# Indiana
# State Approved Course Titles and Descriptions

2017-2018 School Year

# High School

Indiana Department of Education
College and Career Readiness Curriculum

2017-2018 Edition

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# GENERAL INTRODUCTION

The 2017-18 edition of the Indiana Department of Education's State Approved Course Titles and Descriptions list are course titles and descriptions that have been approved for schools to use during the 2016-2017 school year.

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

Code numbers and titles listed for each course description must be used when reporting courses on Indiana Department of Education documents and should be used on student transcripts as well.

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, non-standard programs and courses. School corporations may apply for a non-standard course waiver if the course or program is not listed in this document. Look for the links under "Non-Standard Course Request" at http://www.doe.in.gov/achievement/ccr/course-titles-and-descriptions

Additionally, information about teacher licensing for each course can be found at http://www.doe.in.gov/licensing/what-can-i-teach-my-indiana-license

**Please note these other important details:**

- Per 511 IAC 6.1-5-4.5, the course titles listed in this document, along with approved non-standard course waivers, are the only course titles that may be offered for high school credit in order to meet the graduation requirements established by the Indiana State Board of Education under 511 IAC 6-7 and 511 IAC 6-7.1.

- Course descriptions provide guidance for Indiana schools as they develop instructional strategies, create 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 are consistent with the Indiana Academic Standards for each course.

- 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.

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

- 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 when the course content is significantly more rigorous than the state approved course. Honors level courses must be based on Indiana Academic Standards, have defined criteria for student admission to the course as well as clear expectations of student outcomes. Honors level courses must 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" 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 high school courses before entering Grade 9 if the course is fully equivalent to its high school counterpart. Local policies and procedures should be developed to govern credit for high school courses taught below Grade 9.

- Multiple credits may not be awarded for the same course unless the course description permits multiple credits to be awarded.

- AP, IB, and College credit courses appear only in their respective section and are not repeated in content area sections.

We welcome your suggestions and comments. Please contact Jennifer Berry (jberry@doe.in.gov) should you have any questions, concerns or recommendations you would like to share.

## ADVANCED COURSES FOR COLLEGE CREDIT

# Indiana State Approved Course Titles and Descriptions

2017-2018 School Year

Indiana Department of Education

## ADVANCED COURSES FOR COLLEGE CREDIT

### Introduction

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

Dual credit is the term given to courses in which high school students have the opportunity to earn both high school and college credits. Dual credit courses are taught by high school faculty or by adjunct college faculty or college faculty either at the high school, at the college or university, or sometimes through online courses or distance education. Dual credit is offered by both state and independent (private, regionally accredited) colleges and universities.

Indiana law currently requires each Indiana high school to offer a minimum of two dual credit courses.

According to the Indiana Commission for Higher Education's Policy on Dual Credit Courses Taught in High Schools by High School Faculty, all postsecondary institutions shall generate transcripts for all students who complete advanced courses for dual credit. In order to apply these dual credits toward an Honors Diploma Award, both the secondary and the post-secondary institutions must transcript the credit.

## 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 semester course, 1 credit per semester. May be offered for successive semesters
- Counts as a Directed Elective or Elective for all diplomas
- Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination; and taught by higher education faculty
- Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond courses that are taught in the high school

## ADVANCED CAREER & TECHNICAL EDUCATION, COLLEGE CREDIT

*5238* *(ADV CTE CC)*

*Advanced Career and Technical Education, College Credit* is a course title covering any CTE advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school. 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: 11, 12
- Recommended Prerequisites: CTE courses that would help prepare the student for success in this area.
- Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters
- Counts as a Directed Elective or Elective for all diplomas
- Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination of the two; and taught by higher education faculty.
- Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school

## ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT

*1124* *(ADV ENG CC)*

*Advanced English/Language Arts, College Credit*, is an advanced course based on the *Indiana Academic 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.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
- Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters
- Fulfills an English/Language Arts requirement for all diplomas
- Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination; and/or taught by higher education faculty
- Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school

## 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. .

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills requirement of 1 or 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Fine Arts dual credit courses are not included on the list of approved course titles for dual credits that apply toward the Honors Diplomas.
- Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination; and taught by higher education faculty
- Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school.

## ADVANCED MATHEMATICS, COLLEGE CREDIT

*2544* *(ADV MTH CC)*

*Advanced Mathematics, College Credit* is a title covering (1) any advanced mathematics course (beyond Algebra 2) that is offered for credit by an accredited postsecondary institution and is not a course offered in the Indiana State Approved Course Titles and Descriptions

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisite: Algebra II or Integrated Mathematics III
- Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters
- Counts as a Mathematics Course for all diplomas
- Actual course title and university name may be appended to the end of the course title on the student transcript
- Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination; and taught by higher education faculty
- Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school.
- Qualifies as a quantitative reasoning course

## 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
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters
- Counts as a Science Course for all diplomas
- Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination; and taught by higher education faculty
- Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school.

## 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: 12
- Recommended Prerequisites: United States History or History and World Civilizations
- Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters
- Counts as an Elective for all diplomas
- Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination; and taught by higher education faculty
- Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school.

## 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 semester course, 1 credit per semester. May be offered for successive semesters
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination; and taught by higher education faculty
- Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school.

## ADVANCED PLACEMENT

# Indiana
# State Approved Course Titles and Descriptions

2017-2018 School Year

# 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 http://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.

A comprehensive description of all AP 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

## AP ART HISTORY

*4025* *(ART HIST AP)*

*AP Art History* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Art History course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisite: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fire Arts requirement for the Core 40 Academic Honors diploma

## AP BIOLOGY (L)

*3020* *(BIO AP)*

*AP Biology* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties.

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: Biology I and Chemistry I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Science Course for all diplomas
- Qualifies as a quantitative reasoning course

## AP CALCULUS AB

*2562* *(CALC AB AP)*

*AP Calculus AB* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Pre-Calculus
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course

## AP CALCULUS BC

*2572* *(CALC BC AP)*

*AP Calculus BC* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AP Calculus AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The content of AP Calculus *BC* is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus *AB*.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Pre-Calculus
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course

## AP CHEMISTRY (L)

*3060* *(CHEM AP)*

*AP Chemistry* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

- Recommended Grade Level: 12
- Recommended Prerequisite: Chemistry I, Algebra II, Pre-Calculus/Trigonometry
- Credits: 2 semester course, 1 credit per semester
- Counts as a Science Course for all diplomas
- Qualifies as a quantitative reasoning course

## AP CHINESE LANGUAGE AND CULTURE

*2014* *(CHI LANG AP)*

*AP Chinese Language and Culture* is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Chinese Language and Culture. The course prepares students to be successful on the AP Chinese Language and Culture exam. The course is not intended to be used as a dual credit course.

The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese.

The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

- Recommended Grade Level: 11, 12
- Required Prerequisites: Chinese I, II, and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 Academic Honors Diploma

## AP COMPUTER SCIENCE A

*4570* *(COMP SCI AP)*

*AP Computer Science A* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. *AP Computer Science A* is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The curriculum for *AP Computer Science A* is compatible with many CS1 courses in colleges and universities.

- Recommended Grade Level: 11,12
- Recommended Prerequisites: Digital Citizenship, Algebra I, and Algebra II
- Credits: 2 semester course, 1 credit per semester
- Counts as an Mathematics or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## AP COMPUTER SCIENCE PRINCIPLES

*4568* *(SC P AP)*

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: Algebra I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Math Course for all diplomas

## AP ENGLISH LANGUAGE AND COMPOSITION

*1056* *(LNG/COMP AP)*

AP English Language and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. There is no prescribed sequence of study.

- Recommended Grade Level: 11, 12 (College Board does not designate when this course should be offered).
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
- Credits*:* 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for grades 11 or 12 for all diplomas

## AP ENGLISH LITERATURE AND COMPOSITION

1058 *(*LIT/COMP AP*)*

AP English Literature and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

- Recommended Grade Level: 11,12
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for grades 11 or 12 all diplomas

## AP ENVIRONMENTAL SCIENCE (L)

*3012* (ENVSCI AP)

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

- Recommended Grade Level: 12
- Recommended Prerequisite: Biology and Chemistry
- Credits: 2 semester course, 1 credit per semester
- Counts as a Science Course for all diplomas
- Qualifies as a quantitative reasoning course

## AP EUROPEAN HISTORY

*1556* *(EUR HST AP)*

AP European History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance—Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual and Society—provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: World History. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## AP FRENCH LANGUAGE AND CULTURE

*2032* *(FR LANG AP)*

*AP French Language and Culture* is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP French Language and Culture. The course prepares students to be successful on the AP French Language and Culture exam. The course is not intended to be used as a dual credit course.

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French.

The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

- Recommended Grade Level: 11, 12
- Required Prerequisites: French I, II and III
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for all diplomas

## GERMAN LANGUAGE AND CULTURE, ADVANCED PLACEMENT

*2052* *(GER LANG AP)*

*AP German Language and Culture* is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP German Language and Culture. The course prepares students to be successful on the AP German Language and Culture exam. The course is not intended to be used as a dual credit course.

The AP German Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP German Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in German.

The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

- Recommended Grade Level: 11, 12
- Required Prerequisites: German I, II and III
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

## AP COMPARATIVE GOVERNMENT AND POLITICS

*1552* *(GOVT AP)*

*AP Comparative Government and Politics* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. Topics include: Introduction to Comparative Politics; Sovereignty, Authority, and Power; Political institutions; Citizens, Society, and the State; Political and Economic Change; Public Policy.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: United States Government. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- ***No longer fulfills the US Government requirement for any diploma***

## AP UNITED STATES GOVERNMENT AND POLITICS

*1560* *(US GOVT AP)*

*AP United States Government and Politics* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Topics include: (1) constitutional underpinnings, (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.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills the US Government requirement for all diplomas

## AP HUMAN GEOGRAPHY

*1572* *(HUM GEO AP)*

*AP Human Geography* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces 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 socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). Topics include: Geography: its Nature and Perspectives; Population and Migration; Cultural Patterns and Processes; Political Organization of Space; Agriculture, Food Production, and Rural Land Use; Industrialization and Economic Development; and Cities and Urban Land Use.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## AP ITALIAN LANGUAGE AND CULTURE

*2272* *(ITAL AP)*

*AP Italian Language and Culture* is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Italian Language and Culture. The course prepares students to be successful on the AP Italian Language and Culture exam. The course is not intended to be used as a dual credit course.

The AP Italian Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Italian Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Italian.

The AP Italian Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

- Recommended Grade Level: 11, 12
- Required Prerequisites: Italian I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

## AP JAPANESE LANGUAGE AND CULTURE

*2074* *(JAP LANG AP)*

*AP Japanese Language and Culture* is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Japanese Language and Culture. The course prepares students to be successful on the AP Japanese Language and Culture exam. The course is not intended to be used as a dual credit course.

The AP Japanese Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Japanese Language and Culture course strives not to emphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Japanese.

The AP Japanese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of social, political, and educational issues (e.g., the role of religion in society, traditional versus modern gender roles), as well as more traditional topics (e.g., arts, customs, festivals, geography, and history).Throughout the course, students develop interpersonal skills that enable them to request and confirm the receipt of information, ask for and provide directions, and issue and respond to invitations. They also develop more cognitively challenging functional language skills, including the ability to compare phenomena, express opinions and preferences, and discuss life experiences. Additionally, students develop a command of a significant number of the most prevalent kanji characters used in Japanese writing

- Recommended Grade Level: 11, 12
- Required Prerequisites: Japanese I, II, and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

## AP LATIN

*2092* *(LAT VER AP)*

*AP Latin* is a course which follows the College Board course guidelines for AP Latin and prepares students to be successful on the AP Latin exam. The AP Latin~~:~~ exam is designed to test the students' ability to using Vergil and Caesar as a base. The course is not intended to be used as a dual credit course.

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Latin I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

## AP MACROECONOMICS

*1564* *(MACRO-ECON)*

*AP Macroeconomics* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; Measurement of Economic Performance; National Income and Price Determination; Financial Sector; Stabilization Policies; and Economic Growth.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Social Studies requirement for the General Diploma
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Qualifies as a quantitative reasoning course

## AP MICROECONOMICS

*1566* *(MICRO-ECON)*

*AP Microeconomics* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; The Nature and Functions of Product Markets; Factor Markets; and Market Failure and the Role of Government.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Social Studies requirement for the General Diploma
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Qualifies as a quantitative reasoning course

## AP MUSIC THEORY

*4210* *(MUS TH AP)*

*AP Music Theory* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score.

Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: none
- Laboratory course
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills Fine Arts requirement for Core 40 with Academic Honors diploma

## AP PHYSICS 1: ALGEBRA-BASED (L)

*3080* *(PHYS 1 AP)*

*AP Physics1* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. *AP Physics 1: Algebra-based* is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.

- Recommended Grade Level: 10, 11
- Recommended Prerequisite: Algebra I or Integrated Mathematics I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Science Course for all diplomas
- Qualifies as a quantitative reasoning course

## AP PHYSICS 2: ALGEBRA-BASED (L)

*3081* *(PHYS 2 AP)*

*AP Physics2* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. *AP Physics 2: Algebra-based* is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics.

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: AP Physics 1: Algebra-based
- Credits: 2 semester course, 1 credit per semester
- Counts as a Science Course for all diplomas
- Qualifies as a quantitative reasoning course

## AP PHYSICS C (L)

*3088* *(PHYS C AP)*

*AP Physics C* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. 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.

- Recommended Grade Level: 12
- Recommended Prerequisite: Physics I, Calculus (can be taken concurrently)
- Credits: 2 semester course, 1 credit per semester
- Counts as a Science Course for all diplomas
- Counts as an Elective for all diplomas
- Qualifies as a quantitative reasoning course

## AP PSYCHOLOGY

*1558* *(PSYCH AP)*

*AP Psychology* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## AP RESEARCH (NEW 2014)

*0551* *(RESEA AP)*

*AP Research* is the second course in the **AP Capstone™** program. AP Seminar is a prerequisite for AP Research. If you earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of your choosing, you will receive the **AP Capstone Diploma™**. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if you earn scores of 3 or higher in AP Seminar and AP Research only, you will receive the **AP Seminar and Research Certificate™**. Note: AP Research will only available to students whose school is participating in the AP Capstone program.

- Recommended Grade Level: 11,12
- Required Prerequisites: AP Seminar. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## AP SEMINAR (NEW 2014)

*0552* *(SEM AP)*

AP Seminar is the first of two courses in the **AP Capstone™** program. AP Research is the second course. If you earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of your choosing, you will receive the **AP Capstone Diploma™**. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if you earn scores of 3 or higher in AP Seminar and AP Research only, you will receive the **AP Seminar and Research Certificate™**. Note: AP Seminar is only available to students whose school is participating in the AP Capstone program.

- Recommended Grade Level: 11,12
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## AP SPANISH LANGUAGE AND CULTURE

*2132* (*SP LANG AP)*

*AP Spanish Language and Culture* is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Language and Culture. The course prepares students to be successful on the AP Spanish Language and Culture exam. The course is not intended to be used as a dual credit course.

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music , laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Spanish I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

## AP SPANISH LITERATURE AND CULTURE

*2134* *(SP LIT AP)*

*AP Spanish Literature and Culture* is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Literature and Culture. The course prepares students to be successful on the AP Spanish Literature and Culture exam. The course is not intended to be used as a dual credit course.

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Spanish I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

## AP STATISTICS

*2570* *(AP STAT)*

*AP Statistics* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The *AP Statistics* course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the *AP Statistics* course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: Algebra II or Integrated Mathematics III
- Credits: 1 to 2 credit 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 all diplomas
- Qualifies as a quantitative reasoning course

## AP STUDIO ART: DRAWING

*4048* *(ART DRP AP)*

*AP Studio Art Drawing* is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

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

## AP STUDIO ART: 2-D DESIGN

*4050* *(ART 2D AP)*

*AP Studio Art 2D Design* is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

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

## AP STUDIO ART: 3-D DESIGN

*4052* *(ART 3D AP)*

*AP Studio Art 3D Design* is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

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

## AP UNITED STATES HISTORY

*1562* *(US HIST AP)*

*AP United States History* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 2 semester course, 1 credit per semester
- Fulfills the US History requirement for all diplomas

## AP WORLD HISTORY

*1576* *(WLD HST AP)*

*AP World History* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

- Recommended Grade Level: none
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for all diplomas

## AP CAPSTONE

AP Capstone is a diploma program based on the two courses listed below. In order to offer these courses, schools must apply through the AP Program to participate and teachers must attend mandatory training. To see more details on the AP Capstone program, please visit: https://lp.collegeboard.org/ap-capstone

## AP SEMINAR (L)

*0552* (*SEM, AP)*

*Seminar, Advanced Placement* is the **first year** foundational interdisciplinary course that is unique to the AP Capstone **diploma program**. AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

- Recommended Grade Level: 11
- Recommended Prerequisite: none
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## AP RESEARCH (L)

*0551* (*RSCH, AP)*

*AP Research* is the **second year** foundational interdisciplinary course that is unique to the AP Capstone **diploma program**. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question.

In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question.
Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

- Recommended Grade Level: 12
- Required Prerequisite: AP Seminar
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective all diplomas.

## CAREER AND TECHNICAL EDUCATION (CTE)

# Indiana
# State Approved Course Titles and Descriptions

2017-2018 School Year

Indiana Department of Education

## CAREER AND TECHNICAL EDUCATION (CTE)

**Introduction**

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

- Career and Technical Education (CTE)
- CTE: Agriculture
- CTE: Business, Marketing and IT
- CTE: Engineering/Technology
- CTE: Family and Consumer Sciences
- CTE: Health Science
- CTE: Trade and Industry
- CTE: Work Based Learning

In addition, there are course titles and descriptions in the International Baccalaureate subject area that may also considered to be Indiana CTE courses.

### CAREER AND TECHNICAL EDUCATION (CTE) PILOT Course: *(Insert title descriptive of course content)*

*5239* *(CTE PILOT)*

*Career and Technical Education Pilot Course* is a course title that would be used for enrollment reporting purposes by schools that are piloting a new Career and Technical Education course. Schools must apply to the Indiana Department of Education for a non-standard course waiver and propose a course description and standards, explain how the pilot course relates to an existing or innovative pathway, and provide a rationale describing business and industry need and support. Schools are to follow the pilot course framework and provide feedback at the end of the pilot year on that framework to the Department and the related pathway panel.

### CTSO LEADERSHIP DEVELOPMENT IN ACTION

5237 (LEAD DEV)

*Leadership Development in Action* is a project-based course in which students integrate higher order thinking, communication, leadership, and management processes to conduct **Career and Technical Student Organization (CTSO) leadership projects** at the local, state, or national level. Each student will create a vision statement, establish standards and goals, design and implement an action plan and timeline, reflect on accomplishments, and evaluate results. Authentic, independent application through **CTSO** 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 are appropriate approaches. Instructor must be a current chapter advisor of an Indiana-recognized CTSO. State and national m**embership in an Indiana recognized CTSO is required of any student enrolled in this course**. Service learning experiences are highly recommended. Achievement of applicable Career and Technical Education (CTE), academic, and employability standards will be documented through a required student portfolio.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Preparing for College and Careers and a sequence of courses relevant to the student's CTSO, depending on area of concentration; or permission of instructor through an application process.
- Credits: 1 credit per semester, up to 6 semesters, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

**Note: Can only be offered at schools with officially registered CTSO chapters and must be taught by the registered Advisor of that CTSO Chapter. Students MUST be members of the state and national CTSO.**

# CTE: AGRICULTURE

# Indiana
# State Approved Course Titles and Descriptions

2017-2018 School Year

Indiana Department of Education

# AGRICULTURE

## INTRODUCTION

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

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

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

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

It is important to understand and reaffirm that career-technical experiences do not preclude students from going on to higher education; in fact, participation enhances the opportunity. A growing number of students are combining college and career preparation in their high school pathway plans. Agriculture and FFA have a long history of successfully preparing students for both entry-level careers and further education 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 student leadership organization is an integral part of a total agricultural education program. Local agriculture 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. District and state level FFA activities provide opportunities for students to demonstrate proficiency in the knowledge, skills and aptitudes acquired through the agriculture program. Agriculture students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts and state by participating in national FFA activities.

Instructional activities of the FFA require participation by the agriculture 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.

## ADVANCED LIFE SCIENCE: ANIMALS (L)

*5070* *(ALS ANIML)*

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Required Prerequisites: Biology, Chemistry or Integrated Chemistry Physics, Animal Science
- Credits: 2 semester course, 2 semesters required, 2 credits per semester, 2 credits maximum
- Counts as an Elective or Directed Elective for all diplomas
- Fulfills a Core 40 Science requirement for all diplomas
- Qualifies as a quantitative reasoning course

## ADVANCED LIFE SCIENCE: FOODS (L)

*5072* *(ALS FOODS)*

*Advanced Life Science: Foods* provides students with opportunities to participate in a variety of activities which includes laboratory work, leadership development, supervised agricultural experience and exploration of career opportunities. This is a standards-based, interdisciplinary science course that integrates biology, chemistry and microbiology in the context of foods and the global food industry. Students enrolled in this course formulate, design and carry out food-base laboratory and field investigations as an essential course component. Students understand how biology, chemistry and physics principles apply to the composition of foods, the nutrition of foods, food and food product development, food processing, food safety and sanitation, food packaging and food storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics and chemistry in the context of highly advanced industry applications of foods in the area of advanced life science in foods. Participation in FFA or FCCLA encourages development of leadership, communication, community service and career related skills.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources, Advanced Nutrition and Wellness
- Required Prerequisites: Biology, Chemistry or Integrated Chemistry Physics, Food Science and/or Nutrition and Wellness
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as an Directed Elective or Elective for all diplomas
- Fulfills a Core 40 Science requirement for all diplomas
- Qualifies as a quantitative reasoning course

## ADVANCED LIFE SCIENCE: PLANTS AND SOILS (L)

*5074* *(ALS PLT/SL)*

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Required Prerequisites: Biology, Chemistry, Plant and Soil Science
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as an Elective or Directed Elective for all diplomas
- Fulfills a Core 40 Science requirement for all diplomas

## AGRIBUSINESS MANAGEMENT

*5002* *(AG BUS MGMT)*

*Agribusiness Management* provides foundational concepts in agribusiness. This course introduces students to the principles of business organization and management from a local and global perspective while incorporating technology. Concepts covered in the course include food and fiber, forms of business, finance, marketing, management, sales, leadership development, supervised agricultural experience career opportunities in the area of agribusiness management.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as an Elective or Directed Elective for all diplomas
- Qualifies as a quantitative reasoning course

## AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY

*5088* *(AG POW)*

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

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1-3 credit(s) per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## ANIMAL SCIENCE

*5008* *(ANML SCI)*

*Animal Science* provides students with an overview of the animal science field. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1-3 credit(s) per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Life Science or Physical Science requirement for the General Diploma

## FOOD SCIENCE

*5102* *(FOOD SCI)*

*Food Science* provides students with an overview of food science and its 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 securing 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, leadership development, supervised agricultural experience and career opportunities in the area of food science.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Life Science or Physical Science requirement for the General Diploma

## HORTICULTURE SCIENCE

*5132* *(HORT SCI)*

*Horticulture Science* is 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 plants and its products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest and pest management. Students participate in a variety of activities to include extensive laboratory work usually in a school greenhouse, leadership development, supervised agricultural experience and learning about career opportunities in the area of horticulture science.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1-3 credit(s) per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Life Science or Physical Science requirement for the General Diploma

## INTRODUCTION TO AGRICULTURE, FOOD AND NATURAL RESOURCES

*5056* *(INT AGFNR)*

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

- Recommended Grade Level: 9
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## LANDSCAPE MANAGEMENT I

*5136* *(LAND MGMT I)*

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1-3 credit(s) per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## LANDSCAPE MANAGEMENT II

*5137* *(LAND MGMT II)*

*Landscape Management II* extends the content and skills of Landscape Management and provides the student with in-depth exploration of the many career opportunities in the diverse field of landscape management. Students continue to build knowledge and skill in the procedures used in landscape planning and design using current industry standards and practices. Extended laboratory experiences include application of the principles and procedures involved especially in the Midwest and Great Lakes areas with landscape construction; turf management; scheduling and oversight of landscape maintenance; weed control; non-pathogenic and disease prevention, diagnosis, and treatment; communications; management skills necessary in landscaping operations; and the use and maintenance of equipment utilized by landscapers. Students should also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management.

- Recommended Grade Level: 12
- Required Prerequisites: Landscape Management I
- Recommended Prerequisites: Plant and Soil Science or Horticulture Science
- Credits: 2 semester course, 2 semesters required, 1-3 credit(s) per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## NATURAL RESOURCES

*5180* *(NAT RSS)*

*Natural Resources* provides students with a foundation in natural resources. Hands-on learning activities in addition to leadership development, supervised agricultural experience and career exploration encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, animal wildlife and safety.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## PLANT AND SOIL SCIENCE

*5170* *(PLT SL SCI)*

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

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Life Science or Physical Science requirement for the General Diploma only

## 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 will experience and apply what is learned in the classroom, laboratory and training site to real-life situations with a standards-based plan for learning. Students work closely with their agriculture teacher(s), parents and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. Curriculum content and competencies need to be varied so that school year and summer session experiences are not duplicative.

- Recommended Grade Levels: 10, 11, 12
- Recommended Prerequisite: Introduction to Agriculture, Food and Natural Resources
- Credits: 1semester course, 1 credit per semester, 8 credits maximum
- Curriculum content and standards-based plan for learning should not be duplicated when this course is taken for multiple semesters.

## SUSTAINABLE ENERGY ALTERNATIVES

*5229* *(SUS NRG)*

*Sustainable Energy Alternatives* broadens a student's understanding of environmentally friendly energies. In this course students will use a combination of classroom, laboratory, and field experiences to analyze, critique, and design alternative energy systems. Class content and activities center on renewability and sustainability for our planet. Topics covered in this course include the following types of alternative energies: solar, wind, geothermal, biomass and emerging technologies. Leadership development, supervised agricultural experience and career exploration opportunities in the field sustainable energy are also included.

- Recommended Grade Levels: 11, 12
- Required Prerequisite: Introduction to Agriculture, Food and Natural Resources; Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

# CTE: BUSINESS, MARKETING, INFORMATION TECHNOLOGY, AND ENTREPRENEURSHIP

# Indiana State Approved Course Titles and Descriptions

2017-2018 School Year

Indiana Department of Education

## BUSINESS, MARKETING, INFORMATION TECHNOLOGY, ENTREPRENEURSHIP

## 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, Marketing, Information Technology, and Entrepreneurship education. These programs provide a foundation for success for ***all students***.

**Business Professionals of America (BPA)**

BPA is a co-curricular student organization 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.

**Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL)**

FBLA-PBL is a co-curricular dynamic organization of young people preparing for success as leaders in our businesses, government, and communities. FBLA has developed a unique value program that develops leadership, communications, and team skills. FBLA is co-curricular and supports the content taught in many Business, Marketing, Information Technology, and Entrepreneurship courses in Indiana. It is a great organization to meet and network with others at the local, state, and national levels.

## ADVANCED ACCOUNTING

*4522* *(ADV ACC)*

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

- Recommended Grade Level: 11, 12
- Required Prerequisites: Introduction to Accounting
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## ADMINISTRATIVE AND OFFICE MANAGEMENT

*5268* *(ADV BUS)*

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

- Recommended Grade Level: 12
- Required Prerequisites: Principles of Business Management or Principles of Marketing
- Credits: 2 semester course, 2 semesters required, 1-2 credits per semester, 4 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## BANKING AND INVESTMENT CAPSTONE

*5258* *(BANK INVEST)*

*Banking and Investment Capstone* addresses the need of schools in areas that have workforce demand in the finance industry. It analyzes and synthesizes high-level skills needed for a multitude of career in the banking and investment industry. Students learn banking, investments, and other finance fundamentals and applications related to financial institutions, business and personal financial services, investment and securities, risk management products, and corporate finance. The course provides students with work based learning experiences to acquire and apply knowledge and skills in one or more careers in the industry.

- Recommended Grade Level: 12
- Recommended Prerequisites: Algebra II
- Required Prerequisites: Introduction to Accounting and Advanced Accounting
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## BUSINESS LAW AND ETHICS

*4560* *(BUS LAW ETH)*

*Business Law and Ethics* provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods, case review, and situational analyses.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## BUSINESS MATH

*4512* *(BUS MATH)*

*Business Math* is a 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
- Prerequisites: Algebra I
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as an Elective or Directed Elective for all diplomas
- Fulfills a Mathematics requirement for the General Diploma only
- Qualifies as a quantitative reasoning course

## COMPUTER ILLUSTRATION AND GRAPHICS

*4516* *(COMP ILL GRPH)*

*Computer Illustration and Graphics* introduces students to the computer's use in visual communication. The focus of the course is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course 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. This course also covers advertising theory and preparation of copy, lettering, posters, vector illustrations, graphics and logos, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design products that impart information and ideas. Advanced instruction might include experiences in silk screening and air brush techniques as well as activities in designing product packaging and commercial displays or exhibits.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Digital Applications and Responsibility
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## COMPUTER SCIENCE I

4801 (COM SCI I)

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

- Recommended Grade Level: 10, 11, 12
- Required Prerequisites: Introduction to Computer Science or teacher confirmation of student demonstration of mastery of the Intro to Computer Science standards
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## COMPUTER SCIENCE II: DATABASES

*5250* *(CS II DATA)*

*Computer Science II: Databases* introduces students to the basic concepts of databases including types of databases, general database environments, and the importance of data to the business world. Discussion with hands-on activities will include database design, normalization of tables, and development of tables, queries, reports, and applications. Students will be familiarized with the use of ANSI standard Structured Query Language. Discussions will include database administration and data maintenance. Students will be introduced to data concepts such as data warehousing, data mining, and BIG Data. Students will develop a business application using database software such as Microsoft Access. Students will be required to demonstrate skills such as team building, work ethic, communications, documentation, and adaptability.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Computer Science I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## COMPUTER SCIENCE II: INFORMATICS

*5251* *(CS II INFO)*

*Computer Science II: Informatics* introduces the student to terminology, concepts, theory, and fundamental skills used to implement information systems and functions in a wide variety of applications from small businesses to large enterprise organizations. Topics include the history of and trends in computing, operating systems, security, cloud implementations and other concepts associated with applying the principles of good information management to the organization.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Computer Science I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## COMPUTER SCIENCE II: PROGRAMMING

*5236* *(CS II PROG)*

*Computer Science II: Programming* explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Coursework emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers, and data file access methods. An emphasis on logical program design using a modular approach, which involves task oriented program functions.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Computer Science I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## COMPUTER SCIENCE II: SPECIAL TOPICS

*5252* *(CS II SP TOP)*

*Computer Science II: Special Topics* is an extended experience designed to address the advancement and specialization of computer science careers allowing schools to provide a specialized course for a specific computer science workforce need in the school's region. It prepares students with the knowledge, skills and attitudes essential for working in the field of computer science. Course standards and curriculum must be tailored to the specific computer science specialization. This course must prepare students for advancement in this career field and should provide students with opportunities for certification or dual credit.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Computer Science I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## COMPUTER TECH SUPPORT

*5230* *(COMP TECH)*

*Computer Tech Support* allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems.

- Recommended Grade Level: 10, 11
- Required Prerequisites: Digital Applications and Responsibility
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## DIGITAL APPLICATIONS AND RESPONSIBILITY

*4528* *(DIG APPS RESP)*

*Digital Applications and Responsibility* prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE

*5966* *(ENT VENT CAP)*

*Entrepreneurship and New Ventures Capstone* introduces entrepreneurship, and develop skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and "go to" market strategies will be explored through mini-case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting, and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software.

- Recommended Grade Level: 12
- Recommended Prerequisites: Principles of Business Management or Principles of Marketing
- Required Prerequisites: Introduction to Entrepreneurship and Digital Applications and Responsibility
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## GLOBAL ECONOMICS

*4558* *(GLOB ECON)*

*Global Economics* is a 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 Prerequisites: None
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas
- May fulfill up to one graduation credit of the Economics requirement
- Qualifies as a quantitative reasoning course

## INTERACTIVE MEDIA

*5232* *(INT MEDIA)*

*Interactive Media* prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the "virtual workplace".

- Recommended Grade Level: 11, 12
- Required Prerequisites: Digital Applications and Responsibility
- Recommended Prerequisites: Introduction to Communications
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## INTRODUCTION TO ACCOUNTING

*4524* *(INTO ACC)*

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

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: None
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for the all diplomas

## INTRODUCTION TO BUSINESS

*4518* *(INTO BUSS)*

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

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: None
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## INTRODUCTION TO COMPUTER SCIENCE

*4803* *(INTO CS)*

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

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: None
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## INTRODUCTION TO ENTREPRENEURSHIP

*5967* *(INTO ENTR)*

*Introduction to Entrepreneurship* provides an overview of what it means to be an Entrepreneur. Student will learn about starting and operating a business, marketing products and services, and how to find resources to help in the development of a new venture. This course is ideal for students interested in starting their own art gallery, salon, restaurant, etc.

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## MARKETING IN HOSPITALITY AND TOURISM

*5982* *(MKT HOSP)*

*Marketing in Hospitality and Tourism* is a specialized course that develops student understanding of marketing in the hospitality, travel, and tourism industry. Students gain experiences marketing-information management, pricing, product/service management, promotion, and selling in the hospitality, travel, and tourism industry.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Principles of Marketing
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## MERCHANDISING

*5962* *(MERCH)*

*Merchandising* is a specialized marketing course providing instruction of marketing practices that support the sale of products to retail consumers. Emphasis is placed on oral and written communications, problem solving and critical thinking skills as they relate to product design, selling, pricing, distribution, retail promotion, visual merchandising, retail cycles, retail theories, and career opportunities in the retail industry. This course can focus on specific a specific retail sector, such as fashion, sporting good, or electronics.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Principles of Marketing
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## NETWORKING I

*5234* *(NET I)*

*Networking I* introduces students to local and wide area networks, home networking, networking standards using the IEEE/OSI Model, network protocols, transmission media and network architecture/ topologies. Security and data integrity are introduced and emphasized throughout this course, which offers students the critical information needed to successfully move into a role as an IT professional supporting networked computers. Concepts covered will include TCP/IP client administration, planning a network topology, configuring the TCP/IP protocol, managing network clients, configuring routers and hubs, as well as creating a wireless LAN.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Computer Tech Support
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## NETWORKING II: INFRASTRUCTURE

*4588* *(NET II INFRA)*

*Networking II: Infrastructure* focuses on learning the fundamentals of networking, routing, switching and related protocols. In this course, students learn both the practical and conceptual skills that build the foundation for understanding basic networking, routing and switching. Students are introduced to the two major models used to plan and implement networks: OSI and TCP/IP. The OSI and TCP/IP functions and services are examined in detail. Students will learn how a router addresses remote networks and determines the best path to those networks, employing static and dynamic routing techniques.

- Recommended Grade Level: 12
- Required Prerequisites: Networking I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## NETWORKING II: SERVERS AND SECURITY

*5257* *(NET II SERV)*

*Networking II: Servers* focuses on the software skills needed to manage a network. Students will learn and practice the skills necessary to perform in the role of a network administrator. They will be able to accomplish fundamental network management tasks on a server such as set up of computer network services, create users and appropriate login scripts, develop groups, set the server remotely, set up security, backup/restore the server and setup/maintain clients.

- Recommended Grade Level: 12
- Required Prerequisites: Networking I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## PERSONAL FINANCIAL RESPONSIBILITY

*4540* *(PRS FIN RSP)*

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

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## PREPARING FOR COLLEGE AND CAREERS

*5394* *(PREP CC)*

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

- Recommended Grade Level: 9
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Qualifies as one of the FACS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c) (6).
- Counts as a Directed Elective or Elective for all diplomas

## PRINCIPLES OF BUSINESS MANAGEMENT

*4562* *(BUS MGMT)*

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Business
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## PRINCIPLES OF MARKETING

*5914* *(PRN MRKT)*

*Principles of Marketing* 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.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## RADIO AND TELEVISION I

*5986* *(RAD TV I)*

*Radio and Television I* focuses on communication, media and production. Emphasis is placed on career opportunities, production, programming, promotion, sales, performance, and equipment operation. Students will also study the history of communication systems as well as communication ethics and law. Students will develop oral and written communication skills, acquire software and equipment operation abilities, and integrate teamwork skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, field trips, and internships.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Communications
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## RADIO AND TELEVISION II

*5992* *(RAD TV II)*

*Radio and Television II* prepares students for admission to television production programs at institutions of higher learning. Students train on professional equipment creating a variety of video projects. During this second-year program students integrate and build on first-year curriculum while mastering advanced concepts in production, lighting and audio.

- Recommended Grade Level: 12
- Required Prerequisites: Radio and Television I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## SPORTS AND ENTERTAINMENT MARKETING

*5984* *(SPRT ENT MRK)*

*Sports and Entertainment Marketing* is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Principles of Marketing
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## STRATEGIC MARKETING

*5918* *(STRT MRKT)*

*Strategic Marketing* builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology, and economics. The relationship between consumer behavior and marketing activities will be reviewed.

- Recommended Grade Level: 12
- Recommended Prerequisites: Principles of Business Management or Principles of Marketing
- Credits: 2 semester course, 2 semesters required, 1-2 credits per semester, 4 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## TECHNICAL BUSINESS COMMUNICATIONS

*4508* *(TECH BUS COMM)*

*Technical/Business Communication* 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.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Digital Applications and Responsibility
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- May fulfill up to two graduation credits of the English/Language Arts requirement

## WEB DESIGN

*4574* *(WEB DESIGN)*

*Web Design* is a 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 community projects.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Communications
- Required Prerequisites: Digital Applications and Responsibility
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

# CTE: ENGINEERING/TECHNOLOGY

# Indiana State Approved Course Titles and Descriptions

2017-2018 School Year

Indiana Department of Education

## CTE: ENGINEERING/TECHNOLOGY

*5608* **ADVANCED MANUFACTURING I**
*5606* **ADVANCED MANUFACTURING II**
*See CTE Trade and Industry section for these course descriptions.*

### AEROSPACE ENGINEERING

*4816 PLTW* *(AE)*
*5518 non-PLTW* *(AERO ENG)*

*Aerospace Engineering* should provide students with the fundamental knowledge and experience to apply mathematical, scientific, and engineering principles to the design, development, and evolution 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. **NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.**

- Recommended Grade Level: 11, 12
- Required Prerequisites: Introduction to Engineering Design and Principles of Engineering
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

### CIVIL ENGINEERING AND ARCHITECTURE

*4820 PLTW* *(CEA)*
*5650 Non-PLTW* *(CIVIL ENG)*

*Civil Engineering and Architecture* introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design. **NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.**

- Recommended Grade Level: 11, 12
- Required Prerequisites: Introduction to Engineering Design and Principles of Engineering
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## 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 Grade Level: 9, 10
- Recommended Prerequisite: none
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas

## COMPUTER INTEGRATED MANUFACTURING

*4810 PLTW* *(CIM)*
*5534 Non-PLTW* *(COMP INT MFG)*

*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. **NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.**

- Recommended Grade Level: 11, 12
- Required Prerequisites: Introduction to Engineering Design and Principles of Engineering
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## COMPUTERS IN DESIGN AND PRODUCTION

*4800* *(COMP DES)*

*Computers in Design and Production* 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 for electronics, manufacturing, precision machining, welding, and architecture career pathways. Students apply ingenuity using tools, materials, processes, and resources to create solutions as it applies in the electronics, manufacturing, precision machining, welding, and architecture. 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: Architectural drawing and print design, design documentation using CAD systems; assignments involving the interface of CAD, CNC, CAM, and CIM technologies; computer simulation of products and systems; publishing of various media; animation and related multimedia applications; 3-D modeling of products or structures; digital creation and editing of graphics and audio files; control technologies; and automation in the modern workplace.

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## CONSTRUCTION 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 Grade Level: 9, 10
- Recommended Prerequisite: none
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas

## DESIGN FUNDAMENTALS

*4834* *(DES FUND)*

*Design Fundamentals* introduces students to fundamental design theory. Investigations into design theory and color dynamics will provide experiences in applying design theory, ideas and creative problem solving in the areas of communication technology. Student learning experiences encompass art history, art criticism, aesthetics, and production, which lead to the creation of portfolio quality works. 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 in areas of communication; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills.

- Recommended Grade Level: Grade 11, 12
- Recommended Prerequisites: Introduction to Communications
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

## DIGITAL ELECTRONICS

*4826 PLTW* *(DE)*
*5538 non-PLTW* *(DIG ELEC)*

*Digital Electronics* 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 software will be used to develop and evaluate the product design. This course engages students in critical thinking and problem-solving skills, time management and teamwork skills. **NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.**

- Recommended Grade Level: 11, 12
- Required Prerequisites: Introduction to Engineering Design and Principles of Engineering
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## ENGINEERING DESIGN AND DEVELOPMENT

*4828 PLTW* *(EDD)*
*5698 non-PLTW* *(ENG DES DEV)*

*Engineering Design and Development* is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous pre-engineering courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in critical thinking and problem-solving skills, time management and teamwork skills, a valuable set for students' future careers. **NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.**

- Recommended Grade Level: 12
- Required Prerequisites: Introduction to Engineering Design, Principles of Engineering Design, and one pre-engineering specialty course
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## ENVIRONMENTAL SUSTAINABILITY

*4818* *(ENV SUS)*

*Environmental Sustainability* is a specialization course that builds upon prior knowledge learned in previous engineering and science courses. Students investigate and design solutions in response to current challenges such as providing the world with clean and abundant drinking water, an adequate food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to design, build, and test potential solutions. This course engages critical thinking and problem-solving skills as students apply and extend their knowledge through designing experiments, managing projects, conducting research, and creating presentations to communicate solutions.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Introduction to Engineering Design, Principles of Engineering, and Biology
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS

*4796* *(INT ADV MFTG)*

*Introduction to Advanced Manufacturing and Logistics* focuses on manufacturing systems and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students investigate the properties of engineered materials and study major types of material processes. After gaining a working knowledge of these materials, students are introduce to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## INTRODUCTION TO COMMUNICATIONS

*4790* *(INT COMM)*

*Introduction to Communications* is a course that specializes in identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use, and asses systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use 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. Using the base knowledge student will use the design process to solve design projects in each communication area.

- Recommended Grade Level: 10
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## INTRODUCTION TO CONSTRUCTION

*4792* *(INT CONST)*

*Introduction to Construction* is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

- Recommended Grade Level: 10
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## INTRODUCTION TO DESIGN PROCESSES

*4794* *(INT DES PRO)*

*Introduction to Design Processes* is a course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, testing, communicating, and presenting post-evaluation of products. Students use the design process to analyze research, develop ideas, and produce products solutions. This process gives a framework through which they design, manufacture tests present their ideas. Students will demonstrate and utilize design principles and elements for visual presentation. Designing aspects will also cover aesthetics, ergonomics, the environment, safety, and production. The design process is a core-learning tool for many courses enabling the student to solve problems in a systematic, logical and creative manner. Students develop a good understanding of the way the process helps them think creatively and developing aesthetic ideas. The design process encourages the students to engage in higher level thinking to create solutions for many types of problems.

- Recommended Grade Level: 10
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## INTRODUCTION TO ENGINEERING DESIGN

*4812 PLTW* *(IED)*
*4802 non-PLTW* *(INT ENG DES)*

*Introduction to Engineering Design* is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students advance from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented.

**NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.**

- Recommended Grade Level: 9
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## INTRODUCTION TO MANUFACTURING

*4784* *(INT MAN)*

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

- Recommended Grade Level: 10
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## INTRODUCTION TO TRANSPORTATION

*4798* *(INT TRANS)*

*Introduction to Transportation* is an introductory course designed to help students become familiar with fundamental principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation of people, cargo and goods. Students will gain and apply knowledge and skills in the safe application, design, production, and assessment of products, services, and systems as it relates to the transportation industries. Content of this course includes the study of how transportation impacts individuals, society, and the environment. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant transportation related activities, problems, and settings.

- Recommended Grade Level: 10
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## PRINCIPLES OF ENGINEERING

*4814 PLTW* *(POE)*
*5644 non-PLTW* *(PRNC ENG)*

*Principles 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. 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. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. 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. **NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.**

- Recommended Grade Level: 10, 11
- Required Prerequisites: Introduction to Engineering Design
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## ROBOTICS DESIGN AND INNOVATION

*4728* *(RDI)*

*Robotics Design and Innovation* allows students to design, program, and test innovative technological designs related to robotic systems. Topics involve mechanics, pneumatics, control technologies, computer fundamentals, and programmable control technologies. Students design, build, and optimize robots to perform a variety of predesignated tasks. Individuals or small teams may choose to participate in organized robotic competitions or develop their own events during the course. Through this course, students will investigate exciting career and collegiate programs of study.

- Recommended Grade Level: 9,10,11,12
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
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## 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 Grade Level: 9,10,11,12
- Recommended Prerequisite: Technology Systems
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas

## 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 Grade Level: 11, 12
- Recommended Prerequisite: Introduction to Manufacturing or Introduction to Advanced Manufacturing
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas

## 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 Grade Level: 9
- Recommended Prerequisite: none
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas

## 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 Grade Level: 9
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas

# CTE: FAMILY AND CONSUMER SCIENCES

# Indiana
# State Approved Course Titles and Descriptions

2017-2018 School Year

Indiana Department of Education

## FAMILY AND CONSUMER SCIENCES

## INTRODUCTION

Family and Consumer Sciences has roots in both academic and career and technical 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.

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

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.

## ADULT ROLES AND RESPONSIBILITIES

*5330* *(ADULTEROLES)*

*Adult Roles and Responsibilities* is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of adult roles and responsibilities. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to individual and family life.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: none
- Credits:1 semester course, 1 credit per semester, 1 credit maximum
- Qualifies as one of the F&CS courses a student can take to waive the Heath & Wellness graduation requirement, in place of either Human Development and Wellness or Interpersonal Relationships. To qualify for the Health and Wellness waiver, a student must take three of the approved courses. For more information, see 511 IAC 6-7.1-4(c)(6).
- Counts as a Directed Elective or Elective for all diplomas

## ADVANCED CHILD DEVELOPMENT

*5360* *(ADVCHLDDEV)*

*Advanced Child Development* is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 4 through age 8 (grade 3). It builds on the *Child Development* course, which is a prerequisite. *Advanced Child Development* includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Child Development
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## ADVANCED LIFE SCIENCE: FOODS

*5072* *(ALS FOODS)*

*Advanced Life Science: Foods* is a course that provides students with opportunities to participate in a variety of activities including laboratory work. This is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in the context of foods and the global food industry. Students enrolled in this course formulate, design, and carry out food-base laboratory and field investigations as an essential course component. Students understand how biology, chemistry, and physics principles apply to the composition of foods, the nutrition of foods, food and food product development, food processing, food safety and sanitation, food packaging, and food storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics, and chemistry in the context of highly advanced industry applications of foods.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Chemistry, Biology, Introduction to Agriculture, Food and Natural Resources, Food Science, Nutrition and Wellness, Advanced Nutrition and Wellness
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Fulfills a Core 40 Science requirement for all diplomas
- Qualifies as a quantitative reasoning course

## ADVANCED NUTRITION AND WELLNESS

*5340* *(ADV NTRN WEL)*

*Advanced Nutrition and Wellness* is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. *Advanced Nutrition and Wellness* is an especially appropriate course for students interested in careers in the medical field, athletic training and dietetics. This course builds on the foundation established in *Nutrition and Wellness*, which is a required prerequisite. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes. Topics include extensive study of major nutrients, nutritional standards across the lifespan, influences on nutrition/food choices, technological and scientific influences, and career exploration in this field. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety and sanitation. This course is the second in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Nutrition and Wellness
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## BIOCHEMISTRY OF FOODS (NEW)

*5344* *(BIOCHEM FOOD)*

*Biochemistry of Foods* is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. This is an in-depth study of the application of scientific principles integrating biology, chemistry, and microbiology in the context of foods and the global food industry. 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, the nutrition of foods, food product development, food processing, food safety and sanitation, food packaging, and food storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics, and chemistry in the context of highly advanced industry applications of foods.

- Recommended Grade Levels: 11, 12
- Recommended Prerequisites: Biology, Chemistry, Nutrition and Wellness, Advanced Nutrition and Wellness
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Fulfills a Core 40 Science requirement for all diplomas

## CHEMISTRY OF FOODS

*5344* *(CHEM FOOD)*

*Course title changes in 2016. See Advanced Life Sciences: Foods or Biochemistry of Foods*

## CHILD DEVELOPMENT

*5362* *(CHLD DEV)*

*Child Development* is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 credit per semester, 1 credit maximum
- Qualifies as one of the F&CS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses. For more information, see 511 IAC 6-7.1-4(c)(6).
- Counts as a Directed Elective or Elective for all diplomas

## CONSUMER ECONOMICS

*5334* *(CONS ECON)*

*Consumer Economics* enables students to achieve high standards and competencies in economic principles in contexts of high relevancy and applicability to their individual, family, workplace, and community 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 consumer economics issues. The course focuses on interrelationships among economic principles and individual and family roles of exchanger, consumer, producer, saver, investor, and citizen. Economic principles to be studied include scarcity, supply and demand, market structure, the role of government, money and the role of financial institutions, labor productivity, economic stabilization, and trade. Depending on needs and resources, this course may be taught in a local program. In schools where it is taught, it is recommended for all students regardless of their career pathway, in order to build basic economics proficiencies.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Social Studies requirement for the General Diploma only

## CULINARY ARTS AND HOSPITALITY I

*5440* *(CULART HOSP)*

*Culinary Arts and Hospitality I* prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hospitality courses. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; ; apply basic principles of sanitation and safety in order to maintain safe and healthy food service and hospitality environments; use and maintain related tools and equipment; and apply management principles in food service or hospitality operations. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students' laboratory experiences. Students are monitored in their laboratory experiences by the *Culinary Arts and Hospitality* teacher. Articulation with postsecondary programs is encouraged

- Recommended Grade Level: 11,12
- Recommended Prerequisites: Nutrition and Wellness, Introduction to Culinary Arts & Hospitality
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## CULINARY ARTS AND HOSPITALITY II: CULINARY ARTS

*5346* *(CUL HOSP II: CUL ARTS)*

*Culinary Arts and Hospitality II: Culinary Arts* prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry, including (but not limited to) food production and services; food science, dietetics, and nutrition; and baking and pastry arts. Major topics for this advanced course include: basic baking theory and skills, introduction to breads, introduction to pastry arts, nutrition, nutrition accommodations and adaptations, cost control and purchasing, and current marketing and trends. Instruction and intensive laboratory experiences include commercial applications of principles of nutrition, aesthetic, and sanitary selection; purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; baking and pastry arts skills; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; and related research, development, and testing. Intensive laboratory experiences with commercial 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. *Advanced Culinary Arts* builds upon skills and techniques learned in *Culinary Arts and Hospitality Management*, which must be successfully completed before enrolling in this advanced course. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students' laboratory and work-based experiences. Students are monitored in these experiences by the *Advanced Culinary Arts* teacher. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: 12
- Required Prerequisites: Culinary Arts and Hospitality I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## CULINARY ARTS AND HOSPITALITY II: HOSPITALITY MANAGEMENT

*5458* *(CUL HOSP II: HOS MGMT)*

*Culinary Arts and Hospitality II: Hospitality Management* prepares students for employment in the hospitality industry. It provides the foundations for study in higher education that leads to a full spectrum of hospitality careers. This is a broad-based course that introduces students to all segments of hospitality, what it includes, and career opportunities that are available; provides a survey of management functions, highlighting basic theories and facts; and exposes students to current trends and current events within the industry. Three major goals of this course are for students to be able to: Identify current trends in hotel and restaurant management, distinguish the difference between hospitality and tourism, and state differences in front of the house versus back of the house. Intensive experiences in one or more hospitality industry settings are a required component of the course. A standards-based plan for each student guides the industry experiences. Students are monitored in their industry experiences by the *Advanced Hospitality Management* teacher. Industry experiences may be either school-based or "on the job" in community-based hospitality settings, or in a combination of the two.

- Recommended Grade Level: 12
- Required Prerequisites: Culinary Arts and Hospitality I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## EARLY CHILDHOOD EDUCATION I

*5412* *(ECE I)*

*Early Childhood Education* prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. The course provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula, and services available to young children. Students examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education teacher. Student laboratory/field experiences may be either school-based or "on-the-job" in community-based early childhood education centers or in a combination of the two. Dual credit agreements with postsecondary programs are encouraged.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Nutrition and Wellness, Child Development, and Advanced Child Development
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## EARLY CHILDHOOD EDUCATION II

*5406* *(ECE II)*

*Early Childhood Education II* prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. *ECE II* is a sequential course that builds on the foundational knowledge and skills of *Early Childhood Education I*, which is a required prerequisite. In *ECE II* students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of *ECE II* include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development**, r**elationships with families, program management, and professionalism. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. These include rigorous levels of self-critique and reflection; performance assessments by instructors, parents, and other professionals; comprehensive assessment of knowledge through a standardized exam; and other professional documentation. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in ECE I and ECE II. These experiences may be either school-based or "on-the-job" in community-based early childhood education centers, or in a combination of the two. A standards-based plan for each student guides the early childhood education experiences. Students are monitored in these experiences by the *Early Childhood Education II* teacher. Dual credit agreements with postsecondary programs are encouraged.

- Recommended Grade Level: 12
- Required Prerequisites: Early Childhood Education I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## EDUCATION PROFESSIONS I

*5408* *(ED PROF I)*

*Education Professions I* provides the foundation for employment in education and related careers and prepares students for study in higher education. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the *Education Professionals I* teacher. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: 11,12
- Recommended Prerequisites: Nutrition and Wellness, Child Development, Advanced Child Development, and Interpersonal Relationships
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## EDUCATION PROFESSIONS II

*5404* *(ED PROF II)*

*Education Professions II* prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the *Education Professions II* teacher. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: 12
- Required Prerequisites: Education Professions I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## FASHION AND TEXTILES CAREERS I

*5420* *(FSHN TXT I)*

*Fashion and Textiles Careers I* prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students to enter the Fashion Careers II course. Major topics include: review of the dimensions of clothing, investigation of design elements and principles, evaluating manufacturing process, reviewing the processes from fiber production to items of clothing being worn, overall review of the textile and apparel industry, investigation of fashion designers, customer relations and best practices, fashion merchandising, forecasting trends, impact of social media on the fashion industry, and career exploration and experience. A project based approach with commercial/industry applications is a key component of this course of study. Student experiences may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the fashion industry are strongly encouraged. A standards-based plan guides the students' experiences. 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 continuing study. Students are monitored in their experiences by the *Fashion Careers I* teacher. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Preparing for College and Careers; Introduction to Fashion and Textiles Foundations, Entrepreneurship and Marketing courses
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## FASHION AND TEXTILES CAREERS II

*5421* *(FSHNTX II)*

*Fashion and Textiles Careers II* prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students to enter into 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. Major topics include: fashion design, application of design elements and principles, the business of fashion designers, evaluating manufacturing processes, reviewing distribution processes in the fashion industry, garment costs and business math, reviewing the processes from fiber production to items of clothing being worn, overall review of the textile and apparel industry, fashion promotion, dynamics of fashion demand, writing fashion copy, investigation of fashion designers, customer relations and best practices, fashion merchandising, operational costs, forecasting trends, use of technology in the fashion industry, and career exploration and experience. A project based approach with commercial/industry applications is a key component of this course of study. Student experiences may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the fashion industry are strongly encouraged. A standards-based plan guides the students' experiences. 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 continuing study. Students are monitored in their experiences by the *Fashion Careers II* teacher. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: 12
- Required Prerequisites: Fashion and Textiles Careers I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## HOUSING AND INTERIOR DESIGN CAREERS I

*5352* *(*HIDC I)

*Housing and Interior Design Careers* I 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: 11, 12
- Recommended Prerequisites: Preparing for College and Careers, Introduction to Housing and Interior Design
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## HOUSING AND INTERIOR DESIGN CAREERS II

*5460* *(*HIDC II)

*Housing and Interior Design Careers II* 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: 12
- Required Prerequisites: Housing and Interior Design Careers I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## HUMAN AND SOCIAL SERVICES I

*5336* *(HUMN SRVS I)*

*Human and Social Services I* is an introductory/exploratory course for students interested in careers in human and community services and other helping professions. Areas of exploration include family and social services, youth development, and adult and elder care, and other for-profit and non-profit services. This project-based course will help students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in human and social services at the local, state, national, or global/world level. Research and development, interdisciplinary projects, and/or collaboration with postsecondary faculty, community agencies or organizations, or student organizations are appropriate approaches. Students will be introduced to human and social services professions through presentations from a variety of guest speakers, job shadowing, field trips and introductory and exploratory field experiences. Case studies, role play, and application of professional codes of ethics will be utilized reflecting the challenges of working in diverse communities. Service learning experiences are highly recommended. Achievement of applicable FACS, academic, and employability competencies will be documented through a student portfolio.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Nutrition and Wellness, Interpersonal Relationships, Child Development or Human Development and Wellness
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## HUMAN AND SOCIAL SERVICES II

*5462* *(HUMN SRVS II)*

*Human and Social Services II* is a core component of the Family and Community Services pathway. The course prepares students for occupations and higher education programs related to assisting individuals and families in meeting their potentials. Through work-based experiences, students apply the knowledge and skills developed in the Human Services Foundations course. Concentration areas include family and social services, youth development, and adult and elder care. Ethical, legal, and safety issues, as well as helping processes and collaborative ways of working with others, will be addressed. Learning experiences will involve analysis of the influence of culture and socioeconomic factors on individual choices and opportunities, service delivery models, and theoretical perspectives. Intensive laboratory/field experiences in one or more human social service agencies are a required component of this course. Student laboratory/field experiences may be either school-based, if available, or "on the job" in community-based agencies, or a combination of the two. A standards-based plan guides the students' laboratory/field experiences. Students are monitored in their laboratory/field experiences by the *Human and Social Services II* teacher. Achievement of applicable standards will be documented through a student portfolio. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: 12
- Required Prerequisites: Human and Social Services I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## HUMAN DEVELOPMENT AND WELLNESS

*5366* *(HUMAN DEV)*

*Human Development and Wellness* is valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of these topics. Authentic applications through service learning are encouraged.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as one of the F&CS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses. For more information, see 511 IAC 6-7.1-4(c)(6).

## INTERPERSONAL RELATIONSHIPS

*5364* *(INTRP RLT)*

*Interpersonal Relationships* is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of interpersonal relationships. Direct, concrete language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas; local programs have the option of offering a second version of the course that is focused more on family relations. Such a course may be differentiated from the regular course offering by using a subtitle in addition to *Interpersonal Relationships.* A student may earn credits for both versions of the course. No waiver is required in this instance.
- Qualifies as one of the F&CS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses. For more information, see 511 IAC 6-7.1-4(c)(6).

## INTRODUCTION TO CULINARY ARTS AND HOSPITALITY

*5438* *(INT CUL HOS)*

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

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: Nutrition and Wellness, Advanced Nutrition and Wellness
- Credits: 1 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## INTRODUCTION TO FASHION AND TEXTILES

*5380* *(FSHNTX)*

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

## INTRODUCTION TO HOUSING AND INTERIOR DESIGN

*5352* *(INT HSINT DES)*

*Introduction to Housing and Interior Design* is an introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and the types of housing available. Developmental influences on housing and interior environments will also be considered. Basic historical architectural styling and basic furniture styles will be explored as well as basic identification of the elements and principles of design. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Presentation techniques will be practiced to thoroughly communicate design ideas. Visual arts concepts including aesthetics, criticism, history and production, are addressed. Direct, concrete mathematics proficiencies will be applied. A project based approach will be utilized requiring higher-order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries.

- Recommended Grade Level: 9,10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

## NUTRITION AND WELLNESS

*5342* *(NTRN WLNS)*

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

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: none
- Credits: 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as one of the F&CS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses. For more information, see 511 IAC 6-7.1-4(c)(6).
- 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. 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.
- Local programs may offer an additional version of this course for a specific student population, for instance, seniors who have never taken nutrition or foods courses. 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.

## NUTRITION SCIENCE CAREERS I

*5456* *(NUT SCI CAR I)*

*Nutrition Science Careers I* is an instructional program that introduces students to careers in nutrition, dietetics, food science, food research and development, and related careers. The course of study includes topics and issues in nutrition; food science topics and issues; topics related to management of daily living needs of individuals and families; nutrition and foods for children and the elderly; topics related to cleaning and maintenance, purchasing, and food preparation; managing operations in food production, food science, or food research and development establishments; related research, development, and testing. 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.

- Recommended Grade Levels: 11, 12
- Recommended Prerequisites: Nutrition and Wellness, Advanced Nutrition and Wellness, Advanced Life Science Foods or Biochemistry of Foods
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## NUTRITION SCIENCE CAREERS II

*5457* *(NUT SCI CAR II)*

*Nutrition Science Careers II* builds on content and skills of Nutrition Science Careers I and prepares students for careers 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 provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Levels: 12
- Required Prerequisites: Nutrition Science Careers I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## PERSONAL FINANCIAL RESPONSIBILITY

*4540* *(PRSFINRSP)*

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

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## PREPARING FOR COLLEGE AND CAREERS

*5394* *(PREP CC)*

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

- Recommended Grade Level: 9
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Qualifies as one of the F&CS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).
- Counts as a Directed Elective or Elective for all diplomas

## RESIDENTIAL PROPERTY MANAGEMENT CAREERS I

*5472* *(RPMC I)*

*Residential Property Management Careers I* introduces students to concepts relating to management and maintenance of residential facilities and equipment. Students will explore basic management concepts and become acquainted with professional and regulatory standards in various topics including housing, interior design, construction, marketing, leasing, maintenance, management, accounting, real estate, maintenance, and many others. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Emphasis should be placed on common fiscal accountability measures and the rules and regulations that govern the operations of various residential facilities. Intensive laboratory experiences with industry applications are a required component of this course of study. Work-based experiences in the Residential Property Management industry are strongly encouraged.

- Recommended Grade Levels: 11, 12
- Recommended Prerequisites: Introduction to Housing and Interior Design or Introduction to Construction
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## RESIDENTIAL PROPERTY MANAGEMENT CAREERS II

*5858* *(RPMC II)*

*Residential Property Management Careers II* builds on the human capital and resource management components of Residential Property Management I and provides the foundation for study in higher education that leads to related careers. Students will examine common human resource practices and the laws that govern them; explore generally accepted accounting practices in regards to a specific venue or operation; and identify appropriate mechanisms to improve facility operations. An additional emphasis should be placed on customer service, collaboration and team-building to achieve organizational success. 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. Intensive laboratory experiences with commercial/residential applications are a required component of this course of study. Work-based experiences in the Residential Property Management industry are strongly encouraged.

- Recommended Grade Levels: 12
- Required Prerequisites: Residential Property Management Careers I
- Credits: 2 semester course, 2 semesters required 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## CTE: HEALTH SCIENCE

# Indiana State Approved Course Titles and Descriptions

2017-2018 School Year

Indiana Department of Education

## HEALTH SCIENCE

## INTRODUCTION

Health Science is a secondary career and technical education program for students interested in pursuing careers in all aspects of the health science/healthcare industry. The Health Science Career Cluster integrates academics, specific health science technology courses, and 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.

### ANATOMY AND PHYSIOLOGY

*5276* *(A & P)*

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

- Recommended Grade Level: 11,12
- Recommended Prerequisites: Biology
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Core 40 Science course requirement for all diplomas

### DENTAL CAREERS I

*5203* *(DENTCRRS I)*

*Dental Careers I* prepares the student for an entry-level dental assisting position. Emphasis is placed on the clinical environment, chair-side assisting, equipment/instrument identification, tray set-ups, sterilization, and characteristics of microorganisms and disease control. In addition, oral, head and neck anatomy, basic embryology, histology, tooth morphology, charting dental surfaces, and illness are all introduced. Simulated in-school laboratories and/or extended laboratory experiences are also included to provide opportunities for students to further develop clinical skills and the appropriate ethical behavior. Leadership skills are developed and community service opportunities are provided through participation in 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 Prerequisites: Nutrition and Wellness
- Credits: 2 semester course, 2 semesters required, 3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for all diplomas

## DENTAL CAREERS II

*5204* *(DENTCRRS II)*

*Dental Careers II* is a course designed to provide the dental assisting student with specific knowledge of the administrative planning, book-keeping, recall programs, banking, tax records, computer software, insurance, office practice and management as related to the dental office. In addition, students will practice Oral and Maxillofacial Surgery, Periodontics, Endodontics, Prosthodontics, Pediatric Dentistry, and Orthodontics. Opportunity for increased skill development in clinical support and business office procedures is routinely provided. The importance of the clinical behavior of materials and biological factors are also stressed. Leadership skills are developed and community service opportunities are provided through participation in HOSA. Students have the opportunity to compete in a number of competitive events at both the state and national level.

- Recommended Grade Level: 12
- Required Prerequisites: Dental Careers I
- Credits: 2 semester course, 2 semesters required, 3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for all diplomas

## EMERGENCY MEDICAL SERVICES

5210 *(EMS)*

*Emergency Medical Services* prepares students for a state certification which may lead to a career in Emergency Medical Services. Examples of those careers include Emergency Medical Technician and Paramedic. This course is designed for persons desiring to perform emergency medical care. Theories, techniques, and operational aspects of pre-hospital emergency care, within the scope and responsibility of the basic emergency medical technician, are covered in this course. Students will learn to recognize the seriousness of the patient's condition, use the appropriate emergency care techniques and equipment to stabilize the patient, and safely transport them to the hospital. The handling of victims of hazardous materials accidents is also addressed in this course. Opportunities for laboratory practice and clinical observation in a hospital emergency room and ambulance are also included to provide occasions for students to further develop clinical skills and the appropriate ethical behavior. Leadership skills are developed and community service opportunities are provided through participation in HOSA. Students have the opportunity to compete in a number of competitive events at both the state and national level.

- Recommended Grade Level: 12
- Required Prerequisites: Health Science Education I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for all diplomas

## HEALTH SCIENCE EDUCATION I

*5282* *(HLTH ED I)*

*Health Science Education I* is a course designed to provide a foundation of skills development to specific health careers including; patient care, dental care, animal care, medical laboratory, and public health. Students will also receive an introduction to healthcare systems, anatomy, physiology, and medical terminology. Laboratory experiences with industry applications are organized and planned around the activities associated with the student's career objectives. 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 postsecondary program of their choice are also included in this course. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

- Recommended Grade Level: 11
- Recommended Prerequisites: Introduction to Health Science Careers
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for all diplomas

## HEALTH SCIENCE EDUCATION II: ATHLEIC TRAINING

*5290* *(HSE II ATH)*

*Health Science Education II: Athletic Training* is an extended laboratory experience at a qualified clinical site designed for students to assume the role of an athletic trainer assistant and practice, using the technical skills and information previously learned in the classroom. This course prepares students with the knowledge, skills and attitude essential for providing basic are under the direction of licensed Athletic Trainers. Throughout this course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels, an overview of healthcare delivery systems, and legal and ethical considerations.

- Recommended Grade Level: 12
- Required Prerequisites: Health Science Education I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits.
- Counts as a Directed Elective or Elective for all diplomas

## HEALTH SCIENCE EDUCATION II: MEDICAL FORENSICS

*5288* *(HSE II FOREN)*

*Health Science Education II: Medical Forensics* is a course designed to prepare students to assume the role of a forensic examiner assistant through the practice and application of previously learned technical skills. Some of those skills include information learned about healthcare and delivery systems, employment opportunities, medical terminology, and legal and ethical considerations. While under the direction of licensed Forensic Examiners, and in an extended work based learning laboratory experience, students are prepared with the knowledge, skills and attitudes essential for basic forensics.

- Recommended Grade Level: 12
- Required Prerequisites: Health Science Education I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits.
- Counts as a Directed Elective or Elective for all diplomas

## HEALTH SCIENCE EDUCATION II: NURSING

*5284* *(HSE II NURS)*

*Health Science Education II: Nursing* is an extended laboratory experience designed to provide students with the opportunity to assume the role of nurse assistant. Student have the opportunity to practice technical skills previously learned in the classroom; all while working at the student's choice of clinical site and under the direction of licensed nurses. These sites may include extended care facilities, hospitals and home health agencies. Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels; an overview of the healthcare delivery systems, healthcare teams and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills to record patient medical histories and symptoms; provide medication and treatments; consult with physicians and other healthcare providers; operate and monitor medical equipment; perform diagnostic tests; teach patients and families how to manage their illness or injury; and perform general health screenings. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service..

- Recommended Grade Level: 12
- Required Prerequisites: Health Science Education I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits.
- Counts as a Directed Elective or Elective for all diplomas

## HEALTH SCIENCE EDUCATION II: PHARMACY

*5214* *(HSE II PHARM)*

*Health Science Education II: Pharmacy* is an extended laboratory experience designed to provide students with the opportunity to assume the role of pharmacy technician and practice technical skills previously learned in the classroom; all while working at the student's choice of clinical site and under the direction of licensed pharmacists. These sites may include pharmacies found in grocery and drug stores, or in hospitals. Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels; an overview of the healthcare delivery systems, healthcare teams, and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills to; record patient information, count tablets and measure medications, mix medications or ointments, package and label prescriptions, accept payment and process insurance claims, and do routine pharmacy tasks such as organizing medications, taking phone calls, cleaning, and customer service. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

- Recommended Grade Level: 12
- Required Prerequisites: Health Science Education I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits.
- Counts as a Directed Elective or Elective for all diplomas

## HEALTH SCIENCE II: PHYSICAL THERAPY

*5215* *(HAS II PT)*

*Health Science Education II: Physical Therapy* is an extended laboratory experience designed to provide students with the opportunity to assume the role of a physical therapy assistant and practice technical skills previously learned in the classroom; all while working at the student's choice of clinical site and under the direction of licensed Physical Therapists. These sites may include extended care facilities, hospitals, home health agencies and a variety of other healthcare settings. Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels; an overview of the healthcare delivery systems, healthcare teams and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills to; help patients perform specific exercises; use massage and stretching techniques for treatment, aide patients with devises for movement; observe patient progress; educate patients and families; assist in cleaning treatment areas; and provide clerical assistance. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

- Recommended Grade Level: 12
- Required Prerequisites: Health Science Education I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits.
- Counts as a Directed Elective or Elective for all diplomas

## HEALTH SCIENCE II: SPECIAL TOPICS

*5286* *(HSE II ST)*

*Health Science Education II: Special Topics* is an extended laboratory experience designed to address the advancement and specialization of healthcare careers through the provision of a specialized course for a specific healthcare workforce need in the school's region. Practicum is at the student's choice of clinical site, and is designed to give the student the opportunity to practice technical skills previously learned in the classroom; all while working under the direction of the appropriately licensed healthcare professional. Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels; an overview of the healthcare delivery systems, healthcare teams, and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills for providing basic care appropriate for their healthcare setting and audience. Course standards and curriculum must be tailored to the specific healthcare profession, preparing students to advance in this career field, and where applicable, provide students with opportunities for certification or dual credit. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

- Recommended Grade Level: 12
- Required Prerequisites: Health Science Education I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits.
- Counts as a Directed Elective or Elective for all diplomas

## INTRODUCTION TO HEALTH SCIENCE CAREERS

*5272* *(INTRO HS CAREERS)*

*Introduction to Health Science Careers* is an exploratory course in which student investigate all aspects of the health science industry, examine pathways in health science, and reflect on their own knowledge, skills and interests to begin to narrow the areas within health science they want to continue exploring, in preparation for further study in Health Science I

- Recommended Grade Level: 10
- Recommended Prerequisites: Preparing for College and Careers
- Credits: 1 or 2 semester course, 1 credit per semester, maximum of 2 credits.
- Counts as a Directed Elective or Elective for all 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, all taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information in the healthcare industry. Students have the opportunity to acquire essential skills for accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation of a medical vocabulary including; appropriate and accurate meaning, spelling, and pronunciation of medical terms, and abbreviations, signs, and symbols.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
- Counts as a Directed Elective or Elective for all diplomas

## NUTRITION SCIENCE CAREERS I

*5456* *(NUT SCI CAR I)*

*Nutrition Science Careers I* is an instructional program that introduces students to careers in nutrition, dietetics, food science, food research and development, and related careers. The course of study includes topics and issues in nutrition; food science topics and issues; topics related to management of daily living needs of individuals and families; nutrition and foods for children and the elderly; topics related to cleaning and maintenance, purchasing, and food preparation; managing operations in food production, food science, or food research and development establishments; and related research, development, and testing. 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.

- Recommended Grade Levels: 11, 12
- Recommended Prerequisites: Nutrition and Wellness, Advanced Nutrition and Wellness, Advanced Life Science Foods
- Credits: 2 semester course, 2 semesters required, 1-3 credit(s) per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## NUTRITION SCIENCE CAREERS II

*5457* *(NUT SCI CAR II)*

*Nutrition Science Careers II* builds on content and skills of Nutrition Science Careers I and prepares students for careers in, and higher education programs related to, nutrition, dietetics, food science, food research and development, as well as 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; 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 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 provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Levels: 12
- Required Prerequisites: Nutrition Science Careers I
- Credits: 2 semester course, 2 semesters required, 1-3 credit(s) per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## PLTW BIOMEDICAL INNOVATION

*5219* *(BIO INN)*

*PLTW Biomedical Innovation* is a capstone course designed to give students the opportunity to design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Students have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. **NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.**

- Recommended Grade Level: 12
- Required Prerequisites: Principles of the Biomedical Sciences, Human Body Systems and Medical Interventions
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## PLTW HUMAN BODY SYSTEMS

*5216* *(HUMAN SYST)*

*PLTW 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**. NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.**

- Recommended Grade Level: 10
- Recommended Prerequisites: Principles of the Biomedical Sciences
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Core 40 Science requirement for all diplomas

## PLTW MEDICAL INTERVENTIONS

*5217* *(MED INTERV)*

*PLTW Medical Interventions* 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. **NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.**

- Recommended Grade Level: 11
- Required Prerequisites: Principles of the Biomedical Sciences; Human Body Systems
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Core 40 Science requirement for all diploma types

## PLTW PRINCIPLES OF BIOMEDICAL SCIENCES

*5218* *(PRIN BIOMED)*

*PLTW 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**. NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.**

- Recommended Grade Level: 9
- Required Prerequisites: Biology I or concurrent enrollment in Biology I is required
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Core 40 Science requirement for all diplomas

## VETERINARY CAREERS I

*5211* *(VET CRS I)*

*Veterinary Careers I* is a lab intensive course that introduces students to animal care and veterinary medicine. Through classroom and field experiences, students will attain the necessary skills to demonstrate standard protocols that are used in veterinary careers. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA or FFA encourages development of leadership, communication, and career related skills, and opportunities for community service.

- Recommended Grade Levels: 11, 12
- Recommended Prerequisites: Animal Science; Advanced Life Science Animals
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## VETERINARY CAREERS II

*5212* *(VET CRS II)*

*Veterinary Careers II* is an extended laboratory experience designed to provide students with the opportunity to assume the role of a veterinary assistant, and practice technical skills previously learned in the classroom; all while working at the student's choice of clinical site and under the direction of licensed veterinarians. These sites may include animal clinics, hospitals or research laboratories. Throughout this course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels; an overview of the healthcare delivery systems, healthcare teams and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in veterinary clinics, hospitals and other related locations. Additionally, students will learn essential job related skills that include; monitoring and caring for animals before and after surgery; maintaining and sterilizing surgical instruments; cleaning and disinfecting kennels and operating rooms; providing emergency first aid to animals; giving medication to animals; appropriate techniques for collecting specimens and performing routine lab tests; and feeding and bathing animals. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA or FFA encourages the development of leadership, communication and career related skills, and opportunities for community service.

- Recommended Grade Level: 12
- Required Prerequisites: Health Science Education I or Veterinary Careers I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Fulfills the Directed Elective or Elective requirement for all diploma types

# CTE: TRADE AND INDUSTRY

# Indiana
# State Approved Course Titles and Descriptions

2017-2018 School Year

Indiana Department of Education

## TRADE AND INDUSTRY

### ADVANCED MANUFACTURING I

*5608* *(ADV MFTG I)*

*Advanced Manufacturing I* is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Domains include safety and impact, electricity, manufacturing essentials, fluid power principals, mechanical principals, lean manufacturing, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students take this course with the goal of being a skilled machine operator, repair technician, or working in management at any company that produces goods and services using advanced manufacturing techniques. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Advanced Manufacturing
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

### ADVANCED MANUFACTURING II

*5606* *(ADV MFTG II)*

*Advanced Manufacturing II* builds on classroom and lab experiences students experienced in Advanced Manufacturing I. Domains include safety and impact, drafting principles, manufacturing programming, CAD/CAM and CNC technologies, automation and robotics, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students continue this course with the goal of being a skilled machine operator, repair technician, or management at any company that produces goods and services using advanced manufacturing techniques. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

- Recommended Grade Level: 12
- Required Prerequisites: Advanced Manufacturing I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## ARCHITECTURAL DRAFTING AND DESIGN I

*5640* *(ARCH DDI)*

*Architectural Drafting and Design I* gives students a basic understanding of the detailing skills commonly used by drafting technicians. Areas of study include: lettering, sketching, and the proper use of equipment. This course includes the creation and interpretation of commonly used construction documents. Methods of geometric construction, three-dimensional drawing techniques, and sketching will be taught as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing. This course also provides students with a basic understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. Students will gain valuable hands-on experience with Auto CAD. They will be expected to complete several projects relating to command topics.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Computers in Design and Production
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## ARCHITECTURAL DRAFTING AND DESIGN II

*5652* *(ARCH DDII)*

*Architectural Drafting and Design II builds on the concepts of Architectural Drafting and Design I and presents* a history and survey of architecture with a focus on the creative design of buildings in a studio environment. This course covers site analysis, facilities programming, space planning, conceptual design, and the proper use of materials. Students will develop presentation drawings, give oral presentations, and critique works. Generation of form and space is addressed through basic architectural theory, related architectural styles, design strategies, and a visual representation of the student's design process. This course will focus on advanced Computer Aided Design (CAD) techniques. It includes an overview of modeling, graphical manipulation, part structuring, and modeling strategies. Advanced CAD will enable students to make the transition from 2D drafting to 3D modeling. Various Architectural software packages and applications may be used.

- Recommended Grade Level: 12
- Required Prerequisites: Architectural Drafting and Design I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a quantitative reasoning course

## AUTOMOTIVE COLLISION REPAIR I

*5514* *(ACR TECH I)*

*Automotive Collision Repair Technology I* includes classroom and laboratory experiences in all phases of the body repair process. Students will examine the characteristics of body metals including the installation of moldings, ornaments, and fasteners with an emphasis on sheet metal analysis and safety. Course coverage also includes instruction in personal and environmental safety practices as related to OSHA and other regulatory agencies. Additional instruction is given in the course on measurement principles and automotive fasteners. Instruction should also emphasize computerized frame diagnosis, color-mixing, and estimation of repair costs.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Transportation
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## AUTOMOTIVE COLLISION REPAIR II

*5544* *(ACR TECH II)*

*Automotive Collision Repair Technology II* introduces concepts in automotive painting with an emphasis on the handling of materials and equipment in modern automotive technologies. Instruction should build on concepts learned in Automotive Collision Repair Technology I. 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.

- Recommended Grade Level: 12
- Required Prerequisites: Automotive Collision Repair Technology I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## AUTOMOTIVE SERVICES TECHNOLOGY I

*5510* *(AUTO TECH I)*

*Automotive Services Technology I* is a one year course that encompasses the sub topics of the NATEF/ ASE identified areas of Steering & Suspension and Braking Systems. This one year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This one year offering must meet the NATEF program certifications for the two primary areas offered in this course. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. Mathematical skills will be reinforced through precision measuring activities as well as cost estimation and 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.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Transportation
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## AUTOMOTIVE SERVICES TECHNOLOGY II

*5546* *(AUTO TECH II)*

*Automotive Services Technology II* is a one year course that encompasses the sub topics of the NATEF/ASE identified areas of Electrical Systems and Engine Performance. This one year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions /differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This one-year offering must meet the NATEF program certifications for the two primary areas offered in this course. Mathematical skills will be reinforced through precision measuring activities and cost estimation/calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

- Recommended Grade Level: 12
- Required Prerequisites: Automotive Services Technology I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## AVIATION FLIGHT

*5524* *(AV FLIGHT)*

*Aviation Flight* familiarizes students with aviation technology and provides a historic overview of the field. This course also provides an overview of the careers and employment opportunities in the field of aviation. This course also prepares new student pilots for the maneuvers that are required to be performed during the Practical Test portion of the Private Check Ride. In addition to these maneuvers, the concepts of basic aerodynamics, aircraft systems, instrument operation, weight and balance, flight physiology and a basic working knowledge of aircraft power plants and their construction will be covered.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Aerospace Engineering
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## AVIATION MAINTENANCE I

*5520* *(AV MAINT)*

*Aviation Maintenance I* is a comprehensive course that familiarizes the student with Federal Aviation Regulations, weight and balance, ground operation, maintenance forms and records, non-destructive \testing methods, aircraft paint and refinishing systems and the basics of aircraft welding. The course also covers various onboard systems including cabin atmospheric control systems, pressurization and fire detection/extinguishing systems. This course familiarizes students with the inspection, damage evaluation and repair of composite and wood structures, windows and fabric covering systems used on aircraft.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Aerospace Engineering
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## AVIATION MAINTENANCE II (NEW)

*5522* *(AV MAINT)*

*Aviation Maintenance II* builds on concepts learned in Aviation Maintenance I. The course provides a deeper focus on testing methods, aircraft systems and engine maintenance and repair procedures. The course also covers inspection and damage evaluation and compliance with applicable FAA regulations.

- Recommended Grade Level: 12
- Required Prerequisites: Aviation Maintenance I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum Counts as a Directed Elective or Elective for all diplomas

## AVIATION OPERATIONS

*5528* *(AV OPS)*

*Aviation Operations* provides students with a broad-based introduction to the field of aviation. Course activities include: familiarization with aviation technology; a historic overview of the field of aviation; exploration of the current aviation environment and careers and employment opportunities in the field. Topics are focused on aircraft manufacturing, airline operations, general aviation, air-freight, airport management, and government service. Additional topics covered include: aviation safety, human factors, regulations, and certification. This course is designed to enhance the students' knowledge of the pertinent areas of aircraft basic science that comprise the scientific fundamentals applied in all areas of the aviation industry. The fundamental areas of the federal aviation regulations, pertinent to aviation operations, are also introduced in this course.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Aerospace Engineering
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## BUILDING AND FACILITIES MAINTENANCE I

*5593* *(BF MANT I)*

*Building and Facilities Maintenance I* prepares students to perform routine care and maintenance activities in commercial and institutional buildings. Activities should include classroom and laboratory experiences in all phases of the care and cleaning of buildings. Emphasis should be placed on the selection and use of professional supplies needed for care and maintenance as well as OSHA safety standards and appropriate guidelines in working with various chemicals and processes.

- Recommended Grade Levels: 11
- Recommended Prerequisites: Introduction to Construction
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## BUILDING AND FACILITIES MAINTENANCE II

*5594* *(BF MANT II)*

*Building and Facilities Maintenance II* builds on skills learned in Building and Facilities Maintenance I and encompasses instruction in basic upkeep and repair skills related to the mechanical systems within structures. Emphasis should be placed on the use of hand and power tools and the selection and use of appropriate 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.

- Recommended Grade Levels: 12
- Required Prerequisites: Building and Facilities Maintenance I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## BUILDING AND FACILITIES MANAGEMENT I

*5592* *(BF MGMT I)*

*Building and Facilities Management I* 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. Emphasis should be placed on the use of hand and power tools and the selection and use of appropriate 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.

- Recommended Grade Levels: 10, 11, 12
- Recommended Prerequisites: Introduction to Construction
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## BUILDING AND FACILITIES MANAGEMENT II

*5595* *(BF MGMT II)*

*Building and Facilities Management II* Introduces students to the tools, processes and procedures needed to maintain the various HVAC, plumbing and electrical systems found in all buildings and facilities. Students will learn basic operation and troubleshooting techniques for these systems with an emphasis placed on utilizing appropriate maintenance standards to increase the working life of these systems. Additionally, a focus should be placed on modern automated facility efficiency systems.

- Recommended Grade Levels: 12
- Required Prerequisites: Building and Facilities Management I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## 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, photographic processing, and electronic photographic editing. 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. Focus is placed on camera operation and composition related to traditional photographic principles and also tools and creative effects for editing and/or enhancing photographs. Instruction emphasizes the planning, development, and production of materials that visually communicate ideas and information.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Communications
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## CONSTRUCTION TRADES I

*5580* *(CONST TECH I)*

*Construction Trades I* classroom and laboratory experiences involve the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of construction, future trends and career options, reading technical drawings and transforming those drawings into physical structures are covered. The relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop layout and floor construction skills. Blueprints and other professional planning documents will also be covered. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration's Safety & Health Standards for the construction industry.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Construction
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## CONSTRUCTION TRADES II

*5578* *(CONST TRA II)*

*Construction Trades II* builds on the formation, installation, maintenance, and repair skills learned in Construction Trades I. Information on materials, occupations, and professional organizations within the industry will be covered. Students will develop basic knowledge, skills, and awareness of interior trim and the installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Students will also develop exterior finishing competencies. The course includes instruction on the installation of cornices, windows, doors and various types of sidings currently used in industry. Studies will also focus on the design and construction of roof systems and the use of framing squares for traditional rafter and truss roofing.

- Recommended Grade Level: 12
- Required Prerequisites: Construction Trades I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## CONSTRUCTION TRADES: ELECTRICAL I

*4830* *(CONST ECT I)*

*Construction Trades: Electrical I* includes classroom and laboratory experiences focused on the installation and repair of the electrical and wiring systems of physical structures. This course includes instruction on the reading of technical drawings and their application in construction processes. Topics include the relationship between views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, material lists, architectural plans, room schedules and plot plans. This course covers both AC and DC circuits. Studies include electron theory, Ohm's Law, Watt's Law, Kirchhoff's Law, series circuits, series-parallel circuits, and other electrical concepts. Students will use the underlying scientific principles related to electricity, to complete construction projects. Mathematical principles will be used to solve electrical problems. Students will also interpret health, safety, and welfare standards and codes as dictated by local, state or federal agencies.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Construction
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## CONSTRUCTION TRADES: ELECTRICAL II

*4832* *(CONST ECT II)*

*Construction Technology: Electrical II* includes classroom and laboratory experiences in residential wiring. This includes electrical service, metering equipment, lighting, switches, outlets and other common components. The course also covers methods of installation and maintenance of the residential wiring system in accordance with the current National Electrical Code. Additionally, it presents methods and techniques for troubleshooting appliances, motors, motor controls, relay wiring, commercial wiring and industrial wiring systems. It also covers wiring methods and material selection for commercial and industrial wiring systems. Studies include mechanical installation of hardware as well as electrical design and layout. Instruction in thinking critically to analyze, synthesize, and evaluate technical problems and information will also be covered as it relates to health, safety, and welfare standards and codes as dictated by local, state or federal agencies

- Recommended Grade Level: 12
- Required Prerequisites: Construction Technology: Electrical I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a Quantitative Reasoning course

## CONSTRUCTION TRADES: HEAVY EQUIPMENT I

*5497* *(CONST HVEQ I)*

*Construction Technology Heavy Equipment I* introduces students to basic heavy equipment operations. Students will learn how to control various land-moving and construction equipment. Emphasis should be placed on appropriate OSHA equipment safety standards. Students will be able to identify when to use specific equipment and know the appropriate operation and safety standards associated with it. Additional emphasis should be placed on performing simple operations with equipment such as basic excavation and debris movement.

- Recommended Grade Levels: 11, 12
- Recommended Prerequisites: Introduction to Construction
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## CONSTRUCTION TRADES: HEAVY EQUIPMENT II

*5495* *(CONST HVEQ II)*

*Construction Technology Heavy Equipment II* builds on the concepts learned in Heavy Equipment I. Students will explore more complex operations with various land-moving and construction equipment within the context of OSHA and industrial operation and safety standards. Emphasis should be placed on controlling equipment to perform specific operations per industry standards and on basic troubleshooting and maintenance procedures.

- Recommended Grade Levels: 12
- Required Prerequisites: Construction Trades: Heavy Equipment I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## CONSTRUCTION TRADES: HVAC I

*5496* *(CONST HVAC I)*

*Construction Technology: HVAC I* includes classroom and laboratory experiences focused on heat generation, ventilation, and cooling/refrigeration systems. This course introduces scientific and mathematical principles applicable in the installation, operation, and maintenance of HVAC systems. Types of units, parts, basic controls, functions, and applications will be covered. Additional topics include tool and meter use, temperature measurement, heat flow, the combustion process, and pipe installation practices. This course also emphasizes health, safety, and welfare standards and codes as mandated by professional and governmental agencies.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Construction
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## CONSTRUCTION TRADES: HVAC II

*5498* *(CONST HVAC II)*

*Construction Technology: HVAC II* builds on concepts introduced in HVAC I. This course will emphasize reading blueprints and other technical documents, as well as troubleshooting common mechanical and electrical problems encountered when servicing HVAC systems. Additional topics include: combustion testing, venting and air requirements, electrical control systems, and electrical motor basics. Students will hone their science and math skills in HVAC system installation, maintenance, or repair projects.

- Recommended Grade Level: 12
- Required Prerequisites: Construction Trades: HVAC I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## COSMETOLOGY I

*5802* *(CSMTLGY I)*

*Cosmetology I* offers an introduction to cosmetology with an emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring, business and personal ethics, bacteriology, and sanitation. In the second semester greater emphasis is placed on the application and development of these skills. The State of Indiana requires a total of 1500 hours of instruction for licensure.

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: Interpersonal Relationships
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as Directed Elective or Elective for all diplomas

## COSMETOLOGY II

*5806* *(CSMTLGY II)*

*Cosmetology II* builds on concepts learned in Cosmetology I with an emphasis on the development of advanced skills in styling, hair coloring, permanent waving, facials and manicuring. Students will also study anatomy and physiology, professionalism, and salon management in relation to cosmetology.

- Recommended Grade Level: 12
- Required Prerequisites: Cosmetology I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## CRIMINAL JUSTICE I

*5822* *(CRIME I)*

*Criminal Justice I* Introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. This course provides an introduction to the purposes, functions, and history of the three primary parts of the criminal justice system as well as an introduction to the investigative process. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Interpersonal Relationships
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## CRIMINAL JUSTICE II

*5824* *(CRIME II)*

*Criminal Justice II* introduces students to concepts and practices in traffic control as well as forensic investigation at crime scenes. Students will have opportunities to use mathematical skills in crash reconstruction and analysis activities requiring measurements and performance of speed/acceleration calculations. Additional activities simulating criminal investigations will be used to teach scientific knowledge related to anatomy, biology, and chemistry as well as collection of evidence, developing and questioning suspects, and protecting the integrity of physical evidence found at the scene and while in transit to a forensic science laboratory. Procedures for the use and control of informants, inquiries keyed to basic leads, and other information-gathering activities and chain of custody procedures will also be reviewed.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Criminal Justice I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## DIESEL SERVICE TECHNOLOGY I

*5620* *(DIESL TECH I)*

*Diesel Services Technology I* introduces students to engine operation principles and theories as well as diesel fuel systems and hands-on training related to modern diesel engines. The course covers inspection, troubleshooting, overhaul and engine replacement procedures. It includes classroom and laboratory experiences focused on diesel engine repair. 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.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Intro to Transportation
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## DIESEL SERVICE TECHNOLOGY II

*5624* *(DIESL TECH II)*

*Diesel Service Technology II* includes classroom and laboratory experiences concerned with all phases of repair work on diesel electrical systems. Instruction and practice is provided in the diagnostics and repair of electrical/electronic systems. Students will demonstrate performance of tasks as measured by ASE/NATEF standards. Use of technical manuals, hand and power tools and of testing and diagnostic equipment are covered. Instruction in personal and environmental safety practices as related to OSHA and other agencies that affect individuals working in the ground transportation technology areas is also covered. Utilization of analog and digital meters, wiring diagrams, and other diagnostic tools will be stressed in a hands-on environment. Recommended Grade Level: 12

- Required Prerequisites: Diesel Service Technology I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## ELECTRONICS AND COMPUTER TECHNOLOGY I

*5684* *(ELECT TECH I)*

*Electronics and Computer Technology I* introduces students to the fundamental electronic concepts necessary for entry into an electronic and computer systems career. Classroom and laboratory experiences will allow students to begin their career preparation in the fundamental electronics concepts of Jobsite Skills, DC Basics, AC Basics, and Personal Computer Design, and will incorporate safety, technical writing, mathematical concepts, and customer service.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Digital Electronics
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## ELECTRONICS AND COMPUTER TECHNOLOGY II

*5694* *(ELECT TECH II)*

*Electronics and Computer Technology II* provides the opportunity for students to continue with foundational electronic concepts including circuit analysis and digital electronics modules. This course focuses on applying electronic concepts to real-world solutions in the fields of: industrial technology, emerging electronic technologies, residential and commercial electronic communication, and automation. Industry certifications and additional post-secondary education are critical components of this pathway. Classroom, laboratory, and work-based experiences in the fundamental electronics concepts of circuit analysis and digital electronics as well as one of the optional modules will incorporate safety, technical writing, mathematics, and customer service.

- Recommended Grade Level: 12
- Required Prerequisites: Electronics and Computer Technology I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## ENERGY INDUSTRY I (NEW)

5616 (ENG IND I)

*Energy Industry I* introduces students to basic concepts in energy delivery as well as maintaining energy related facilities and equipment. This course includes basic electric theory focused on safety and professional standards. Students will also explore the relationship between Alternative and Green Energy as it relates to the delivery of gas and electricity. This course includes field trips, on-site training, mentors, and project–based learning activities in the Energy Industry.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Construction
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as an Elective for all diplomas

## ENERGY INDUSTRY II (NEW)

5618 (ENG IND II)

*Energy Industry II* builds on skills learned in Energy Industry I. This curriculum includes electrical installation and generation and will touch on natural gas services. Students will have the opportunity to experience career internships, participate with field mentors, carry out a culminating senior project and participate in field trips related to their area of interest. Industry partners would include Energy companies, Electricians Unions, the steel industry, and manufacturing companies. Energy Industry I is a prerequisite.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Energy Industry I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective, Elective for all diplomas

## FIRE AND RESCUE I

*5820* *(FIRE RSCU I)*

*Fire and Rescue I;* Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters and emergency services workers help protect the public against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, and (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Interpersonal Relationships
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## FIRE AND RESCUE II

*5826* *(FIRE RSCU II)*

*Fire and Rescue II* builds on skills learned in Fire and Rescue I. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, and (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum

- Recommended Grade Level: 12
- Required Prerequisites: Fire and Rescue I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## GRAPHIC DESIGN AND LAYOUT

*5550* *(GRAPH DES LT)*

*Graphic Design and Layout* 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 various printing processes as well as activities in designing product packaging and commercial displays or exhibits.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Computer Illustration and Graphics
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## 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.

- Recommended Grade Levels: 11, 12
- Recommended Prerequisites: Computer Illustration and Graphics
- 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## INDUSTRIAL AUTOMATION AND ROBOTICS I

5610 (AUTO ROB I)

*Industrial Automation and Robotics* I, will introduce students to design and build concepts in basic robots that use sensors and actuators to solve specific problems and complete specific tasks. This will include introductory programming autonomous mode. Students will also learn to program a humanoid robot, tethered and in autonomous mode, able to react to specific circumstances and perform human-like tasks when programming is complete. This course will provide fundamentals in industrial robotics basic programming and operations. Students will program an industrial robot through explanation of a teach pendant and use proper programming commands with hands-on utilization of an industrial robot. This course will provide fundamental knowledge and skills in basic lasers, pneumatics, hydraulics, mechanics, basic electronics, and programmable logic controllers along with an understanding of career pathways in this sector.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Digital Electronics
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as an Elective for all diplomas

## INDUSTRIAL AUTOMATION AND ROBOTICS II

5612 (AUTO ROB II)

*Industrial Automation and Robotics II,* focuses on industrial robots, programming PLC's, automating cells, advanced programming, and designing/building task oriented robots. Students will engage in active learning, critical thinking, and problem solving through advanced robotic procedures and processes. Students will learn industrial robotic programming languages, as well as strategies for improving efficiency through automation. Students will study basic computer numerical controlled (CNC) machining and will combine automation and CNC machining to perform common industrial tasks. They will also apply knowledge to real world situations to create working solutions.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Industrial Automation and Robotics I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## INDUSTRIAL TECHNICAL MAINTENANCE I

*5686* *(INDUST MAINT I)*

*Industrial Technical Maintenance I* 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, welding and cutting.

- Recommended Grade Levels: 11, 12
- Recommended Prerequisites: Introduction to Manufacturing
- 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## INDUSTRIAL TECHNICAL MAINTENANCE II (NEW)

*5688* *(INDUST MAINT I)*

*Industrial Technical Maintenance II* builds on the practical experiences learned in Industrial Maintenance I and prepares students to apply technical knowledge and skills to repair and maintain more advanced industrial equipment, systems, and processes. 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, welding and cutting.

- Recommended Grade Levels: 12
- Required Prerequisites: Industrial Technical Maintenance I
- 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS

*4796* *(INT ADV MFTG)*

*Introduction to Advanced Manufacturing and Logistics* focuses on manufacturing systems with an introduction to advanced manufacturing and logistics and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students investigate the properties of engineered materials. Students study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. After gaining a working knowledge of these materials, Students are introduce to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, MSDS's, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: None
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## INTRODUCTION TO THE ENERGY INDUSTRY (NEW)

5614 (INTRO ENG IND)

*Introduction to the Energy Industry* provides students with an understanding of the occupations in the energy industry and the education and training to enter and advance in careers in the field. Students will explore all aspects of the energy industry including nuclear, natural gas and renewable energy. Schools certified through the Center for Energy Workforce Development (CEWD) can offer their students the opportunity to earn the Energy Industry Fundamentals Certificate.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: None
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## MECHANICAL DRAFTING AND DESIGN I

*4836* *(MECH DD I)*

*Mechanical Drafting and Design I* provides students with a basic understanding of the detailing skills commonly used by drafting technicians. Areas of study include: lettering, sketching, proper use of equipment, geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to ANSI standards. This course also provides a basic understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. Students will gain valuable hands-on experience with Auto CAD. They will be expected to complete several projects (increasing in difficulty) relating to command topics. Topics include: 2D drawing commands, coordinate systems, editing commands, paper and model space, inquiry commands, layers, plotting, text, and basic dimensioning.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Computers in Design and Production Systems
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## MECHANICAL DRAFTING AND DESIGN II

*4838* *(MECH DD II)*

*Mechanical Drafting and Design II* covers working drawings both in detailing and assembly. Topics include: fastening devices, thread symbols and nomenclature, surface texture symbols, classes of fits, and the use of parts lists, title blocks and revision blocks. This course will also focus on advanced CAD features, including fundamentals of three-dimensional modeling for design. An overview of modeling, graphical manipulation, part structuring, coordinate system, and developing strategies of modeling will also be included. Advanced CAD will enable the student to make the transition from 2D drafting to 3D modeling. Students will draw and calculate three-dimensional problems. Theory and methods include graphic developments and the relationships between points, lines and planes, curved lines and surfaces, intersections, and development. Computer software and hardware experiences, as they relate to drafting and design, will be covered.

- Recommended Grade Level: 12
- Required Prerequisites: Mechanical Drafting and Design I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## PRECISION MACHINING I

*5782* *(PCSN MACH I)*

*Precision Machining I* provides students with a basic understanding of the precision machining processes used in industry, manufacturing, maintenance, and repair. The course instructs the student in industrial safety, terminology, tools and machine tools, measurement and layout. Students will become familiar with the setup and operation of power saws, drill presses, lathes, milling machines, grinders and an introduction to CNC (computer controlled) machines.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Advanced Manufacturing
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## PRECISION MACHINING II

*5784* *(PCSN MACH II)*

*Precision Machining II* is a more in-depth study of skills learned in Precision Machining I, with a stronger focus in CNC setup/operation/programming. Classroom activities will concentrate on precision set-up and inspection work as well as machine shop calculations. Students will develop skills in advanced machining and measuring parts involving tighter tolerances and more complex geometry. A continued focus on safety will also be included.

- Recommended Grade Level: 12
- Required Prerequisites: Precision Machining I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

## RECREATIONAL AND MOBILE EQUIPMENT I

*5842* *(RME I)*

*Recreational and Mobile Equipment I* introduces students to fundamental concepts in the internal workings and operations of engines. Training will cover hydraulics, cooling and electrical systems, and other engine components. Students will explore the interrelatedness of these systems by examining and identifying the commonalities and differences between the various engines that power recreational and mobile equipment. Additional emphasis should be placed on content specific reading of repair and maintenance manuals.

- Recommended Grade Levels: 11, 12
- Recommended Prerequisites: Introduction to Transportation
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## RECREATIONAL AND MOBILE EQUIPMENT II

*5844* *(RME II)*

*Recreational and Mobile Equipment II* builds on the basic engine concepts of Recreational and Mobile Equipment I. 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.

- Recommended Grade Levels: 12
- Required Prerequisites: Recreational and Mobile Equipment I
- 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## SUPPLY CHAIN MANAGEMENT AND LOGISTICS

*5601* *(SCM LGST)*

*Supply Chain Management and Logistics* is a study of the basic concepts included in the field of logistics and supply chain management. Topics covered include: supply chain management, customer service, transportation, purchasing, inventory, and warehouse management and introduces students to the various components of logistics. Topics will include logistics systems, supply chain management, order, demand inventory and warehouse management, and the control systems and automated components of logistics systems. The course also focuses on the terminology of supply chain management including the history, integration into the business plan, partnerships, profits and saving potential, sources of supply and other issues concerning supply chain management and operating environment. This course includes MSSC concepts required to earn the CLA/CLT MSSC certification.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Advanced Manufacturing and Logistics
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## 3D COMPUTER ANIMATION AND VISUALIZATION

*5530* *(3D CMP AN)*

*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.

- Recommended Grade Levels: 11, 12
- Recommended Prerequisites: Computers in Design and Production
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- 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 all diplomas

## TRACTOR/TRAILER OPERATION

*5622* *(TRACT OPER)*

*Tractor/Trailer Operation,* is 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.

- Recommended Grade Levels: 12
- Recommended Prerequisites: Diesel Services Technology I
- Credits: 1 semester course, 1-3 credits per semester, 3 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## WAREHOUSE OPERATIONS AND MATERIALS HANDLING

*5602* *(WOMH)*

*Warehouse Operations and Materials Handling* introduces the physical components of finished product handling. The focus is on the methods, mechanical equipment, systems and related controls used to achieve these functions. Topics covered include product receiving, storage methods, order picking, inventory control, lean concepts, packaging, and palletizing. A year- long class, operating and maintaining material handling equipment in a safe and efficient manner in an industrial setting is stressed. The course applies these concepts to develop a work environment that promotes continuous improvement, eliminates waste, reduces operating cost, improves quality, and achieves measurable improvement in customer satisfaction.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Advanced Manufacturing and Logistics
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## WELDING TECHNOLOGY I

*5776* *(WELD TECH I)*

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## WELDING TECHNOLOGY II

*5778* *(WELD TECH II)*

*Welding Technology II* builds on the skills covered in Welding Technology I. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

- Recommended Grade Level: 12
- Required Prerequisites: Welding Technology I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## CTE: WORK BASED LEARNING

# Indiana State Approved Course Titles and Descriptions

2017-2018 School Year

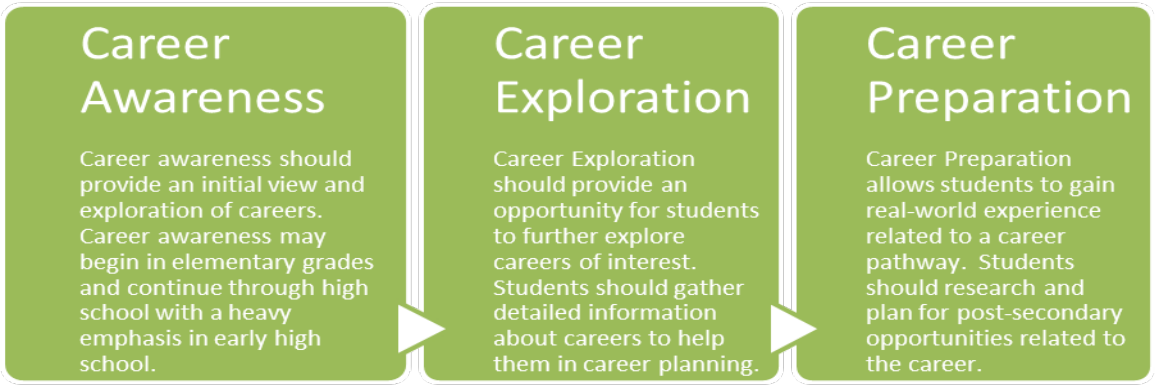
Indiana Department of Education

## CTE: WORK BASED LEARNING

## INTRODUCTION

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

**Progressions of Work Based Learning:** Students should progress through these stages of the career education continuum on their path to career readiness.




Work Based Learning programs must meet the following requirements:

- 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 work-based learning experience. Hour requirements vary depending on the type of work based program a school chooses to use, please see the Work Based Learning course framework and manual for more information.
- Safety is an integral part of the instructional program, both in the related instruction and at the training site.
- Students may be allowed time from the daily school schedule to work at the participating employers' places of business.
- Work Based Learning courses (except for ICE) must be taught by a licensed Career and Technical Education teacher.
- ICE courses are encouraged to utilize a licensed Career and Technical Education teacher but are required to at least have a teacher who has been certified as an ICE trainer.
- The Work Based Education teacher shall perform frequent site visits to student placements to supervise students and coordinate with personnel at the placement. These site visits should be done during the same time the student is at the placement. Site visits must be documented and records of these site visits must be kept for a period of five (5) years.
- 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 (CTSO) 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.

Work Based Learning Capstone can follow two types of programming:

- **Work Based Learning Capstone** - a general course that can be applied through one of five models, for various CTE areas, and at varying levels of application.
- **Interdisciplinary Cooperative Education (ICE)** - A CTE education program that utilizes an interdisciplinary approach to training for employment. ICE programs must follow all federal and state laws related to student employment and cooperative education.

**WORK BASED LEARING CAPSTONE**

5974 Work Based Learning Capstone, Multiple Pathways
5975 Work Based Learning Capstone, Advanced Manufacturing and Engineering
5260 Work Based Learning Capstone, Business and Marketing
5480 Work Based Learning Capstone, Family and Consumer Sciences
5207 Work Based Learning capstone, Health Sciences
5892 Work Based Learning Capstone, Trade and Industry

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

In the stand-alone WBL Capstone courses, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Therefore, at least two courses in a student's pathway would be prerequisite to the student enrolling in the stand-alone WBL courses. Intensive applications are a required component of this course and may be either school based or work based or a combination of the two. Work Based Learning experiences need to be in a closely related industry setting. Instructors must have a standards-based training plan for each student participating in Work Based Learning experiences. When a course is offered for multiple hours per semester, the amount of project-based application or Work Based Learning needs to be increased proportionally.

Students are monitored in their experiences by the content-related CTE teacher or a CTE teacher needs to be the teacher for the comprehensive course.

*Application of Content and Multiple Hour Offerings*
Intensive applications are a required component of this course. Work Based Learning experiences need to be in a closely related industry setting. Instructors must have a standards-based training plan for each student participating in Work Based Learning experiences. When a course is offered for multiple hours per semester, the amount of project-based application or Work Based Learning needs to be increased proportionally.

Students are monitored in their experiences by the *content related CTE* teacher. For the Multiple Pathways option, any teacher with a standard CTE license may teach the course.

- Grade Level: 12
- Required Prerequisites: Preparing for College and Careers; a minimum of 4 credits of introductory and advanced courses related to a student's pathway and to the work site placement
- Credits: 2 semester course, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## INTERDISCIPLINARY COOPERATIVE EDUCATION

*5902* *(ICE)*

*Interdisciplinary Cooperative Education (ICE)* spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. 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/pathway; and shall be taught during the same semesters as the student is receiving on-the-job training. 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 College and Career Pathways 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. Students in an ICE placement must be paid in accordance with federal and state student employment and cooperative education laws.

- Recommended Grade Level: 12
- Required Prerequisite: Preparing for College and Careers and a minimum of 4 credits in a logical sequence of courses related to the student's pathway and the work site placement
- Credits: 2 semester course, 2 semesters required, 3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

# ENGLISH/LANGUAGE ARTS

# INDIANA
# STATE APPROVED COURSE
# TITLES AND DESCRIPTIONS

2017-2018 School Year

Indiana Department of Education

## ENGLISH/LANGUAGE ARTS

### INTRODUCTION

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

NOTE: Schools may decide locally whether students must take English 9-12. Indiana Administrative Code 6-7.1-5 requires 8 credits in ELA to be earned with a balance in literature, composition, and speech over four years. However, students should not be in elective courses until they have passed the End-of-Course Assessment in grade 10, unless their 8th grade ISTEP scores indicate that they are reading above the 10th grade level.

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 in order to read proficiently; (2) read widely to build a better understanding of various types of texts, genres, and national and international cultures; (3) acquire new information to enable them to meet the needs of the workplace and society as a whole; and (4) make reading a lifelong pursuit. Literature courses must provide the skills necessary to respond to literature critically, reflectively, and imaginatively both in writing and speaking and to develop strategies for making independent critical analyses of literature. 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 writing skills, using a process that includes: (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5) producing a final formal product. Strategies should include evaluating and responding to the writings 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 editing and revising. All writing in its final publication form follows accepted conventions of language, style, mechanics, and format.

## CCR BRIDGE: LITERACY READY

*1014*

*CCR Bridge: Literacy Ready* is an innovative, dynamic course built to help students master the literacy skills needed for three core subject areas —English, social science and science. *CCR Bridge: Literacy Ready* consists of six units: two in history, two in English and two in science. Content of each of the disciplines is at the forefront of the curriculum, while disciplinary literacy skills are emphasized through reading and writing assignments based on the content. The focus is on truly understanding how to read and interpret texts in the discipline on a college level. Students in this course want to be college bound, but have not met the requirements necessary to fulfill that goal.

- Recommended Grade Level: 12
- Recommended Prerequisite: Must be students who want to attend college, but who have not passed the Grade 10 English ISTEP+ (or old English ECA) **and** have scored below a 45 on the PSAT/ **OR** students who score below proficient on a diagnostic test.
- Credits: 2 semester course , 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

## ENGLISH 9

*1002* *(ENG 9)*

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

- Recommended Grade Level: 9
- Recommended Prerequisites: none
- Credits: 2 semester course , 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

## ENGLISH 10

*1004* *(ENG 10)*

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

- Recommended Grade Level: 10
- Recommended Prerequisites: English 9 or teacher recommendation
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

## ENGLISH 11

*1006* *(ENG 11)*

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

- Recommended Grade Level: 11
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

## ENGLISH 12

*1008* *(ENG 12)*

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

- Recommended Grade Level: 12
- Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

## ENGLISH AS A NEW LANGUAGE

*1012 or 2188* *(ENL)*

*English as a New Language*, an integrated English course incorporating both the Indiana Academic Standards for English Language Arts and the *WIDA English Language Development (ELD) Standards*, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students. The purpose of the course is to achieve 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: 2 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at advanced levels (up to a maximum of four credits).
- Fulfills an English Language Arts requirement for all 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 all diplomas

## Journalism and Media Studies

**JOURNALISM**

*1080* *(JRNALISM)*

*Journalism,* a course based on the *Indiana Academic Standards for English/Language Arts*, is a study of news elements, journalism history, First Amendment law, ethics, fact and opinion, copy editing, news, and features as they apply to print and digital media products. It includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns and digital media writing forms. For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, photojournalism and emerging media development and design. By the end of the semester, students write, shoot and design stories for print and digital media products.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: 2 credits in English Language Arts
- Credits: 1 or 2 semester course, 1 credit per semester. Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level.
- Counts as an Elective for all diplomas
- English/Language Arts credit (1080): If Journalism course work addresses the Indiana 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 all diplomas.

**NOTE: This is not a student publications course. The designated school newspaper or yearbook course is Student Publications (1086).**

**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. For the second credit: Students continue to critically analyze mass media products and messages as they influence societal rules. By the end of the semester, students complete a multimedia project comparing different aspects of a topic of interest or concern. The project demonstrates knowledge, application, and progress in Mass Media course content.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisite: none or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester. Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level.
- Counts as an Elective for all diplomas
- English/Language Arts credit (1084): If Mass Media course work addresses the Indiana 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 all diplomas

**STUDENT Media**

1086 (STDNT Media)

Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers and yearbooks, and a variety of other 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 media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Journalism, Mass Media, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester, 8 credits maximum. 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 a Directed Elective or Elective for all diplomas
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.

**NOTE: This is the designated school Media course, including newspaper and yearbook.**

# Language Studies

**ETYMOLOGY**

*1060* *(ETYMOLOGY)*

*Etymology*, a language studies course based on the *Indiana Academic 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, and Romance Languages*). Students analyze meanings of English words by examining roots, prefixes, and 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: 11, 12
- Recommended Prerequisites: 4 credit in English Language Arts
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all 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.**

**GRAMMAR**

*1062* *(GRAMMAR)*

*Grammar*, a course based on the *Indiana Academic 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: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester

- Fulfills an English/Language Arts requirement for all 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.**

**LINGUISTICS**

*1064* *(LINGUISTICS)*

*Linguistics*, a language studies course based on the *Indiana Academic 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 progression in Linguistics course content.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all 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.**

## Reading: General

**DEVELOPMENTAL READING**

*1120* *(DEV READNG)*

*Developmental Reading* is a **supplemental** course that provides students with individualized instruction designed to support success in completing course work aligned with the *Indiana Academic Standards for English/Language Arts* focusing on the Reading Standards for Literature and Nonfiction. **All students should be concurrently enrolled in an English course** in which class work will address **all** of the Indiana Academic Standards.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 to 8 semester course, 1 credit per semester. This course allows for successive semesters of instruction for students who need additional support in vocabulary development and reading comprehension.
- Counts as an elective for all diplomas

## Reading: Literature

**AMERICAN LITERATURE**

*1020* *(AMER LIT)*

*American Literature*, *a course based on the Indiana Academic 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: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 to 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine American Literature with a composition course that they take before, concurrently, or after the course.**

**BIBLICAL LITERATURE**

*1022* *(BIBLE LIT)*

*Biblical Literature*, *a course based on the Indiana Academic Standards for English/Language Arts*, is a study of the *Bible*, viewed from a literary standpoint, as a source of a wide variety of literary patterns, themes, 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: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.**

**CLASSICAL LITERATURE**

*1026* *(CLASS LIT)*

*Classical Literature*, *a course based on the Indiana Academic 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: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.**

**CONTEMPORARY LITERATURE**

1054 *(CONTEM LIT)*

*Contemporary Literature*, *a course based on the Indiana Academic 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 currently popular.

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: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.**

**DRAMATIC LITERATURE**

*1028* *(DRAMA LIT)*

*Dramatic Literature*, a course based on the *Indiana Academic 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 of or influence on the culture.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.**

**ENGLISH LITERATURE**

*1030* *(ENG LIT)*

*English Literature,* a course based on the *Indiana Academic 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: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas
- Course should use Indiana Academic Standards for grade 11 or 12

**NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.**

**ETHNIC LITERATURE**

*1032* *(ETHNIC LIT)*

*Ethnic Literature*, a course based on the *Indiana Academic 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: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.**

**FILM LITERATURE**

*1034* *(FILM LIT)*

*Film Literature*, a course based on the *Indiana Academic Standards for English/Language Arts*, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. 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: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.**

**GENRES OF LITERATURE**

*1036* *(GENRES LIT)*

*Genres of Literature*, a course based on the *Indiana Academic 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: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.**

**INDIANA LITERATURE**

*1038* *(IND LIT)*

*Indiana Literature* a course based on the *Indiana Academic 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: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.**

**LITERARY MOVEMENTS**

*1040* *(LIT MVMTS)*

*Literary Movements*, a course based on the *Indiana Academic 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: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.**

**NOVELS**

*1042* *(NOVELS)*

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.**

**POETRY**

*1044* *(POETRY)*

*Poetry*, a course based on the *Indiana Academic 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: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.**

**SHORT STORIES**

*1046* *(SHORT STRS)*

*Short Stories*, a course based on the *Indiana Academic 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 novels, epics, romances, biographies, etc.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.**

**THEMES IN LITERATURE**

*1048* *(THEMES LIT)*

*Themes in Literature*, a course based on the *Indiana Academic Standards for English/Language Arts*, is a study of universal themes, such as the journey of the hero, the trials of youth, the search for identity, and other themes appropriate to the level and interests of students. The course may be limited to a few important related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of the cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.**

**TWENTIETH-CENTURY LITERATURE**

*1050* *(20TH-C LIT)*

*Twentieth Century Literature*, a course based on the *Indiana Academic 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: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.**

**WORLD LITERATURE**

*1052* *(WORLD LIT)*

*World Literature*, a course based on the *Indiana Academic 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: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.**

## Reading: Informational Text

**BIOGRAPHIES**

*1024* *(BIOGRPHIES)*

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.**

**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: 9, 10, 11, 12

- Recommended Prerequisites: none
- Credits*:* 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## Speech Studies

**ADVANCED SPEECH AND COMMUNICATION**

*1078* *(ADV SPEECH)*

*Advanced Speech and Communication*, a course based on the *Indiana Academic Standards for English/Language Arts* and emphasizing the *High School Speech and Communication Standards*, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and 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: 11, 12
- Recommended Prerequisites: Speech or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills an/English Language Arts requirement for all 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.**

**DEBATE**

*1070* *(DEBATE)*

*Debate*, a course *based on the* Indiana Academic 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: 11, 12
- Recommended Prerequisites: Speech or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester. The nature of this course allows for the second semester of instruction at an advanced level.
- Fulfills an English/Language Arts requirement for all diplomas

**CRITICAL THINKING AND ARGUMENTATION**

*1074* *(CRIT THINK)*

*Critical Thinking and Argumentation*, a course based on the *Indiana Academic Standards for English/Language Arts,* is a study of deductive and inductive logic, including logical fallacies, and should challenge students to think critically, analytically, and philosophically. Students learn to formulate thoughtful inquiry questions, connect ideas or concepts, challenge ideas and concepts, and rephrase ideas when appropriate. Active class participation is essential, including persistent questioning, rational discussion, and reasoned argumentation. Students make comments that reflect the development of logic (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: 11, 12
- Recommended Prerequisites: English 9, English 10 or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for the all 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.**

**SPEECH**

*1076* *(SPEECH)*

*Speech*, a course based on the *Indiana Academic Standards for English/Language Arts*, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and 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: 9, 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all 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.**

## Writing and Composition Studies

**ADVANCED COMPOSITION**

*1098* *(ADV COMP)*

*Advanced Composition*, a course based on the *Indiana Academic Standards for English/Language Arts*, is a study and application of the rhetorical 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: 11, 12
- Recommended Prerequisites: English 9, English 10, Composition, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.**

**COMPOSITION**

*1090* *(COMP)*

*Composition*, *a course based on the Indiana Academic Standards for English/Language Arts*, is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and

organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.**

**CREATIVE WRITING**

*1092* *(CREAT WRIT)*

*Creative Writing*, *a course based on the Indiana Academic Standards for English/Language Arts,* is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. 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: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.**

**EXPOSITORY WRITING**

*1094* *(EXPOS WRIT)*

*Expository Writing*, a course based on the *Indiana Academic Standards for English/ Language Arts*, 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 research paper 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: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

**NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.**

**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 course work aligned with the *Indiana Academic Standards for English Language/Arts* focusing on the writing standards. A**ll students should be concurrently enrolled in an English course** in which class work will address **all** of the Indiana Academic Standards.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 to 8 credits. This course allows for successive semesters of instruction for students who need additional support in any or all aspects of the writing standards.
- Counts as an elective for all diplomas

**TECHNICAL COMMUNICATIONS**

*1096* *(TECH COMM)*

*Technical Communication*, a course based on the *Indiana Academic Standards for English/Language Arts*, 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: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for all diplomas
- Technical Business Communications may be substituted for this course if it meets "Composition" course (1090) requirements and students are completing a General Diploma.
- **NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.**

# FINE ARTS

# Indiana
# State Approved Course Titles and Descriptions

2017-18 School Year

Indiana Department of Education

## FINE ARTS

## 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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- A non-licensed dance instructor may be contracted to provide instruction with a licensed Fine Arts teacher serving as the teacher of record
- Laboratory course

**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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- A non-licensed dance instructor may be contracted to provide instruction 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 career opportunities in dance.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- A non-licensed dance instructor may be contracted to provide instruction with a licensed Fine Arts teacher serving as the teacher of record
- Laboratory course

## 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, 12
- Recommended Prerequisites: Beginning and Intermediate Chorus
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

## 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, 12
- Recommended Prerequisites: Beginning and Intermediate Concert Band
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

## 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, 12
- Recommended Prerequisites: Beginning and Intermediate Orchestra
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

## 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, 12
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

## 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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

## 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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

## 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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

## 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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

## 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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all Technical Honors diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

## 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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## 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, 12
- Recommended Prerequisites: Beginning Chorus
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## 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, 12
- Recommended Prerequisites: Beginning Concert Band
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## 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, 12
- Recommended Prerequisites: Beginning Orchestra
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## 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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills 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
- Laboratory Course

## 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, 12
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester. The nature of this course allows for two successive semesters of instruction, provided that defined standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

## 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, 12
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester. The nature of this course allows for two successive semesters of instruction, provided that defined standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills requirement for 1 to 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Laboratory Course

## 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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

**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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## 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, 12
- Recommended Prerequisites: Theatre Arts
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## 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, 12
- Recommended Prerequisites: Technical Theatre I and II (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## 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, 12
- Recommended Prerequisites: Theatre Arts I and II (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## MUSICAL THEATRE (L)

*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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

## 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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## 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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## 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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

## 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, 12
- Recommended Prerequisites: Theatre Arts
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## 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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## 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, 12
- Prerequisite: Art History
- Credits: 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

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

## 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, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## 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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

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

## 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, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## 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, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

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

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

## 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, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## 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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

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

## 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, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## 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, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## 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 mono-print. 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, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

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

## 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, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

# HEALTH AND WELLNESS

# Indiana
# State Approved Course Titles and Descriptions

2017-2018 School Year

Indiana Department of Education

## HEALTH AND WELLNESS

### ADVANCED HEALTH EDUCATION

*3500* *(ADV HLTH ED)*

*Advanced Health & Wellness,* an elective course that is aligned to *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, 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, 11, or 12
- Required Prerequisites: Health & Wellness course
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as an Elective requirement for all 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, 10, 11, 12
- Recommended Prerequisites: Health & Wellness course
- Credits:1 semester course, 1 credit per semester, 1 credit maximum
- Counts as an Elective requirement for all diplomas

## HEALTH & WELLNESS EDUCATION

*3506* *(HLTH&WELL)*

*Health & Wellness*, a course based on *Indiana's Academic Standards for Health & Wellness* and 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, and 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, 10, 11, 12
- Recommended Prerequisites: 8th grade health education
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills the Health & Wellness requirement for all diploma types

## INTERNATIONAL BACCALAUREATE

# Indiana
# State Approved Course Titles and Descriptions

**2017-2018 School Year**

Indiana Department of Education
College and Career Readiness Curriculum

# Introduction

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally and ethically
- acquire breadth and depth of knowledge and understanding, studying courses from six subject groups
- develop the skills and a positive attitude towards learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique Theory of Knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- enhance their personal and interpersonal development through creativity, action and service

**The Curriculum**

IB Diploma Programme students must choose one subject from each of the five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s),the social sciences, the experimental sciences and mathematics. Students must also choose either an arts subject from group 6, or a second subject from groups 1 to 5.

DP subjects can be taken at higher level or standard level.

At least three and not more than four subjects are taken at higher level (240 teaching hours), while the other subjects are taken at standard level (150 teaching hours). Students can study and take examinations, in English, French or Spanish.

Two DP subjects are classified as interdisciplinary subjects and so satisfy the requirements of more than one subject group:

- Literature and performance - group 1 and group 6
- Environmental systems - group 3 and group 4

In addition to disciplinary and interdisciplinary study, the Diploma Programme features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

**The Diploma Programme Core**

- **The extended essay** asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance which they examine through the lens of at least two DP subjects.
- **Theory of knowledge** develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- **Creativity, action, service (CAS)** involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.

A comprehensive description of all IB Diploma Programme courses can be found at:
**http://www.ibo.org/programmes/diploma-programme/curriculum/**

**IB APPROACHES TO LEARNING I**

*0553* *(ATL I, IBCC)*

*IB Approaches to Learning I* is the first portion of a two-year, 240-hour core course in the International Baccalaureate Career-Related (IBCC) certificate program that introduces students to transferable life skills to help students make sense of the world around them. It emphasizes critical and ethical thinking, intercultural understanding and the ability to communicate effectively. *Community and service* in the core is based on the principle of service learning, using community service as a vehicle for new learning with academic value. *Language development* ensures that all IBCC students have access and are exposed to a second language that will increase their understanding of the wider world. The *reflective project* requires students to identify, analyze, critically discuss and evaluate an ethical issue arising from their career-related studies. It is intended to promote high-level research and writing skills, intellectual discovery and creativity.

- Recommended Grade Level: 11
- Recommended Prerequisite: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills a Directed Elective or Elective requirement for all diplomas

## IB APPROACHES TO LEARNING II

*0554* *(ATL 2, IB)*

*IB Approaches to Learning II* is the second-year portion of the 240-hour core course in the International Baccalaureate Career-Related (IBCC) certificate program that introduces students to transferable life skills to help students make sense of the world around them. It emphasizes critical and ethical thinking, intercultural understanding and the ability to communicate effectively. *Community and service* in the core is based on the principle of service learning, using community service as a vehicle for new learning with academic value. *Language development* ensures that all IBCC students have access and are exposed to a second language that will increase their understanding of the wider world. The *reflective project* requires students to identify, analyze, critically discuss and evaluate an ethical issue arising from their career-related studies. It is intended to promote high-level research and writing skills, intellectual discovery and creativity.

- Recommended Grade Level: 12
- Required Prerequisite: Approaches to Learning 1: Grade 11
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills a Directed Elective or Elective requirement for all diplomas

## IB BIOLOGY HIGHER LEVEL

*3032* *(BIO H IB)*

*IB Biology Higher Level* 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: 11, 12
- Required Prerequisite: Biology 1 and Chemistry 1
- Credits: 2 or 4 semester course, 1 credit per semester
- The minimum prescribed number of hours is 240
- Counts as an Elective for all diplomas
- Fulfills the Biology I requirement for all diplomas

## IB BIOLOGY STANDARD LEVEL

*3034* *(BIO S IB)*

*IB Biology Standard Level* 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: 11, 12
- Recommended prerequisite: Biology 1 and Chemistry 1
- Credits: 2 or 4 semester course, 1 credit per semester
- The minimum prescribed number of hours is 150
- Counts as an Elective for all diplomas
- Fulfills the Biology I requirement for all diplomas

## IB BUSINESS AND MANAGEMENT HIGHER LEVEL

*4580* *(BUSM H IB)*

*The IB Business Management* course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective or Directed Elective for all diplomas

## IB BUSINESS AND MANAGEMENT STANDARD LEVEL

*4582* *(BUSM S IB)*

*The IB Business Management* course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective or Directed Elective for all diplomas

## IB CHEMISTRY HIGHER LEVEL

*3070* *(CHEM H IB)*

*IB Chemistry Higher Level* 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: 11, 12
- Recommended prerequisite: Biology 1 and Chemistry 1
- Credits: 2 or 4 semester course, 1 credit per semester
- The minimum prescribed number of hours is 240
- Counts as an Elective for all diplomas
- Fulfills a Chemistry I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors
- Qualifies as a quantitative reasoning course

## IB CHEMISTRY STANDARD LEVEL

*3072* *(CHEM S IB)*

*IB Chemistry Standard Level* 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: 11, 12
- Recommended prerequisite: Biology 1 and Chemistry 1
- Credits: 2 or 4 semester course, 1 credit per semester
- The minimum prescribed number of hours is 150
- Counts as an Elective for all diplomas
- Fulfills a Chemistry I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors
- Qualifies as a quantitative reasoning course

## IB CLASSICAL LANGUAGE HIGHER LEVEL

*2300* *(CL H IB)*

*The IB Classical Languages Higher level* (HL) course can be taken in Latin or Classical Greek. The course provides students with the opportunity to study a historically significant language that is also embedded in many modern languages. Latin and Classical Greek are separate subjects, but they share the same syllabus and assessment criteria. The DP classical languages course provides an opportunity for students to explore the languages, literatures and cultures of ancient Greece or Rome. The study of classical languages gives important insights into the cultures that produced them, and leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a World Language Course for all diplomas
- Counts as an Elective or Directed Elective for all diplomas

## IB CLASSICAL LANGUAGE STANDARD LEVEL

*2302* *(CL S IB)*

*The IB Classical Languages Standard level* (SL) course can be taken in Latin or Classical Greek. The course provides students with the opportunity to study a historically significant language that is also embedded in many modern languages. Latin and Classical Greek are separate subjects, but they share the same syllabus and assessment criteria. The DP classical languages course provides an opportunity for students to explore the languages, literatures and cultures of ancient Greece or Rome. The study of classical languages gives important insights into the cultures that produced them, and leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a World Language Course for all diplomas
- Counts as an Elective or Directed Elective for all diplomas

## IB COMPUTER SCIENCE HIGHER LEVEL

*4584* *(COMPSCI H IB)*

*IB Computer Science Higher Level* 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: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course
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## IB COMPUTER SCIENCE STANDARD LEVEL

*4586* *(COMPSCI S IB)*

*IB Computer Science Standard Level* 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: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course

## IB DANCE HIGHER LEVEL

*4144* *(DNC H IB)*

*The IB DP Dance Higher Level* course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

## IB DANCE STANDARD LEVEL

*4148* *(DNC S IB)*

*The IB DP Dance Standard Level* course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

## IB DESIGN TECHNOLOGY HIGHER LEVEL

*4822* *(DTEC H IB)*

*IB Design Technology Higher Level* 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: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective or Directed Elective for all diplomas

## IB DESIGN TECHNOLOGY STANDARD LEVEL

*4824* *(DTEC S IB)*

*IB Design Technology Standard Level* 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: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective or Directed Elective for all diplomas

## IB ECONOMICS HIGHER LEVEL

*1580* *(ECON H IB)*

*The IB Diploma Programme Economics Higher Level* course aims to provide students with a core knowledge of economics, encourage students to think critically about economics, promote an awareness and understanding of internationalism in economics and encourage students' development as independent learners. Alongside the empirical observations of positive economics, students of the subject are asked to formulate normative questions and to recognize their own tendencies for bias.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Fulfills the Social Studies Economics requirement for the General Diploma
- Qualifies as a quantitative reasoning course

## IB ECONOMICS STANDARD LEVEL

*1582* *(ECON S IB)*

*The IB Diploma Programme Economics Standard Level* course aims to provide students with a core knowledge of economics, encourage students to think critically about economics, promote an awareness and understanding of internationalism in economics and encourage students' development as independent learners. Alongside the empirical observations of positive economics, students of the subject are asked to formulate normative questions and to recognize their own tendencies for bias.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas,
- Fulfills a Social Studies requirement for the General Diploma
- Qualifies as a quantitative reasoning course

## IB ENVIRONMENTAL SYSTEMS STANDARD LEVEL

*3014* *(ENVS S IB)*

*IB Environmental Systems Standard Level* 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: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a science course for all diplomas
- Counts as an Elective for all diplomas

## IB ENVIRONMENTAL SYSTEMS AND SOCIETIES STANDARD LEVEL

*3016* *(ENVSS S IB)*

*The IB DP Environmental Systems and Societies Standard Level* course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.

Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach strives to be conducive to students evaluating the scientific, ethical and socio-political aspects of issues.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills a Science requirement for all diplomas
- Counts as an Elective for all diplomas

## IB FILM HIGHER LEVEL

*4270* *(FILM H IB)*

*The IB Film Higher Level* course aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. Students also develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. The course emphasizes the importance of working individually and as a member of a group. A challenge for students following this course is to become aware of their own perspectives and biases and to learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

## IB FILM STANDARD LEVEL

*4272* *(FILM S IB)*

*The IB Film Standard Level* course aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. Students also develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. The course emphasizes the importance of working individually and as a member of a group. A challenge for students following this course is to become aware of their own perspectives and biases and to learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

## IB FURTHER MATHEMATICS HIGHER LEVEL

*2580* *(FMATH H IB)*

*IB Further Mathematics Higher Level* is a demanding course, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth.
This course is for students with a good background in mathematics who have attained a high degree of competence in a range of analytical and technical skills, and who display considerable interest in the subject. The nature of the subject is such that it focuses on different branches of mathematics to encourage students to appreciate the diversity of the subject. Students should be equipped at this stage in their mathematical progress to begin to form an overview of the characteristics that are common to all mathematical thinking, independent of topic or branch. It is based on the curriculum published by the International Baccalaureate Organization.

- Recommended Grade Level: 11, 12
- Recommended prerequisites: Mathematics Higher Level, International Baccalaureate
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Mathematics Course for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Counts as an Elective for all diplomas
- Qualifies as a quantitative reasoning course

## IB GEOGRAPHY HIGHER LEVEL

*1584* *(GEO H IB)*

*The IB Geography Higher Level* course is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The DP geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies.

Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Social Studies requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors
- Counts as a Science Course requirement for the General and International Baccalaureate diplomas
- Counts as an Elective for all diplomas
- Qualifies as a quantitative reasoning course

## IB GEOGRAPHY STANDARD LEVEL

*1586* *(GEO S IB)*

*The IB Geography Standard Level* course is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The DP geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies.

Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Social Studies requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors
- Counts as a Science Course requirement for the General and International Baccalaureate diplomas
- Counts as an Elective for all diplomas

## IB GLOBAL POLITICS HIGHER LEVEL

*1598* *(GLPO H IB)*

*IB Global Politics Higher Level* explores fundamental political concepts such as power, liberty and equality, in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives.
Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.
All standard level and higher-level students complete a common core entitled "People, Power and Politics". This consists of four core units: Power, Sovereignty and International Relations; Human rights; Development; and Peace and Conflict.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills an Elective requirement for all diplomas

## IB GLOBAL POLITICS STANDARD LEVEL

*1578* *(GLPO S IB)*

*IB Global Politics Standard Level* explores fundamental political concepts such as power, liberty and equality, in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills an Elective requirement for all diplomas

## IB HISTORY HIGHER LEVEL

*1590* *(HIS H IB)*

*The IB History Higher Level* course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures. Students and teachers have a choice of two routes through the Diploma Programme history course. The route one history course explores the main developments in the history of Europe and the Islamic world from 500 to 1570, while the route two history courses focuses on 20th century world history.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills the US History requirement only with regional concentration on the Americas

## IB HISTORY STANDARD LEVEL

*1592* *(HIS S IB)*

*The IB History Standard Level* course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures. Students and teachers have a choice of two routes through the Diploma Programme history course. The route one history course explores the main developments in the history of Europe and the Islamic world from 500 to 1570, while the route two history courses focuses on 20th century world history.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills the US History requirement only with regional concentration on the Americas

## IB INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY HIGHER LEVEL

*5242* *(ITGS H IB)*

*The IB Information Technology in a Global Society Higher Level* (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective or Directed Elective for all diplomas

## IB INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY STANDARD LEVEL

*5246* *(ITGS S IB)*

*The IB Information Technology in a Global Society Standard Level* (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective or Directed Elective for all diplomas

## IB LANGUAGE A: LITERATURE HIGHER LEVEL

*1130* *(LA LIT H IB)*

*IB Language A: Literature Higher Level* is a pre-university literature course in the student's native or best IB *Language A: Literature Higher Level* develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. The formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translations from other cultures—is combined with a study of the way literary conventions shape responses to texts. Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills an English/Language Arts requirement for all diplomas

## IB LANGUAGE A: LITERATURE STANDARD LEVEL

*1132* *(LA LIT S IB)*

*IB Language A: Literature Standard Level* 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. IB *Language A: Literature Standard Level* develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. The formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translations from other cultures—is combined with a study of the way literary conventions shape responses to texts. Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas
- Counts as an Elective for all diplomas

## IB LANGUAGE A: LANGUAGE AND LITERATURE HIGHER LEVEL

*1136* *(LA LAL H IB)*

*IB Language A: Language and Literature Higher Level* is a pre-university literacy course in the student's native or best language and is based on the curriculum published by the International Baccalaureate Organization. *IB Language A: Language and Literature Higher Level* aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important because it contributes to a global perspective. Texts are chosen from a variety of sources, genres, and media.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for any diploma
- Fulfills an English/Language Arts requirement for all diplomas

## IB LANGUAGE A: LANGUAGE AND LITERATURE STANDARD LEVEL

*1138* *(LA LAL S IB)*

*IB Language A: Language and Literature Standard Level* is a pre-university literacy course in the student's native or best language and is based on the curriculum published by the International Baccalaureate Organization. *IB Language A: Language and Literature Higher Level* aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important because it contributes to a global perspective. Texts are chosen from a variety of sources, genres, and media.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills an English/Language Arts requirement for all diplomas

## IB LITERATURE AND PERFORMANCE STANDARD LEVEL

*1134* *(LP S IB)*

*IB Literature and Performance Standard Level* is based on curriculum published by the International Baccalaureate Organization. The course is an interdisciplinary synthesis of language A and theatre. It incorporates essential elements of literature and performance and aims to explore the dynamic relationship between the two. At the heart of the course is the interaction between (1) a conventional literary emphasis on close reading, critical writing and discussion and (2) the practical, aesthetic and symbolic elements of performance. A distinctive outcome of this synthesis is the performance of a piece transformed from poetry or prose. In this creative process, text is viewed from different angles in a way that goes beyond what is characteristic of either literary or theatre studies as single disciplines. Through examination of both literary and dramatic texts, the course develops intellect, imagination and creativity. It encourages intercultural awareness through a study of texts from more than one culture. (Available at standard level only)

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills an English/Language Arts requirement for all diplomas

## IB MATHEMATICS HIGHER LEVEL

*2582* *(MATH H IB)*

The *IB Mathematics Higher Level* course includes the study of seven core topics and one option topic, as well as the creation of a student portfolio. This course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. Core topics provide students the opportunity to engage in detailed study of algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability, and calculus. Students will apply their mathematical knowledge to solve problems set in a variety of meaningful contexts and should feature justification and proof of results. Students in this course are expected to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They will develop the skills needed to continue their mathematical growth in other learning environments. It is based on the curriculum published by the International Baccalaureate Organization.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: students should have a strong understanding of arithmetic, algebra, geometry, trigonometry and statistics.
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Mathematics course requirement for Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Qualifies as a quantitative reasoning course

## IB MATHEMATICS STANDARD LEVEL

*2584* *(MATH S IB)*

The *IB Mathematics Standard Level* course includes the study of six core topics and a mathematical exploration. It focuses on introducing important mathematical concepts through the development of mathematical techniques. Students are encouraged to develop their understanding of the practice of mathematics through inquiry, modelling and application of the use of technology. Core topics provide students with the opportunity to engage in detailed study of algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus. Students will apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. It is based on the curriculum published by the International Baccalaureate Organization.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: students should have a good understanding of arithmetic, algebra, geometry, trigonometry, and statistics.
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Mathematics course requirement for Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Qualifies as a quantitative reasoning course

## IB MATHEMATICAL STUDIES STANDARD LEVEL

*2586* *(MA ST S IB)*

*IB Mathematical Studies Standard Level* focuses on important mathematical topics that are interconnected. This course places more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills. It has greater emphasis on developing students' mathematical reasoning rather than performing routine operations. Students will solve mathematical problems embedded in a wide range of contexts and use the calculator effectively. It is based on the curriculum published by the International Baccalaureate Organization.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: students should have a good understanding of basic arithmetic, algebra, geometry, and trigonometry.
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Mathematics course requirement for Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Qualifies as a quantitative reasoning course

## IB MUSIC HIGHER LEVEL

*4212* *(MUS H IB)*

*The IB Music Higher Level* course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme Music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology, and context. Through the course of study, students become aware of how musicians work and communicate.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma

## IB MUSIC STANDARD LEVEL

*4214* *(MUS S IB)*

*The IB Music Standard Level* course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme Music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology, and context. Through the course of study, students become aware of how musicians work and communicate.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma

## IB PHILOSOPHY HIGHER LEVEL

*1600* *(PHIL H IB)*

*The IB Philosophy Higher Level* course provides an opportunity for students to engage with some of the world's most interesting and influential thinkers. It also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues. The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others.

Students are challenged to develop their own philosophical voice and to grow into independent thinkers. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Social Studies credit for the General diploma
- Counts as an Elective for all diplomas

## IB PHILOSOPHY STANDARD LEVEL

*1602* *(PHIL S IB)*

*The IB Philosophy Standard Level* course provides an opportunity for students to engage with some of the world's most interesting and influential thinkers. It also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues. The emphasis of the DP philosophy course is on "doing philosophy", that is, on actively engaging students in philosophical activity. The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others. Students are challenged to develop their own philosophical voice and to grow into independent thinkers. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Social Studies credit for the General diploma
- Counts as an Elective for all diplomas

## IB PHYSICS HIGHER LEVEL

*3096* *(PHY H IB)*

*IB Physics Higher Level* 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: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Physics I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors
- Fulfills a Science Course requirement of the General and International Baccalaureate diplomas
- Qualifies as a quantitative reasoning course

## IB PHYSICS STANDARD LEVEL

*3098* *(PHY S IB)*

*IB Physics Standard Level* 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: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Physics I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors
- Fulfills a Science Course requirement of the General and International Baccalaureate diplomas
- Qualifies as a quantitative reasoning course

## IB PSYCHOLOGY HIGHER LEVEL

*1604* *(PSY H IB)*

*The IB Psychology Higher Level* course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Social Studies credit for the General diploma only
- Counts as an Elective for all diplomas

## IB PSYCHOLOGY STANDARD LEVEL

*1606* *(PSY S IB)*

*The IB Psychology Standard Level* course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Social Studies credit for the General diploma only
- Counts as an Elective for all diplomas

## IB SOCIAL AND CULTURAL ANTHROPOLOGY HIGHER LEVEL

*1608* *(SCAN H IB)*

*The IB Social and Cultural Anthropology Higher Level* course offers an opportunity for students to become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge. Social and cultural anthropology contributes a distinctive approach to intercultural awareness and understanding, which embodies the essence of an IB education. Anthropology fosters the development of citizens who are globally aware and ethically sensitive. The social and cultural anthropology course for both SL and HL students is designed to introduce the principles, practices and materials of the discipline.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Social Studies credit for the General diploma only
- Counts as an Elective for all diplomas

## IB SOCIAL AND CULTURAL ANTHROPOLOGY STANDARD LEVEL

*1610* *(SCAN S IB)*

*The IB Social and Cultural Anthropology Standard Level* course offers an opportunity for students to become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge. Social and cultural anthropology contributes a distinctive approach to intercultural awareness and understanding, which embodies the essence of an IB education. Anthropology fosters the development of citizens who are globally aware and ethically sensitive. The social and cultural anthropology course for both SL and HL students is designed to introduce the principles, practices and materials of the discipline.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Social Studies credit for the General diploma only
- Counts as an Elective for all diplomas

## IB SPORTS, EXERCISE AND HEALTH SCIENCE STANDARD LEVEL,

*3510* *(HLTH&WELL)*

*IB Sports, Exercise and Health Science Standard Level* involves the science that underpins physical performance and allows students opportunities to apply these principles both through inquiry and experimental (field and laboratory). Topics must cover anatomy, exercise physiology, energy systems, movement analysis, skill in sport and measurement and evaluation of human performance. Students are required to do in-depth study of two of the following options: optimizing physiological performance, psychology of sport, physical activity and health, and nutrition for sport, exercise and health. Students taking this course will also address issues and ethics on an international scale by considering sport, exercise and health within a global context relevant to the individual. The course is based on the curriculum published by the International Baccalaureate Organization.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Science requirement for all diplomas

## IB THEATRE ARTS HIGHER LEVEL

*4262* *(THTR H IB)*

*The IB Theatre Arts Higher Level* course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world.
It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma

## IB THEATRE ARTS STANDARD LEVEL

*4264* *(THTR S IB)*

*The IB Theatre Arts Standard Level* course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world.
It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Directed Elective for Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma

## IB THEORY OF KNOWLEDGE

*0560* *(TOK IB)*

*IB Theory of Knowledge (TOK)* is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question "how do you know?" in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective all diplomas

## IB VISUAL ARTS HIGHER LEVEL

*4090* *(VA H IB)*

*The IB Visual Arts Higher Level* course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma

## IB VISUAL ARTS STANDARD LEVEL

*4092* *(VA S IB)*

*The IB Visual Arts Standard Level* course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma

## IB LANGUAGE AB INITIO STANDARD LEVEL

*2310* *(WL AIS IB)*

*The IB language ab initio Standard Level* course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them with opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a World Language credit for all diplomas
- Counts as an Elective or Directed Elective for all diplomas

## IB LANGUAGE B HIGHER LEVEL

*2306* *(WLB H IB)*

*The IB Language B Higher Level* course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. Those learning a language B at higher level should be able to follow university courses in other disciplines in the language B that is studied.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a World Language credit for all diplomas
- Counts as an Elective or Directed Elective for all diplomas

## IB LANGUAGE B STANDARD LEVEL

*2308* *(WLB S IB)*

*The IB language B Standard Level* course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. High performing standard level students should be able to follow university courses in other disciplines in the language B that is studied.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as a World Language credit for all diplomas
- Counts as an Elective or Directed Elective for all diplomas

## WORLD LITERATURE A2 HIGHER LEVEL

*2312* *(WLIT H IB)*

*IB World Literature A2 Higher Level* 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: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills an English/Language Arts requirement for all diplomas

## IB WORLD LITERATURE A2 STANDARD LEVEL

*2314* *(WLIT S IB)*

*IB World Literature A2 Standard Level* 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: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills an English/Language Arts requirement for all diplomas

## IB WORLD RELIGIONS STANDARD LEVEL

*1588* *(WREL S IB)*

*The IB World Religions Standard Level* course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. The religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 or 4 semester course, 1 credit per semester
- Fulfills an Elective requirement for all diplomas

# MATHEMATICS

# Indiana
# State Approved Course Titles and Descriptions

2017-2018 School Year

Indiana Department of Education

## MATHEMATICS

### ADVANCED MATHEMATICS, SPECIAL TOPICS: *(Insert title descriptive of course content)*

*2543* *(ADV MATH ST)*

*Advanced Mathematics, Special Topics* is the course title that is to be used for reporting by schools that offer mathematics course beyond the scope of approved courses. Schools must apply to the Indiana Department of Education for a non-standards course wavier. The non-standards course wavier will provide a proposed course description, standards students will meet for the course, how will the special topics course relates to students needs, and rational describing postsecondary/higher education and business/industry need and support for the course. Schools will follow the special topics non-standards course waiver framework and provide feedback to the Indiana Department of Education at the end of the course.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Algebra II or Integrated Mathematics III
- Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters
- Counts as a Mathematics Course for all diplomas

### ALGEBRA I

*2520* *(ALG I)*

*Algebra I* formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other 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 eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Algebra I/Integrated Mathematics I requirement for all 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 I LAB** *(formerly Algebra Enrichment)*

*2516* *(ALG I LAB)*

*Algebra I Lab* is a mathematics support course for *Algebra I*. *Algebra I Lab* is taken while students are concurrently enrolled in Algebra 1. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of *Algebra I Lab* align with the critical areas of *Algebra I*: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas *Algebra I* contains exclusively grade-level content, *Algebra I Lab* combines standards from high school courses with foundational standards from the middle grades.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- 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
- **Algebra I Lab is designed as a support course for Algebra I. As such, a student taking Algebra I Lab must also be enrolled in Algebra I during the same academic year.**

**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. Algebra II is made up of 5 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisite: Algebra I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas

## CALCULUS

*2527* *(CALC)*

*Calculus* expands a student's knowledge of topics like functions, graphs, limits, derivatives, and integrals. Additionally, students will review algebra and functions, modeling, trigonometry, etc. Calculus is made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: Pre-Calculus and Trigonometry
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas

## CCR BRIDGE: MATH READY

*2514* *(MATH RDY)*

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

- Recommended Grade Level: 12
- Recommended Prerequisites: In grade 11, students who have not passed the Grade 10 Math ISTEP+ (or old Algebra 1 ECA) **and** have scored below a 45 on the PSAT test OR students who score below proficient on a diagnostic test should be placed in the Literacy Ready course.
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas

## FINITE MATHEMATICS

*2530* *(FINITE)*

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Algebra II or Integrated Mathematics III
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum. Due to the level of rigor, it is recommended that Finite Mathematics be offered as a 2 semester, 2 credit course.
- Counts as a Mathematics Course for all diplomas

## Math 10

*2531* *(MTH10)*

*Math 10* is a new two-semester course designed to reinforce and elevate the Algebra 1 and 7th and 8th grade geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra 1 and essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra I or Integrated Math I teacher based on diagnostic results of performance in Algebra I and/or mathematics competency assessments. The standards for this course are aligned to the state standards that students need to master for success with the state's graduation qualifying exam in mathematics and the next level math courses. Emphasis is on a variety of instructional methods designed to meet each student's needs and delivered through competency-based units with frequent pre and post assessment data analyzed to drive instructional design and delivery.

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: Students who have attempted a complete year of Algebra 1
- Credits: 2 semester course, 1 credit per semester
- 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

## 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. Five critical areas comprise the *Geometry* course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Algebra I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## INTEGRATED MATHEMATICS I

*2554* *(INT MATH I)*

*Integrated Mathematics I* formalizes and extends the mathematics 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 use 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 eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas
- Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Integrated Mathematics I by the end of Grade 9

## INTEGRATED MATHEMATICS I LAB

*(formerly Integrated Mathematics Enrichment)*

*2518* *(INT MATH ENRICH)*

*Integrated Mathematics I Lab* is a mathematics support course for *Integrated Mathematics I*. *Integrated Mathematics I Lab* is taken while students are concurrently enrolled in *Integrated Mathematics I.* This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of *Integrated Mathematics I Lab* align with the critical areas of *Integrated Mathematics I*: Relationships between Quantities; Linear and Exponential Relationships; Reasoning with Equations; Descriptive Statistics; Congruence, Proof, and Constructions; and Connecting Algebra and Geometry through Coordinates. However, whereas *Integrated Mathematics I* contains exclusively grade-level content, *Integrated Mathematics I Lab* combines standards from high school courses with foundational standards from the middle grades.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- 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
- **Integrated Mathematics I Lab is designed as a support course for Integrated Mathematics. As such, a student taking Integrated Mathematics I Lab must also be enrolled in Integrated Mathematics I during the same academic year.**

## INTEGRATED MATHEMATICS II

*2556* *(INT MATH II)*

*Integrated Mathematics II* focuses on quadratic expressions, equations, and functions; by 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, rounds out the course. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Integrated Mathematics I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## 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. Finally, students bring together all of their experiences with functions and geometry to create models and solve contextual problems. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Integrated Mathematics II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## 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*. *Mathematics Lab* is to be taken in conjunction with a Core 40 mathematics course, and the content of *Mathematics Lab* should be tightly aligned to the content of its corresponding course. *Mathematics Lab* should not be offered in conjunction with *Algebra I* or *Integrated Mathematics I*; instead, schools should offer *Algebra I Lab* or *Integrated Mathematics I Lab* to provide students with rigorous support for these courses.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 8 credits maximum
- Counts as an Elective for all 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 II* can be recorded on the transcript as *Mathematics Lab – Algebra II.***

## PRE-CALCULUS

*2564* *(PRECAL)*

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Recommended Prerequisite: Algebra II and Geometry or Integrated Mathematics III
- Credits: 1 semester course, 1 credit per semester
- Counts as a Mathematics Course for all 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. Probability and Statistics are made up of three strands: Data Analysis, Experimental Design, and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Algebra II or Integrated Mathematics III
- Credits: 1 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas

## QUANTITATIVE REASONING *(New)*

*2550* *(QUANT REAS)*

*Quantitative Reasoning* is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process 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 Grade Level: 9, 10, 11, 12
- Required Prerequisites: Algebra II or Integrated Mathematics III
- Credits: 1 to 2 semester course, 1 credit per semester. Due to the level of rigor, it is recommended that this course be offered as a 2 semester, 2 credit course.
- Counts as a Mathematics Course for all 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). Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Algebra II and Geometry or Integrated Mathematics III
- Credits: 1 semester course, 1 credit per semester
- Student should not receive credit for both Trigonometry and Pre-Calculus/Trigonometry since they cover the same course content during one semester
- Counts as a Mathematics course for all diplomas

**MULTIDISCIPLINARY**

# Indiana State Approved Course Titles and Descriptions

2017-2018 School Year

Indiana Department of Education

## MULTIDISCIPLINARY

### BASIC SKILLS DEVELOPMENT

*0500* *(BAS SKLS)*

*Basic Skills Development* is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 credit per semester up to 8 semesters, 8 credits maximum
- 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 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 with 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, 12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, up to 4 semesters, 4 credits maximum
- Cadet teaching experience for high school students is limited to grades kindergarten through grade nine
- Counts as a Directed Elective or 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 in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: Preparing for College and Careers; Career Information and Exploration
- Credits: 1 semester course, 1-3 credits per semester, may be taken for multiple semesters
- This course may be taken for additional semesters to allow students to explore additional career areas.
- A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction. Schools on block schedules may proportionately adjust the total number of hours per week to meet the local standard, provided that students spend at least one hour a week in classroom activities.
- Counts as a Directed Elective or Elective for all diplomas
- 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)*

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

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: Preparing for College and Careers
- Credits: 1 semester course, 1 credit per semester
- The nature of this course allows for successive semesters of instruction provided progressively advanced proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas

## COLLEGE-ENTRANCE PREPARATION

*0532* *(COL-ENT PREP)*

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

- Recommended Grade Level: semester 1 – grade 11; semester 2 – grade 10
- Recommended Prerequisite: Algebra II (or concurrent enrollment in Algebra II)
- Credits: 1 semester course, .5 to 1 credit per semester, 4 credits maximum
- The nature of this course allows for successive semesters of instruction provided progressively advanced proficiencies and content standards are utilized.
- Counts as an Elective credit for all diplomas.

## COMMUNITY SERVICE

*0524* *(COMM SERV)*

Community Service is a course created by public law IC 20-30-14, allowing juniors and seniors the opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that "relates to a course in which the student is enrolled or intends to enroll."

For each student who wishes to earn credit for community service or volunteer service under this law, the student, a teacher of the student, or a community or volunteer service organization must submit an application to the high school principal including:

1. Name of the community service organization or volunteer service organization the student intends to assist.
2. Name, address, and telephone number of the director or supervisor of the community service organization or volunteer service organization and, if different from the director or supervisor, the name, address, and telephone number of the individual assigned by the community or volunteer service organization to supervise the student at the activity site.
3. 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. Total number of hours the student intends to serve the community service organization or volunteer service organization during the school year.
5. 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. Description of:

a. the educational or career exploration benefits the student and the school should expect to gain, including the student learning standards to be achieved, from the student's community or volunteer service participation; and
b. the service and benefit the community service organization or volunteer service organization expects to gain from the student's participation.

7. Description of how the community or volunteer service activity relates to a course in which the student is enrolled or intends to enroll.
8. Manner and frequency in which the student and the community or volunteer service activity will be evaluated.
9. Name of the certificated school employee who will be responsible for monitoring and evaluating the student's activity and performance and assigning the student a grade for participation under this section.
10. Any other information required by the principal.

- Grade Levels: 11, 12
- Recommended Prerequisites: None
- Credits: 1 to 2 semester course, 1 credit per semester, up to 2 semesters, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Students must submit an application for this course by November 1st
- Go to www.iga.in.gov and search for Code IC 20-30-14 for more information

## 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: .5 or 1 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: 1 credit per semester up to 2 credits
- Counts as a Directed Elective or 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: 1 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 a Directed Elective or 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: 1 semester course, 1 credit per semester, up to 8 semesters, 8 credits maximum.
- 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

## 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: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as an Elective for all diplomas

## PILOT COURSE: *(Insert title descriptive of course content)*

*0590* *(PILOT)*

*Pilot Course* is a course title that is to be used for reporting by schools that are piloting a new course, either for the Indiana Department of Education or with approval from the Indiana Department of Education. Schools must apply to the Indiana Department of Education for a non-standard course waiver and provide or propose a course description, standards, course relates to student needs, and rationale describing postsecondary/higher education and business/industry need and support. Schools are to follow the pilot course framework and provide feedback on that framework to the Department. This course title should be used for non-Career and Technical Education (CTE) courses.

- Recommended Grade Level: See draft course framework
- Recommended Prerequisites: See draft course framework
- Credits: See draft course framework
- Counts as an Elective for all diplomas

## RELIGION

*0550* *(RELIGION)*

Course content is to be determined locally to meet local needs.

- Recommended Grade Level: Determined locally
- Recommended Prerequisites: Determined locally
- Credits: Determined locally
- Counts as an Elective for all diplomas

# PHYSICAL EDUCATION

# Indiana
# State Approved Course Titles and Descriptions

2017-2018 School Year

Indiana Department of Education

## INTRODUCTION

## PHYSICAL EDUCATION

*Physical Education I and II,* and *Elective Physical Education* are based on *Indiana's Academic Standards for Physical Education.* These courses 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 demonstrates: 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. Physical Education courses are designated as laboratory course and, as such, 25% of course time must be spent in activity.

Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.

### 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. This course 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, 11, 12
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, maximum of 8 credits
- Counts as an Elective requirement for all diplomas
- The nature of this course allows for successive semesters of instruction provided defined proficiencies and content standards are utilized
- 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.

## PHYSICAL EDUCATION I (L)

*3542* *(PHYS ED)*

*Physical Education I* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; 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, 10, 11, 12
- Required Prerequisites: Grade 8 Physical Education
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills part of the Physical Education requirement for all diplomas
- 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 that provides students with opportunities to actively participate in four of the following areas that were not covered 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, 10, 11, 12
- Required Prerequisites: Physical Education I
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills part of the Physical Education requirement for all diplomas
- 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.

**SCIENCE**

# Indiana State Approved Course Titles and Descriptions

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Indiana Department of Education

# SCIENCE

## Introduction

Indiana's Academic Standards for Science--2010 were adopted by the State Board of Education in April, 2010. They are organized by grade level from kindergarten through Grade 8 and by individual courses for high school. The standards contain both content and process standards. In grades K-8 the Process Standards precede the Content Standards and are organized as the Nature of Science and the Design Process. In grades 9-12 the Process Standards precede the Content Standards for each course offering. Through Grade 8, the standards are organized in four content strands: (1) Physical Science; (2) Earth Science; (3) Life Science; (4) Science, Technology, and Engineering; high school courses each have a differing number of standards and each address a core concept in the given content area.

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

| General | Core 40 | Academic Honors | Technical Honors |
|---|---|---|---|
| Four credits in science:<br>• Two credits in Biology I<br>• Two additional credits<br>The 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:<br>• Two credits in Biology I<br>• Two credits in Chemistry I, **or** Physics I, **or** Integrated Chemistry-Physics<br>• 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 SCIENCE, SPECIAL TOPICS (L)

*3092* *(ADV SCI ST)*

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, may be offered for successive semesters
- Counts as a science course for all diplomas

## ANATOMY AND PHYSIOLOGY

*5276* *(A & P)*

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Biology
- Credits: 1 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Core 40 science course requirement for all diplomas

## 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
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills the Biology requirement for all diplomas

## BIOLOGY II (L)

*3026* *(BIO II)*

*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, 11
- Recommended Prerequisites: Biology I
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Core 40 science course requirement for all diplomas

## 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, 11, 12
- Recommended Prerequisite: Algebra II (can be taken concurrently)
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Core 40 science (physical) course requirement for all diplomas
- Qualifies as a quantitative reasoning course

## CHEMISTRY II (L)

*3066* *(CHEM II)*

*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
- Required Prerequisite: Chemistry I & Algebra II
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Core 40 science course requirement for all diplomas
- Qualifies as a quantitative reasoning course

## 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, 11, 12
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Core 40 science course requirement for all diplomas

## EARTH AND SPACE SCIENCE II (L)

*3046* *(EAS SCI II)*

*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 Prerequisites: Earth and Space Science I
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Core 40 science course requirement for all diplomas

## ENVIRONMENTAL SCIENCE (L)

*3010* *(ENVSCI)*

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Two credits in Core 40 and AHD science coursework
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Core 40 science (life) course requirement for all diplomas

## 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 as an Elective for all diplomas
- Fulfills a Core 40 science (physical) course requirement for all 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, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as a science course for the General Diploma only
- 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
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts toward the physical science requirement for the General Diploma
- 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 procedures.

- Recommended Grade Level: 9, 10, 11
- Recommended Prerequisites: Algebra I or II
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Core 40 science (physical) course requirement for all diplomas
- Qualifies as a quantitative reasoning course

## PHYSICS II (L)

*3086* *(PHYS II)*

*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
- Recommended Prerequisites: Physics I, Pre-calculus/Trigonometry (can be taken concurrently)
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Core 40 science (physical) course requirement for all diplomas
- Qualifies as a quantitative reasoning course

## 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 science coursework (this course may be taken concurrently with a Core 40 science course)
- Credits: 2 semester course, 1 credit per semester
- Counts as a science course for all 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, 10, 11, 12
- Recommended Prerequisite: This course must be taken concurrently with a Core 40 science course
- Credits: 1 semester course, 1 credit per semester, 8 credits maximum
- Counts as an Elective for all diplomas

**SOCIAL STUDIES**

# Indiana State Approved Course Titles and Descriptions

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Indiana Department of Education

**SOCIAL STUDIES**

## 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 semester course, 1 credit per semester
- Counts as an Elective for all 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 semester course, 1 credit per semester
- Counts as an Elective for all 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: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as a Social Studies credit for the General Diploma
- Counts as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## 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: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all 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 per semester
- Counts as an Elective for all 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 Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. Course may be repeated for credit if the content of the course changes.
- Counts as an Elective for all diplomas

## ECONOMICS

*1514* *(ECON)*

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Fulfills a Social Studies requirement for the General Diploma only
- Qualifies as a quantitative reasoning course

## 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 all 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 tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions.

Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships.

Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Social Studies requirement for the General Diploma
- Counts as an Elective for all diplomas
- Fulfills the Geography History of the World/World History and Civilization graduation requirement for the 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.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas,
- Fulfills a Social Studies requirement for the General Diploma
- Qualifies as a quantitative reasoning 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 per semester
- Counts as an Elective for all 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: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all 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 course, 1 credit per semester
- Counts as an Elective for all diplomas

## 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: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all 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: 11, 12
- Recommended Prerequisites: United States Government or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## 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: 11, 12
- Recommended Prerequisites: World History and Civilization
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## 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: 11, 12
- Recommended Prerequisites: United States Government
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for the all diplomas

## PSYCHOLOGY

*1532* *(PSYCH)*

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

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## 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 describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all 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 course, 1 credit per semester
- Counts as an Elective for all 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: 11, 12
- Recommended Prerequisites: United States History or History and World Civilizations
- Credits: 1 semester course, 1 credit per semester. 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 all 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: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all 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 understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Fulfills the Government requirement for all diplomas

## UNITED STATES HISTORY

*1542* *(US HIST)*

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

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills the US History requirement for all diplomas

## 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 course, 1 credit per semester
- Counts as an Elective for all 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 use 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: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## WORLD HISTORY AND CIVILIZATION

*1548* *(WLD HST/CVL)*

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

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills the Geography History of the World/World History and Civilization graduation requirement for all diplomas

# WORLD LANGUAGES

# Indiana
# State Approved Course Titles and Descriptions

2017-2018 School Year

Indiana Department of Education

## WORLD LANGUAGES

### 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, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: American Sign Language I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: American Sign Language I and II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**AMERICAN SIGN LANGUAGE IV *(NEW)***

*2164* *(ASL IV)*

*American Sign Language IV* is a course based on Indiana Academic Standards for World Languages, 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.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: American Sign Language I, II, and II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**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, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**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, 10, 11, 12
- Required Prerequisites: Arabic I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Arabic I and II
- Credits: 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- 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, 11, 12
- Required Prerequisites: Arabic I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Arabic I, II, III and IV
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Arabic I, II, III, IV and V
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**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, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Chinese I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Chinese I and II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Chinese I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Chinese I, II, III and IV
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas

- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Chinese I, II, III, IV and V
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**ENGLISH AS A NEW LANGUAGE**

*1012 or 2188* *(ENL)*

*English as a New Language*, an integrated English course based on the *WIDA English Language Development (ELD) Standards*, is the study of language, literature, composition and oral communication for 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: 9, 10, 11, and 12. 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: 2 semester course, 1 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 all 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 all diplomas.

**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, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: French I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: French I and II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: French I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: French I, II, III and IV
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: French I, II, III, IV and V
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

## 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, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: German I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: German I and II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: German I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: German I, II, III and IV
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: German I, II, III, IV and V
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**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, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Greek I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Greek I and II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Greek I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Greek I, II, III and IV
- Credits: 2 semester course, 1 credit per semester

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Greek I, II, III, IV and V
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**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, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Hebrew I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Hebrew I and II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Hebrew I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Hebrew I, II, III and IV
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Hebrew I, II, III, IV and V
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**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, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Italian I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Italian I and II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Italian I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12

- Required Prerequisites: Italian I, II, III and IV
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Italian I, II, III, IV and V
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**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, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Japanese I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Japanese I and II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Japanese I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Japanese I, II, III and IV
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- 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, 11, 12
- Required Prerequisites: Japanese I, II, III, IV and V
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**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, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Korean I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Korean I and II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Korean I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**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, 11, 12
- Required Prerequisites: Korean I, II, III and IV

- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Korean I, II, III, IV and V
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**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, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Latin I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Latin I and II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Latin I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Latin I, II, III and IV
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Latin I, II, III, IV and V
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Recommended Prerequisites: none, or placement as determined at local level
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Recommended Prerequisites: Language for Heritage Language Learners I, or placement as determined at local level
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Recommended Prerequisites: Language for Heritage Language Learners II, or placement as determined at local level
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

## 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, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Russian I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Russian I and II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Russian I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Russian I, II, III and IV
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 11, 12
- Required Prerequisites: Russian I, II, III, IV and V
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**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, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Spanish I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Spanish I and II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Spanish I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Spanish I, II, III and IV
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors 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, 10, 11, 12
- Required Prerequisites: Spanish I, II, III, IV and V
- Credits: 2 semester course, 1 credit per semester

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**WORKPLACE SPANISH**

*2136* *(WORKSPAN)*

Workplace Spanish is a course designed to fuse students' desired future career path with the use of the Spanish language in a variety of scenarios. This course will incorporate and emphasize the three principal modes of communication, as defined by the American Council on the Teaching of Foreign Language, which include the interpretive, the interpersonal, and the presentational, so that students can acquire relevant and practical skills in Spanish for future work-based environments in order to prepare them for interactions with fluent speakers of Spanish outside the classroom. Students will focus on culturally-appropriate interactions, both verbal and non-verbal, along with specific vocabulary that relates directly to students' chosen career path, ultimately connecting this course to a variety of content areas. A major focus of this course is on students' proficiency (both oral and written) and will use a high percentage of only Spanish in instruction and students' work production.

- Recommended Grade Level: 10, 11, 12
- Minimum Prerequisites: Spanish I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- This course counts as a general World Language credit as a Directed Elective or Elective, but will not count toward the Academic Honors Diploma as it is not part of a sequenced program.

**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, 10, 11, 12
- Recommended Prerequisites: Determined at local level
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**WORLD LANGUAGE OTHER I**

*2140* *(WLD LANG OTHR 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, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**WORLD LANGUAGE OTHER II**

*2142* *(WLD LANG OTHR 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, 10, 11, 12
- Recommended Prerequisites: Other I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**WORLD LANGUAGE OTHER III**

*2144* *(WLD LANG OTHR 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, 10, 11, 12
- Recommended Prerequisites: Other I and II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**WORLD LANGUAGE OTHER IV**

*2146* *(WLD LANG OTHR 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, 11, 12
- Recommended Prerequisites: Other I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**WORLD LANGUAGE OTHER V**

*2148* *(WLD LANG OTHR 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, 11, 12
- Recommended Prerequisites: Other I, II, III and IV
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

**WORLD LANGUAGE OTHER VI**

*2150* *(WLD LANG OTHR 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, 11, 12
- Recommended Prerequisites: Other I, II, III, IV and V
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma