges for which they develop solutions. The techniques learned, and equipment used, should be state of the art and reflect equipment and processes currently being used by engineers throughout the United States.

- Suggested Grade Levels: 9 -12
- Recommended Prerequisites: None
- Credits: A two credit, two semester course. The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FIRE SCIENCE

5820 *(FIRE SCI)*

Fire Science training includes instruction in the chemistry of fire; the use of water and other materials in fighting fires; the various kinds of firefighting equipment such as extinguishers, pumps, hoses, ropes, ladders, gas masks, hydrants, and standpipe and sprinkler systems; methods of entry; rescue principles, practices, and equipment; salvage practices and equipment; fire and arson investigation; and, inspection techniques. Additional training in chemical and radiation hazards and methods designed to ensure community safety and effective clean-ups can be incorporated in this area.
Suggested Grade Levels: 11-12

- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Programs may provide instruction that concentrates in one protective service occupation or may sequence training in several career areas over a two-year period.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

GRAPHIC IMAGING TECHNOLOGY

5572 *(GRAPH TECH)*

Graphic Imaging Technology will include organized learning experiences that focus on theory and laboratory activities in pre-press, press and finishing operations. Emphasis will be placed on elements of design and layout leading to computerized electronic image generation, plate preparation, pressroom operations, and finishing techniques. Instructional activities will enhance student's language arts skills through the use of proofreading, spelling, and punctuation exercises. The course will include actual production processes in conjunction with classroom assignments embracing the technologies of printing, publishing, packaging, electronic imaging, and their allied industries.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and

standards address higher levels of knowledge.

- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students may demonstrate proficiency and earn certification(s) through the PrintED certification program operated by the Graphic Arts Education and Research Foundation (GAERF) and/or also earn an Indiana Certificate of Technical Achievement.

HEATING, VENTILATION, AIR CONDITIONING, AND REFRIGERATION

5496 *(HVACR)*

This course provides students with classroom and laboratory experiences concerned with heat generation, ventilation, air conditioning and cooling/refrigeration systems. Instruction emphasizes proficiency in the design, development, testing and installation of the various systems with learning experiences focused on the operation and trouble-shooting of equipment, including the controls needed for residential and commercial use. Course content also includes instruction in blueprint reading, the use of technical reference manuals, the diagnosis and repair of malfunctions, and the use of hand tools and machines to fabricate sheet metal items made of steel, copper, stainless steel, and aluminum. Daily emphasis will be placed on students' abilities to calculate area, volume, air flow, and resistance. Estimation and algebra skills as well as scientific principles related to gases, liquids, and other materials will be reinforced through laboratory activities.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

HOME TECHNOLOGY INTEGRATION

5688 *(HOME TECH)*

Home Technology Integration is a highly specialized course focused on applying the skills and knowledge associated with residential wiring and principles of electricity/electronics to install and connect technologies into a user friendly, functional environment. Activities should include a focus on low and high voltage wiring, systems integration, telecommunications standards, and exposure to a range of residential technologies including: home computer networks; audio/ video systems; home security and surveillance systems; home lighting control; HVAC management; and water system and home access controls. Instructional strategies should include demonstrations, lectures, self-paced studies, hands-on labs, computer simulations, and technical presentations. Students completing this course should be prepared for the HTI+ Certification exams required by many employers hiring for this specialty area.

- Recommended Grade Levels: 11 & 12
- Recommended Prerequisites: Construction Systems, Construction Processes, or Communication Systems, Communication Processes
- One to three credits per semester, one or two years
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

- Counts toward the 8-10 Career-Technical credits required for Core 40 with Technical Honors
- Academic content standards: TBD but based on the certification program
- Curriculum Framework: TBD but following content required for each of the 3 certification areas.

INDUSTRIAL REPAIR AND MAINTENANCE

5686 *(REP-MAINT)*

Industrial Repair and Maintenance includes classroom and practical experiences that prepare students to apply technical knowledge and skills to repair and maintain industrial machinery and equipment. Instructional activities develop diagnostic and problem-solving skills related to electric circuits, wiring, motors, robotics, hydraulics, and pneumatics. Additional areas of instruction should include plumbing, rigging, basic machining, and welding and cutting.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTEGRATED ELECTRONIC TECHNOLOGIES

5692 *(INT EL TECH)*

Integrated Electronic Technologies is a course of study based on the scientific principles of electricity and the basic theories of electronics, basic circuit analysis, and digital technologies. Activities should focus on consumer electronic products and the skills needed to install, maintain, and trouble shoot hardware and software acquisitions. Students should also participate in activities that build customer relations and interpersonal skills for possible employment in the following areas: technical help desks and call centers; retail sales; consumer education; and repair service. Emphasis will be placed on the ability to read, comprehend, and use information found in technical manuals. Students completing this course of study should be prepared for an industry exam in electronics or a specialty area associated with consumer products.

- One to three credits per semester, one or two years
- Recommended Grade Levels: 11 & 12
- Recommended Prerequisite: Digital Electronics
- A four to six credit course over two semesters.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Counts toward the 8-10 Career-Technical credits required for Core 40 with Technical Honors

LAW ENFORCEMENT

5822 *(LAW ENFORC)*

Law Enforcement includes specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss protection services, and homeland security. Training is based on standards and content similar to that provided by officially designated law enforcement agencies. Instruction includes procedures for patrolling on foot or in an automobile during the day or at night; dealing with misdemeanors, felonies, traffic violations, and accidents; investigative and evidence

collection procedures; making arrests; and testifying in court. Students will have opportunities to use mathematical skills in crash reconstruction and analysis activities requiring measurements and performance of speed/acceleration calculations. Additional activities simulating criminal investigations will be used to teach scientific knowledge related to anatomy, biology, and chemistry. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Programs may provide instruction that concentrates in one protective service occupation or may sequence training in several career areas over a two-year period.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MOBILE ELECTRONICS

5690 *(MOBL ELECT)*

Mobile Electronics is a highly specialized course that focuses on vehicle electrical systems and installation techniques for a range of products that are in demand by consumers. Activities will focus on: charging and electrical systems; locating, testing and documenting wiring; advanced audio system installation; basic security installation; remote start installation; and navigation systems. Additional areas of study should include acoustical principles, series and parallel circuits, and wireless communications. Students should have opportunities to use hands-on labs, self-paced and facilitator instructed modules, and simulations that build skills in trouble shooting common problems. Students completing this course should be prepared for the Mobile Electronics Certified Professional exams valued by employers hiring for this specialty area. Additional levels of certification can be achieved by students continuing their education in a postsecondary technical program or on-the-job training programs.

- Recommended Grade Levels: 11 & 12
- Recommended Prerequisite: At least one semester of Auto Service Technology
- One to three credits per semester, one or two years
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Counts toward the 8-10 Career-Technical credits required for Core 40 with Technical Honors
- Academic content standards: Based on the instructional areas required for certification
- Curriculum Framework: Driven by the content needed for the “apprentice level” certification

PLASTICS TECHNOLOGY

5810 *(PLAST TECH)*

Plastics Technology includes classroom and laboratory experiences dealing with the properties and characteristics of plastics and polymers. Activities include bench molding, fitting, internal carving, and finishing plastics and fiberglass materials into products. Instruction trains students in the use of hand and power tools as well as the manufacturing processes and equipment that reflect current industry practices.

- Suggested Grade Levels: 11-12

- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PRECISION MACHINE TECHNOLOGY

5782 *(MACH TECH)*

Precision Machine Technology includes a wide range of classroom and laboratory experiences that develop skills and knowledge in the shaping of metal parts. Emphasis is placed on basic precision machining operations including the use of lathes, drill presses, and grinders, in addition to mill and bench work. Instruction includes the use and care of other precision tools such as micrometers, indicators, combination squares, scales, and calipers. Advanced instruction should include preparation in the use of Computer Numerically Controlled (CNC) machines that reflect current industry practices. Application of mathematical skills and blue print reading is part of the daily experience. Technical reading and writing skills will also be emphasized.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: Algebra and Geometry
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- The National Occupational Competency Testing Institute (NOCTI) exam for this course is titled Precision Machining. Find the exam blueprint at http://www.nocti.org/PDFs/JobReady/3052_Precision_Machining.pdf

RECREATIONAL AND PORTABLE POWER EQUIPMENT

5842 *(RPPE)*

This course provides opportunities for in-depth study about a variety of recreational and portable power units. Classroom and laboratory experiences are based on activities that build skills and knowledge in the fundamentals of electricity, hydraulics, water and air cooled systems, engine electrical systems, compression ignitions, starting systems, fuel and lubrication systems as well as carburetors and drive systems. Training begins with instruction on repair and routine service of portable power equipment such as lawn mowers, chain saws and other outdoor grounds maintenance equipment. Instruction emphasizes current environmental regulations regarding both noise and air pollution standards. Advanced training should cover care and service of recreational vehicles including motorcycles, mini-bikes, snowmobiles, all-terrain vehicles (atvs), and outboard motors. Daily emphasis is placed on reading technical manuals and using oral communications skills in a customer service setting.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.

- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

3D COMPUTER ANIMATION AND VISUALIZATION

5530 *(3D CMP ANIM)*

3D Computer Animation and Visualization prepares students to use computer applications and related visual and sound imaging techniques to create and manipulate images and information. The course includes instruction in three-dimensional solid model creation, sketching, and storyboarding, time and motion study, color and lighting studies, and camera positioning. Using current computer animation software that reflects industry standards, students should produce projects for commercial applications in one or more of the following areas: engineering, architectural, or industrial design; marketing; video production; internet design; electronic gaming; and, education and training.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

TRACTOR/TRAILER OPERATION

5622 *(TRACTOR OP)*

This course is designed as a comprehensive training program that prepares students to enter the trucking industry as an entry-level tractor-trailer operator. Instruction will include both classroom activities and behind-the-wheel driving experiences. Additional emphasis will include preventive maintenance and basic control skills training. Students are required to submit to and pass a Department of Transportation, Distribution and Logistics physical exam and drug screen. In addition, students must reach their 18th birthday prior to graduation from high school in order to enroll in and complete this course. Upon successful completion, students will be qualified to operate Class A Commercial Vehicles on Indiana highways.

- Suggested Grade Levels: 12
- Recommended Prerequisites: None
- A three credit course over one semester.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

WELDING TECHNOLOGY

5776 *(WELD TECH)*

Welding Technology includes classroom and laboratory experiences that develop a variety of skills detailed in American Welding Society (AWS) Entry Level Guidelines and Certifications. Areas of study include electric welding and flame and plasma cutting. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld industrial metals in four basic welding positions. Reinforcement of mathematical skills in geometry, precision measurement, and estimation

will be part of the daily instruction. Understanding the principles of metallurgy, gases, and materials science is integral to this course.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students may demonstrate proficiency and earn certification(s) through AWS.

WORLD LANGUAGES

Indiana
State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

WORLD LANGUAGES

Academic Content Standards for this subject area available at:
http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml

Teacher Requirements for this subject area available at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

American Sign Language Courses

AMERICAN SIGN LANGUAGE I

2156 *(ASL I)*

American Sign Language I is a course that introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional-notional approach, and discusses cultural features of the deaf community. Emphasis is placed on development of receptive and expressive language skills. Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogues; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and examine other methods developed to write ASL, including Sign Writing. Students also learn to recognize the difference between the pathological and psychological definitions of deafness, recognize the widespread use of ASL throughout the United States, and develop an understanding of the relationship between languages and cultures as a whole.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

AMERICAN SIGN LANGUAGE II

2158 *(ASL II)*

American Sign Language II is a course that continues the focus on frequently used signs through a functional-notional approach and the discussion of the cultural features of the deaf community. Emphasis is placed on further development of receptive and expressive communication skills in American Sign Language (ASL). Through this course, students are given the opportunity to watch and understand short stories, dialogues and poetry in ASL; continue to develop visual discrimination skills; begin to understand various dialects of ASL by interacting with ASL users within the deaf community; begin to use classifiers appropriately; continue the mastery of the current GLOSSING system used in texts to write ASL; and begin to write in GLOSS their own simple dialogues, poetry and translations. Students will also learn to examine some of the political issues associated with the deaf community, and will further develop an understanding of the relationship between languages and cultures as a whole.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: American Sign Language I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

AMERICAN SIGN LANGUAGE III

2162 *(ASL III)*

American Sign Language III is a course that continues to focus on the students' non-verbal communication skills at advanced levels of competency. American Sign Language is used exclusively in the class as students communicate using more complex structures of the language on a variety of topics, moving from concrete to more abstract concepts. This course provides opportunities for students to learn to express themselves in advanced situations, using more sophisticated vocabulary and structure; apply advanced grammatical features, such as descriptors, classifier use and various numbering systems; and develop the ability to discuss topics related to historical and contemporary events and issues within the hearing-impaired community. Students will also build on narrative skills and learn to relay information they've read or heard through explanation of more complex ideas. This course further emphasizes the development of spontaneous language responsive behaviors through activities designed for this purpose.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: American Sign Language I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

Arabic Language Courses

ARABIC I

2200 *(ARABIC I)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- A Career Academic Sequence or Flex Credit course

ARABIC II

2202 *(ARABIC II)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Arabic I
- A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

ARABIC III

2204 *(ARABIC III)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Arabic I and II
- A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

ARABIC IV

2206 *(ARABIC IV)*

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

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Arabic I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

ARABIC V

2208 *(ARABIC V)*

Arabic V, a course based on *Indiana's Academic Standards for World Languages*, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Arabic-speaking cultures. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Arabic-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Arabic speakers.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Arabic I, II, III and IV
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

ARABIC VI

2210 *(ARABIC VI)*

Arabic VI, a course based on *Indiana's Academic Standards for World Languages*, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally

and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of Arabic-speaking culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Arabic language and cultural understanding outside of the classroom.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Arabic I, II, III, IV and V
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

Chinese Language Courses

CHINESE I

2000 *(CHI I)*

Chinese I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Chinese language learning, and to various aspects of Chinese-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Chinese-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

CHINESE II

2002 *(CHI II)*

Chinese II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Chinese language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational

mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Chinese-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Chinese I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

CHINESE III

2004 *(CHI III)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Chinese I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

CHINESE IV

2006 *(CHI IV)*

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

culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Chinese speakers.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Chinese I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

CHINESE V

2008 *(CHI V)*

Chinese V, a course based on *Indiana's Academic Standards for World Languages*, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Chinese-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Chinese-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Chinese speakers.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Chinese I, II, III and IV
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

CHINESE VI

2010 *(CHI VI)*

Chinese VI, a course based on *Indiana's Academic Standards for World Languages*, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of Chinese-speaking culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Chinese language and cultural understanding outside of the classroom.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Chinese I, II, III, IV and V
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

CHINESE LANGUAGE AND CULTURE, ADVANCED PLACEMENT

2014 *(CHI LANG AP)*

Chinese Language and Culture, Advanced Placement is a course which follows the College Board course guidelines for AP Chinese Language and Culture and prepares students to be successful on the AP Chinese Language and Culture exam. Emphasizing the use of the Chinese language for active communication, the AP Chinese Language and Culture course has as its objectives the development of advanced listening comprehension, reading without the use of a dictionary, expanded conversational skills, fluent and accurate written expression, and strong command of vocabulary and structure of the Mandarin Chinese language. Course content might best reflect interests shared by the students and the teacher, e.g. the arts, current events, sports, etc. Additional emphasis is given to exploration and understanding of both contemporary and historical Chinese culture, integrating the study of the Chinese language with the study of Chinese culture. The AP Chinese Language and Culture course seeks to develop language skills and cultural understanding that are useful in themselves and that can be applied to various activities and disciplines rather than being limited to any specific body of subject matter. Extensive practice in the organization and writing of compositions should also be emphasized. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11-12
- Recommended Prerequisites: Chinese I, II, and III
- A 2-credit course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

French Language Courses

FRENCH I

2020 *(FREN I)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

FRENCH II

2022 *(FREN II)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: French I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

FRENCH III

2024 *(FREN III)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: French I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

FRENCH IV

2026 *(FREN IV)*

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

- Recommended Grade Level: 10-12
- Recommended Prerequisites: French I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

FRENCH V

2028 *(FREN V)*

French V, a course based on *Indiana's Academic Standards for World Languages*, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of French-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of French-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native French speakers.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: French I, II, III and IV
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

FRENCH VI

2030 *(FREN VI)*

French VI, a course based on *Indiana's Academic Standards for World Languages*, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally

and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of French-speaking culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the French language and cultural understanding outside of the classroom.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: French I, II, III, IV and V
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

FRENCH LANGUAGE, ADVANCED PLACEMENT

2032 *(FR LANG AP)*

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

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11-12
- Recommended Prerequisites: French I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

German Language Courses

GERMAN I

2040 *(GER I)*

German I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning German language learning, and to various aspects of German-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics,

and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of German-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding German language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN II

2042 *(GER II)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: German I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN III

2044 *(GER III)*

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

the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding German language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: German I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN IV

2046 *(GER IV)*

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

- Recommended Grade Level: 10-12
- Recommended Prerequisites: German I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN V

2048 *(GER V)*

German V, a course based on *Indiana's Academic Standards for World Languages*, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of German-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of German-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native German speakers.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: German I, II, III and IV
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN VI

2050 *(GER VI)*

German VI, a course based on *Indiana's Academic Standards for World Languages*, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of German-speaking culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the German language and cultural understanding outside of the classroom.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: German I, II, III, IV and V
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN LANGUAGE, ADVANCED PLACEMENT

2052 *(GER LANG AP)*

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

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11-12
- Recommended Prerequisites: German I, II and III

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

Greek Language Courses

GREEK I

2220 *(GREEK I)*

Greek I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Greek language learning, and to various aspects of classical Greek culture. This course emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. Additionally, students will examine the practices, products and perspectives of classical Greek culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Greek language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GREEK II

2222 *(GREEK II)*

Greek II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Greek language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. Additionally, students will describe the practices, products and perspectives of classical Greek culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Greek language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Greek I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GREEK III

2224 *(GREEK III)*

Greek III, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Greek language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. Additionally, students will continue to develop understanding of classical Greek culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Greek language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Greek I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GREEK IV

2226 *(GREEK IV)*

Greek IV, a course based on *Indiana's Academic Standards for World Languages*, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. Students will continue to develop presentational skills by giving presentations on cultural topics and presenting culturally authentic material, such as plays. This course emphasizes the continued development of reading and listening comprehension skills, such as guessing meaning in familiar and unfamiliar contexts and using elements of word formation to expand vocabulary and derive meaning. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to practice strategies that facilitate advanced oral and written communication, such as circumlocution. Additionally, students will continue to develop understanding of classical Greek culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas as well as exploration of the use and influence of the Greek language and culture in the community beyond the classroom through activities such as the identification and evaluation of resources intended for those fluent in Greek.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Greek I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GREEK V

2228 *(GREEK V)*

Greek V, a course based on *Indiana's Academic Standards for World Languages*, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of classical Greek culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of classical Greek culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for those fluent in Greek.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Greek I, II, III and IV
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GREEK VI

2230 *(GREEK VI)*

Greek VI, a course based on *Indiana's Academic Standards for World Languages*, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate and present in the target language, as well as the culturally-appropriate nature of the communication and presentation. Additionally, students will further develop understanding of classical Greek culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Greek language and cultural understanding outside of the classroom.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Greek I, II, III, IV and V
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

Hebrew Language Courses

HEBREW I

2240 *(HEBREW I)*

Hebrew I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Hebrew language learning, and to various aspects of Hebrew-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics,

and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Hebrew-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Hebrew language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

HEBREW II

2242 *(HEBREW II)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Hebrew I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

HEBREW III

2244 *(HEBREW III)*

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

target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Hebrew language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Hebrew I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

HEBREW IV

2246 *(HEBREW IV)*

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

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Hebrew I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

HEBREW V

2248 *(HEBREW V)*

Hebrew V, a course based on *Indiana's Academic Standards for World Languages*, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Hebrew-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Hebrew-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Hebrew speakers.

- Recommended Grade Level: 10-12

- Recommended Prerequisites: Hebrew I, II, III and IV
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

HEBREW VI

2250 *(HEBREW VI)*

Hebrew VI, a course based on *Indiana's Academic Standards for World Languages*, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of Hebrew-speaking culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Hebrew language and cultural understanding outside of the classroom.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Hebrew I, II, III, IV and V
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

Italian Language Courses

ITALIAN I

2260 *(ITAL I)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

ITALIAN II

2262 *(ITAL II)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Italian I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

ITALIAN III

2264 *(ITAL III)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Italian I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

ITALIAN IV

2266 *(ITAL IV)*

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

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Italian I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

ITALIAN V

2268 *(ITAL V)*

Italian V, a course based on *Indiana's Academic Standards for World Languages*, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Italian-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Italian-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Italian speakers.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Italian I, II, III and IV
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

ITALIAN VI

2270 *(ITAL VI)*

Italian VI, a course based on *Indiana's Academic Standards for World Languages*, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and

accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of Italian-speaking culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Italian language and cultural understanding outside of the classroom.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Italian I, II, III, IV and V
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

Japanese Language Courses

JAPANESE I

2060 *(JAP I)*

Japanese I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Japanese language learning, and to various aspects of Japanese-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Japanese-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Japanese language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

JAPANESE II

2062 *(JAP II)*

Japanese II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Japanese language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives

of Japanese-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Japanese language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Japanese I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

JAPANESE III

2064 *(JAP III)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Japanese I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

JAPANESE IV

2066 *(JAP IV)*

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

culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Japanese speakers.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Japanese I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

JAPANESE V

2068 *(JAP V)*

Japanese V, a course based on *Indiana's Academic Standards for World Languages*, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Japanese-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Japanese-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Japanese speakers.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Japanese I, II, III and IV
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

JAPANESE VI

2070 *(JAP VI)*

Japanese VI, a course based on *Indiana's Academic Standards for World Languages*, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of Japanese-speaking culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Japanese language and cultural understanding outside of the classroom.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Japanese I, II, III, IV and V
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

JAPANESE LANGUAGE AND CULTURE, ADVANCED PLACEMENT

2074 *(JAP LANG AP)*

Japanese Language and Culture, Advanced Placement is a course which follows the College Board course guidelines for AP Japanese Language and Culture and prepares students to be successful on the AP Japanese Language and Culture exam. Emphasizing the use of the Japanese language for active communication, the AP Japanese Language and Culture course has as its objectives the development of advanced listening comprehension, reading without the use of a dictionary, expanded conversational skills, fluent and accurate written expression, and strong command of vocabulary and structure of the Japanese language. Course content might best reflect interests shared by the students and the teacher, e.g. the arts, current events, sports, etc. Additional emphasis is given to exploration and understanding of both contemporary and historical Japanese culture, integrating the study of the Japanese language with the study of Japanese culture. The AP Japanese Language and Culture course seeks to develop language skills and cultural understanding that are useful in themselves and that can be applied to various activities and disciplines rather than being limited to any specific body of subject matter. Extensive practice in the organization and writing of compositions and effective Japanese keyboarding skills should also be emphasized. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11-12
- Recommended Prerequisites: Japanese I, II, and III
- A 2-credit course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

Korean Language Courses

KOREAN I

2280 *(KOREAN I)*

Korean I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Korean language learning, and to various aspects of Korean-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Korean-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Korean language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

KOREAN II

2282 *(KOREAN II)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Korean I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

KOREAN III

2284 *(KOREAN III)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Korean I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

KOREAN IV

2286 *(KOREAN IV)*

Korean IV, a course based on *Indiana's Academic Standards for World Languages*, provides a context for integration of the continued development of language skills and cultural understanding with other

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

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Korean I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- A Career Academic Sequence or Flex Credit course

KOREAN V

2288 (*KOREAN V)*

Korean V, a course based on *Indiana's Academic Standards for World Languages*, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Korean-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Korean-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Korean speakers.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Korean I, II, III and IV
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

KOREAN VI

2290 *(KOREAN VI)*

Korean VI, a course based on *Indiana's Academic Standards for World Languages*, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of Korean-speaking culture through discussing changes in interrelations among and factors that influence

the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Korean language and cultural understanding outside of the classroom.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Korean I, II, III, IV and V
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

Latin Language Courses

LATIN I

2080 *(LAT I)*

Latin I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Latin language learning, and to various aspects of classical Roman culture. This course emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. Additionally, students will examine the practices, products and perspectives of classical Roman culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Latin language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

LATIN II

2082 *(LAT II)*

Latin II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Latin language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. Additionally, students will describe the practices, products and perspectives of classical Roman culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes

making connections across content areas and the application of understanding Latin language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Latin I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

LATIN III

2084 *(LAT III)*

Latin III, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Latin language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending details written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. Additionally, students will continue to develop understanding of classical Roman culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Latin language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Latin I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

LATIN IV

2086 *(LAT IV)*

Latin IV, a course based on *Indiana's Academic Standards for World Languages*, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. Students will continue to develop presentational skills by giving presentations on cultural topics and presenting culturally authentic material, such as plays. This course emphasizes the continued development of reading and listening comprehension skills, such as guessing meaning in familiar and unfamiliar contexts and using elements of word formation to expand vocabulary and derive meaning. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to practice strategies that facilitate advanced oral and written communication, such as circumlocution. Additionally, students will continue to develop understanding of classical Roman culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas as well as exploration of the use and influence of the Latin language and culture in the community beyond the

classroom through activities such as the identification and evaluation of resources intended for those fluent in Latin.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Latin I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

LATIN V

2088 *(LAT V)*

Latin V, a course based on *Indiana's Academic Standards for World Languages*, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of classical Roman culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of classical Roman culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for those fluent in Latin.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Latin I, II, III and IV
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

LATIN VI

2090 *(LAT VI)*

Latin VI, a course based on *Indiana's Academic Standards for World Languages*, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate and present in the target language, as well as the culturally-appropriate nature of the communication and presentation. Additionally, students will further develop understanding of classical Roman culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Latin language and cultural understanding outside of the classroom.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Latin I, II, III, IV and V
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

LATIN: VERGIL, ADVANCED PLACEMENT

2092 *(LAT VER AP)*

Latin: Vergil, Advanced Placement is a course which follows the College Board course guidelines for AP Latin: Vergil and prepares students to be successful on the AP Latin: Vergil exam. The AP Latin: Vergil exam is designed to test the students' ability to read, translate, analyze and interpret the lines of the *Aeneid* that appear on the AP course syllabus in Latin. Familiarity with the content of Books 1 through 12 is also tested on the AP Latin: Vergil exam.
The exam will test some or all of a student's abilities to write a literal English translation of a Latin passage from the syllabus; to identify the context and significance of short excerpts from the required books; to identify and analyze characteristic or noteworthy features of the poet's modes of expression; to discuss particular motifs or general themes not only suggested by passages but also relevant to the poem as a whole; to analyze characters or situations as portrayed in specific passages; and to scan the dactylic hexameter verse. Students should be given extensive practice in reading at sight and in translating literally. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11-12
- Recommended Prerequisites: Latin I, II and III
- Credits: A 2-credit course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

Other World Language Courses

ADVANCED WORLD LANGUAGE, COLLEGE CREDIT

2152 *(WLD LANG CC)*

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

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Levels I, II and III of the language
- Credits: 1 credit per semester. May be offered for successive semesters
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- This course may be used for multiple dual credit college courses in world languages

CLASSICAL LANGUAGE HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

2300 *(CL H IB).*

Classical Language Higher Level, International Baccalaureate is a language course for the study of Latin or Classical Greek and introduces students to the language, literature, and culture of ancient

Greece or Rome. The course promotes the acquisition of language skills as the foundation of the course and provides students the opportunity to study surviving texts in the original language, as well as additional texts in translation. Additionally, the course develops in students an appreciation of the cultural achievements of ancient Greek or Roman society.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as a World Language Course for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective or Directed Elective for any diploma

CLASSICAL LANGUAGE STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

2302 *(CL S IB)*

Classical Language Standard Level, International Baccalaureate is a language course for the study of Latin or Classical Greek and introduces students to the language, literature, and culture of ancient Greece or Rome. The course promotes the acquisition of language skills as the foundation of the course and provides students the opportunity to study surviving texts in the original language, as well as additional texts in translation. Additionally, the course develops in students an appreciation of the cultural achievements of ancient Greek or Roman society.

- Recommended Grade Level: Grades 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a World Language Course for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective or Directed Elective for any diploma

ENGLISH AS A NEW LANGUAGE

1012 or 2188 *(ENL)*

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

- Recommended Grade Level: The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.
- Recommended Prerequisites: English proficiency placement test results
- Credits: A two-semester course, one credit per semester. The nature of this course allows for successive semesters of instructions at advanced levels (up to a maximum of four credits).
  - English/Language Arts credit (1012): If ENL course work addresses *Indiana's Academic Standards for English/Language Arts*, up to four (4) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
  - World Language credit (2188): If ENL course work addresses *Indiana's Academic Standards for World Languages* and is taken concurrently with another English/Language Arts course, up to four (4) credits accrued may count as World Language credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

ETYMOLOGY

2160 *(ETYMOLOGY)*

Etymology provides instruction in the derivation of English words and word families from their Latin, Greek, and/or Germanic roots. In addition, this course provides a study of the connotative and denotative meaning of words in a variety of contexts. Students study the origins and meanings of English words, including roots, prefixes, suffixes and reasons for language change. This course introduces students to tools and resources for etymological study and encourages them to be curious about the English language.

- Recommended Grade Level: 9-12
- Credits: A 2-credit course
- Counts as a required English/Language Arts Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or an Elective for any diploma

LANGUAGE FOR HERITAGE SPEAKERS I

2190 *(LHS I)*

Language for Heritage Speakers I is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None, or placement as determined at local level
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

LANGUAGE FOR HERITAGE SPEAKERS II

2192 *(LHS II)*

Language for Heritage Speakers II builds upon Language for Heritage Speakers I, and is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Language for Heritage Language Learners I, or placement as determined at local level
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

LANGUAGE FOR HERITAGE SPEAKERS III

2194 *(LHS III)*

Language for Heritage Speakers III builds upon Language for Heritage Speakers II, and is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Language for Heritage Language Learners II, or placement as determined at local level
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

OTHER I

2140 *(OTHR LANG I)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

OTHER II

2142 *(OTHR LANG II)*

Other II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for target language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the

presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of the target culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding the target language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Other I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

OTHER III

2144 *(OTHR LANG III)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Other I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

OTHER IV

2146 *(OTHR LANG IV)*

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

in the community beyond the classroom is explored through the identification and evaluation of resources intended for native speakers of the target language.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Other I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

OTHER V

2148 *(OTHR LANG V)*

Other V, a course based on *Indiana's Academic Standards for World Languages*, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of the target culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of the target culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native speakers of the target language.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Other I, II, III and IV
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

OTHER VI

2150 *(OTHR LANG VI)*

Other VI, a course based on *Indiana's Academic Standards for World Languages*, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of the target culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the target language and cultural understanding outside of the classroom.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Other I, II, III, IV and V
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

WORLD LANGUAGE AB INITIO STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

2310 *(WL AIS IB)*

World Language AB Initio Standard Level, International Baccalaureate is a world language course for students with little or no previous experience in learning the target language and is offered for twelve languages. This course provides an opportunity for students to further their linguistic skills by taking up a second world language or for students to learn a world language for the first time. The course concentrates on the acquisition of language necessary for practical communication in a variety of everyday situations and also focuses on development of the four primary language skills of listening, speaking, reading and writing. This course further enables students to acquire a basic awareness of the target cultures through the study of a core-syllabus and a language-specific syllabus.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a World Language Course for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective or Directed Elective for any diploma

WORLD LANGUAGE B HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

2306 *(WLB H IB)*

World Language B Higher Level, International Baccalaureate is a world language course for students with two to five years previous experience in learning the target language and prepares students to be successful on the International Baccalaureate exam for the target language. This course prepares students to use the target language appropriately in a range of situations and contexts and for a variety of purposes and also focuses on language acquisition and development in the four primary language skills of listening, speaking, reading, and writing. Language skills are developed through the study and use of a range of written and spoken material, which extends from everyday oral exchanges to literary texts related to the target cultures. The course is further designed to promote an awareness of, and sensitivity to, the cultures related to the language studied.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as a World Language course for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective or Directed Elective for any diploma

WORLD LANGUAGE B STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

2308 *(WLB S IB)*

World Language B Standard Level, International Baccalaureate is a world language course for students with two to five years previous experience in learning the target language and prepares students to be successful on the International Baccalaureate exam for the target language. This course prepares students to use the target language appropriately in a range of situations and contexts and for a variety of purposes, and also focuses on language acquisition and development in the four primary language skills of listening, speaking, reading, and writing. Language skills are developed through the study and use of a range of written and spoken material, which extends from everyday oral exchanges to literary texts related to the target cultures. The course is further designed to promote an awareness of, and sensitivity to, the cultures related to the language studied.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a World Language Course for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective or Directed Elective for any diploma

WORLD LANGUAGE IMMERSION – HIGH SCHOOL

2304 *(WLD LANG IM)*

World Language Immersion – High School is the continuation of a world language program that began at the elementary and middle levels, in which the majority of instructional time is spent learning subject matter taught in the world language. Students address specific grade-level academic standards for selected subjects; the focus of the world language program at the high school level is often delivery of the content, and teachers should follow the content area academic standards at the appropriate grade level for courses of this nature. Additionally, immersion courses at this level can focus on the development of advanced communication and literacy skills in the world language. Thus, world language learning is incorporated as necessary throughout the curriculum; language, content and culture are interwoven throughout instruction. Students in these courses typically reach higher levels of functional proficiency than through standard high school world language courses.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Determined at local level
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

WORLD LITERATURE A2 HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

2312 *(WLIT H IB)*

World Literature A2 Higher Level, International Baccalaureate is a language and literature course for bilingual speakers and for highly competent users of the target language, giving students the opportunity to develop and refine their language skills. This course develops students' ability to communicate clearly, fluently, and effectively, as well as enabling students to engage in critical examination of a wide range of texts. Additionally, this course includes an exploration of the cultures related to the target language.

- Recommended Grade Level: Grades 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

WORLD LITERATURE A2 STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

2314 *(WLIT S IB)*

World Literature A2 Standard Level, International Baccalaureate is a language and literature course for bilingual speakers and for highly competent users of the target language, giving students the opportunity to develop and refine their language skills. This course develops students' ability to communicate clearly, fluently, and effectively, as well as enabling students to engage in critical examination of a wide range of texts. Additionally, this course includes an exploration of the cultures related to the target language.

- Recommended Grade Level: Grades 11 or 12
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

Russian Language Courses

RUSSIAN I

2100 *(RUS I)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

RUSSIAN II

2102 *(RUS II)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Russian I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

RUSSIAN III

2104 *(RUS III)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Russian I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

RUSSIAN IV

2106 *(RUS IV)*

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

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Russian I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

RUSSIAN V

2108 *(RUS V)*

Russian V, a course based on *Indiana's Academic Standards for World Languages*, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Russian-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Russian-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Russian speakers.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Russian I, II, III and IV
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

RUSSIAN VI

2110 *(RUS VI)*

Russian VI, a course based on *Indiana's Academic Standards for World Languages*, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of Russian-speaking culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Russian language and cultural understanding outside of the classroom.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Russian I, II, III, IV and V
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

Spanish Language Courses

SPANISH I

2120 *(SPAN I)*

Spanish I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing,

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH II

2122 *(SPAN II)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH III

2124 *(SPAN III)*

Spanish III, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address

the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH IV

2126 *(SPAN IV)*

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH V

2128 *(SPAN V)*

Spanish V, a course based on *Indiana's Academic Standards for World Languages*, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Spanish-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Spanish-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes

the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Spanish speakers.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I, II, III and IV
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH VI

2130 *(SPAN VI)*

Spanish VI, a course based on *Indiana's Academic Standards for World Languages*, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of Spanish-speaking culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Spanish language and cultural understanding outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I, II, III, IV and V
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH LANGUAGE, ADVANCED PLACEMENT

2132 (*SP LANG AP)*

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

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Spanish I, II and III
- Credits: A 2-credit course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH LITERATURE, ADVANCED PLACEMENT

2134 *(SP LIT AP)*

Spanish Literature, Advanced Placement is a course based on content established by the College Board.. Spanish Literature, Advanced Placement is designed to be comparable to that of a third-year college course in Peninsular and Latin American literature. This course is based on a comprehensive and inclusive reading list, exposing students to a wide variety of genres and types of discourse. Reading list selections trace the history of Spanish prose from Don Juan Manuel to modern times, including required reading from medieval and golden age literature, nineteenth-century literature, and twentieth century literature. Through this course, students will develop skills that allow for in-depth poetry, thematic, and text analyses. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 11-12
- Recommended Prerequisites: Spanish I, II and III
- Credits: A 2-credit course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma