

A large, faint background illustration of a stack of books with an apple resting on top of them.

# **South Bend Community School Corporation Course Descriptions High School 2016-17**

**ADAMS HIGH SCHOOL**

**CLAY HIGH SCHOOL**

**RILEY HIGH SCHOOL**

**RISE UP ACADEMY**

**WASHINGTON HIGH SCHOOL**



2016-2017 INDIANA DEPARTMENT OF EDUCATION											
STATE APPROVED COURSE TITLE SUMMARY											
SBCSC Course Number	Course Title	Page #	IDOE Course Code	School	Prerequisites Quantitative Reasoning *Dual Credit	General Diploma	Core 40 Diploma	Academic Honors Diploma	Technical Honors Diploma	Max # Credits	
<b>AGRICULTURE EDUCATION</b>											
41012N	Introduction to Agriculture, Food, and Natural Resources	14	5056			E	E	E	E	2	
56712, 56712C	Horticulture Science	14	4560			Lsc/Phy	E	E	E	2	
56734	Natural Resources	14	4512			E	E	E	E	2	
5760, 5760NT	Plant and Soil Science	14	4530			Lsc/Phy	E	E	E	2	
<b>SUSTAINABLE ENERGY NEW TECH MAGNET COURSES AT RILEY</b>											
41034N	Natural Resources	63	5180			E	E	E	E	2	
41112	Plant and Soil Science	63	4530			E	E	E	E	2	
41134	Sustainable Energy Alternatives	63	5229			E	E	E	E	6	
<b>BUSINESS EDUCATION</b>											
56212	Introduction to Accounting	15	4524		*	E	E	E	E	2	
56712, 56712C	Business Law and Ethics	15	4560		*	E	E	E	E	2	
56734	Business Math	15	4512		*	E	E	E	E	2	
58123	Digital Applications & Responsibility	15	4528			E	E	E	E	2	
5503	Introduction to Business	15	4518			E	E	E	E	2	
64256	Merchandising	15	5962		*	E	E	E	E	2	
5501	Preparing for College and Careers	15	5394			E	E	E	E	1	
58156	Principles of Business Management	15	4562			E	E	E	E	2	
59512	Principles of Marketing	15	5914			E	E	E	E	2	
<b>ENGINEERING &amp; TECHNOLOGY EDUCATION</b>											
70234	Computers in Design and Production	16	4800			E	E	E	E	2	
72612	Introduction to Construction	16	4792			E	E	E	E	2	
74356	Introduction to Manufacturing	16	4784			E	E	E	E	2	
76634	Introduction to Transportation	16	4798			E	E	E	E	2	
<b>ENGINEERING AND TECHNOLOGY MAGNET COURSES AT RILEY</b>											
47078T	Biotechnical Engineering PLTW	65	4818	R	*	E	E	E	E	2	
47056T	Civil Engineering and Architecture PLTW	65	4820	R	*	E	E	E	E	2	
47112T	Computer Science I	65	4801	R	*	E	E	E	E	2	
47090T	Computer Science II: Android App Dev.	65	5252	R	*	E	E	E	E	6	
47256T	Digital Electronics PLTW	65	4826	R	*	E	E	E	E	2	
47278T	Engineering Design and Development PLTW	65	4828	R	*	E	E	E	E	2	
47012T	Introduction to Engineering Design PLTW	65	4812	R	*	E	E	E	E	2	
47034T	Principles of Engineering PLTW	65	4814	R	*	E	E	E	E	2	
<b>ENGLISH/LANGUAGE ARTS</b>											
11212	English 9	17	1002			ELA	ELA	ELA	ELA	2	
11312	English 9 Honors	17	1002			ELA	ELA	ELA	ELA	2	
11412A	English 9 Honors (Advanced)	17	1002			ELA	ELA	ELA	ELA	2	
11234	English 10	17	1004		*	ELA	ELA	ELA	ELA	2	
11334	English 10 Honors	17	1004		*	ELA	ELA	ELA	ELA	2	
11434A	English 10 Honors (Advanced)	17	1004		*	ELA	ELA	ELA	ELA	2	
11256	English 11	17	1006		*	ELA	ELA	ELA	ELA	2	
11356	English 11 Honors	17	1006		*	ELA	ELA	ELA	ELA	2	
11456A	English 11 Honors (Advanced)	18	1006		*	ELA	ELA	ELA	ELA	2	
11278	English 12	18	1008		*	ELA	ELA	ELA	ELA	2	
11378	English 12 Honors	18	1008		*	ELA	ELA	ELA	ELA	2	
1011-1018	English as a New Language	18	1012	A		ELA	ELA	ELA	ELA	4	
<b>AP, IB AND DUAL CREDIT</b>											
1161	Advanced English/Language Arts, College Credit Language and Composition	18	1124		*	ELA	ELA	ELA	ELA	1 to 8	
1129	Advanced English/Language Arts, College Credit Literature and Composition	18	1129		*	ELA	ELA	ELA	ELA	1 to 8	
11556A	English Language and Composition, Advanced Placement	18	1056		*	ELA	ELA	ELA	ELA	2	
11478A	English Literature and Composition, Advanced Placement	18	1058		*	ELA	ELA	ELA	ELA	2	
11456H, 11478H	Language A Literature Higher Level, International Baccalaureate	18-19	1130	A	*	ELA	ELA	ELA	ELA	4	
11456S, 11478S	Language A Literature Standard Level, International Baccalaureate	19	1132	A	*	ELA	ELA	ELA	ELA	4	
<b>ELECTIVES</b>											
12212	Journalism	19	1080			E	E	E	E	2	
1100	Language Arts Lab	19	1010			E	E	E	E	1 to 8	
12234, 1227	Student Publications (Newspaper)	19	1086		*	E	E	FA	E	1 to 8	
12256, 1228	Student Publications (Yearbook)	19	1086		*	E	E	FA	E	1 to 8	
<b>READING: LITERATURE</b>											
14312	American Literature	19	1020		*	ELA	ELA	ELA	ELA	2	
6307V	Dramatic Literature	19	1028	C	*	ELA	ELA	ELA	ELA	1	
1435	Film Literature	20	1034		*	ELA	ELA	ELA	ELA	1	
1433	Themes in Literature	20	1048		*	ELA	ELA	ELA	ELA	1	
<b>SPEAKING &amp; LISTENING</b>											
1421	Speech	20	1076			ELA	ELA	ELA	ELA	2	
1422	Advanced Speech and Communication	20	1078		*	ELA	ELA	ELA	ELA	2	
<b>WRITING</b>											
12512, 1251A	Creative Writing	20	1092		*	ELA	ELA	ELA	ELA	1	
1261, 1261E	Expository Writing	20	1094		*	ELA	ELA	ELA	ELA	1	
1262	Technical Communications	20	1096		*	ELA	ELA	ELA	ELA	1	
<b>FAMILY &amp; CONSUMER SCIENCES</b>											
6451	Child Development	21	5362			E	E	E	E	1	





SBCSC Course Number	Course Title	Page #	IDOE Course Code	School	Prerequisites	Quantitative Reasoning	*Dual Credit	General Diploma	Core 40 Diploma	Academic Honors Diploma	Technical Honors Diploma	Max # Credits
6452	Advanced Child Development	21	5360		*			E	E	E	E	2
6433	Human Development and Wellness	21	5366					E	E	E	E	2
6402	Interpersonal Relationships	21	5364					E	E	E	E	1
6435	Introduction to Culinary Arts and Hospitality	21	5438					E	E	E	E	2
6421	Introduction to Fashion and Textiles	21	5380					E	E	E	E	2
6461	Introduction to Housing and Interior Design	21	5350					E	E	E	E	2
6431	Nutrition and Wellness	21	5342					E	E	E	E	1
FINE ARTS												
DANCE COURSE TITLES												
82156V	Dance Choreography (L)	22	4142	C	*			E	E	FA	E	
82012V	Dance Performance I: Modern Dance I & Ballet I (L)	22	4145	C				E	E	FA	E	
82034V	Dance Performance IIA: Modern Dance II & Ballet II (L)	22	4146	C	*			E	E	FA	E	
82056V	Dance Performance IIA: Modern Dance III & Ballet III (L)	22	4146	C	*			E	E	FA	E	
82112V	Dance Performance IVA: Modern Dance IV & Ballet IV (L)	22	4146	C	*			E	E	FA	E	
82078V	Dance Performance IIB: Jazz I & Ethnic/Folk I (L)	22	4146	C	*			E	E	FA	E	
82134V	Dance Performance IIB: Jazz II & Ethnic Folk II (L)	22	4146	C	*			E	E	FA	E	
MUSIC COURSE TITLES												
82534V, 82556V	Applied Music (L) (Guitar Studies I and II)	22	4200	C				E	E	FA	E	
6201	Music History and Appreciation	22	4206					E	E	FA	E	2
81412	Music Theory and Composition (L)	22	4208					E	E	FA	E	2
82512V, 8251	Piano and Electronic Keyboard (L)	22	4204	C				E	E	FA	E	
82412V	Electronic Music (L)	23	4202	C				E	E	FA	E	
82778V	Instrumental Ensemble (L)	23	4162	C				E	E	FA	E	
83534H	Music Higher Level, International Baccalaureate	23	4212	A				E	E	FA	E	4
83512S	Music Standard Level, International Baccalaureate	23	4214	A				E	E	FA	E	4
CHORAL												
81712V	Beginning Chorus (L)	23	4182	C	*			E	E	FA	E	
81734V, 81712	Intermediate Chorus (L)	23	4185		*			E	E	FA	E	
81756V	Advanced Chorus (L)	23	4188	C	*			E	E	FA	E	
81512, 8159	Choral Chamber Ensemble (L)	23	4180		*			E	E	FA	E	
81012	Vocal Jazz (L)	23	4184		*			E	E	FA	E	
BAND												
82690	Beginning Concert Band (L)	23	4160					E	E	FA	E	
82712, 8273	Intermediate Concert Band (L)	23	4168		*			E	E	FA	E	
82734V	Advanced Concert Band (L)	23	4170	C	*			E	E	FA	E	
83112, 8313	Jazz Ensemble (L)	24	4164		*			E	E	FA	E	
ORCHESTRA												
82612, 8263	Intermediate Orchestra (L)	24	4172		*			E	E	FA	E	
82634V	Advanced Orchestra (L)	24	4174	C	*			E	E	FA	E	
THEATRE ARTS COURSE TITLES												
6308V	Musical Theatre	24	0518	C	*			E	E	E	E	1
63112V	Technical Theatre (L)	24	4244	C	*			E	E	FA	E	
63012, 63012V	Theatre Arts (L)	24	4242					E	E	FA	E	
63034, 63034V	Advanced Theatre Arts (L)	24	4240		*			E	E	FA	E	
6306V	Theatre Arts Special Topic: Shakespeare	24	4254	C				E	E	FA	E	1
6307V	Theatre Arts Special Topic: Dramatic Literature	24	4254	C				E	E	FA	E	1
63212V	Theatre Production (L)	25	4248	C				E	E	FA	E	2
VISUAL ARTS COURSE TITLES												
6205	Art History	25	4024					E	E	FA	E	1
60412	Ceramics I (L)	25	4040		*			E	E	FA	E	
60434	Ceramics III(L)	25	4040		*			E	E	FA	E	
60212	Drawing (L)	25	4060		*			E	E	FA	E	
60334V	Fiber Arts (L)	25	4046	C	*			E	E	FA	E	
6011, 6011V	Introduction to Two-Dimensional Art (L)	25	4000					E	E	FA	E	1
6051	Advanced Two-Dimensional Art (L)	25	4004		*			E	E	FA	E	
6012, 6012V	Introduction to Three-Dimensional Art (L)	25	4002		*			E	E	FA	E	1
6052	Advanced Three-Dimensional Art (L)	25	4006		*			E	E	FA	E	
60778V	Jewelry (L)	25	4042	C	*			E	E	FA	E	
60756V	Painting (L)	25	4064	C	*			E	E	FA	E	
60012, 60034	Photography I & II (L)	26	4062		*			E	E	FA	E	
60312V	Printmaking (L)	26	4066	C	*			E	E	FA	E	
60456V	Sculpture (L)	26	4044	C	*			E	E	FA	E	
63412A	Studio Art (Drawing Portfolio), Advanced Placement	26	4048		*			E	E	FA	E	2
60912H,60934H	Visual Arts Higher Level, International Baccalaureate	26	4090	A				E	E	FA	E	4
60812S	Visual Arts Standard Level, International Baccalaureate	26	4092	A				E	E	FA	E	2
6047	Visual Communication	26	4046		*			E	E	FA	E	2
FINE ARTS MAGNET COURSES AT CLAY												
6000V	Fine Arts Connections	27	4026	C	*			E	E	FA	E	
HEALTH AND PHYSICAL EDUCATION												
HEALTH EDUCATION												
8021, 8021ES	Health and Wellness Education	27	3506					HW	HW	HW	HW	1
PHYSICAL EDUCATION												



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SBCSC Course Number	Course Title	Page #	IDOE Course Code	School	Prerequisites Quantitative Reasoning *Dual Credit	General Diploma	Core 40 Diploma	Academic Honors Diploma	Technical Honors Diploma	Max # Credits			
8503	Physical Education I (L)	27	3542			PE	PE	PE	PE	1			
8504	Physical Education II (L)	27	3544		*	PE	PE	PE	PE	1			
85067, 85067W	Elective Physical Education (L)	27	3560		*	E	E	E	E	1 to 6			
JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)													
	Junior Reserve Officer Training Corps	28											
MATHEMATICS													
3539, 3539DE	Advanced Mathematics, College Credit	29	2544		* * *	M	M	M	M	1 to 8			
30190, 30190E	Algebra I Lab	29	2516			M	E	E	E	2			
92212	Algebra I	29	2520		*	AI	AI	AI	AI	2			
32312	Algebra I Honors	29	2520		*	AI	AI	AI	AI	2			
34212, 34212E	Algebra II	29	2522		* *	AI	AI	AI	AI	2			
34312	Algebra II Honors	29	2522		* *	AI	AI	AI	AI	2			
32412A	Algebra II Honors (Advanced)	29	2522		* *	AI	AI	AI	AI	2			
35412A	Calculus AB, Advanced Placement	29	2562		*	M	M	M	M	2			
35434A	Calculus BC, Advanced Placement	29	2572		*	M	M	M	M	2			
34612	Finite Mathematics	30	2530		*	M	M	M	M	2			
33212, 33212E	Geometry	30	2532		*	M	G	G	G	2			
33312	Geometry Honors	30	2532		*	M	G	G	G	2			
33412A	Geometry Honors (Advanced)	30	2532		*	M	G	G	G	2			
3000	Mathematics Lab	30	2560			E	E	E	E	1 to 8			
33434I	Mathematical Studies Standard Level, International Baccalaureate	30	2586	A	* *	M	M	M	M	2			
3345I	Mathematics Standard Level, International Baccalaureate (Statistics)	30	2584	A	* *	M	M	M	M	2			
3541I	Mathematics Standard Level, International Baccalaureate (Calculus)	30	2584	A	* *	M	M	M	M	2			
35212	Pre-Calculus/Trigonometry	30	2564		*	M	M	M	M	2			
35312	Pre-Calculus/Trigonometry Honors	30	2564		*	M	M	M	M	2			
35334A	Pre-Calculus/Trigonometry Honors (Advanced)	30	2564		*	M	M	M	M	2			
35112A	Statistics, Advanced Placement	31	2570		* *	M	M	M	M	1 to 2			
3451W	Trigonometry	31	2565		*	M	M	M	M	1			
MULTIDISCIPLINARY													
84312E	Basic Skills Development	31	0500	A, W		E	E	E	E	1 to 8			
8485	Career Information and Exploration	31	0522			E	E	E	E	1 to 2			
8441	College-Entrance Preparation	31	0532		*	E	E	E	E	1			
84812	Community Service	31	0524			E	E	E	E	1 to 2			
8487	Peer Tutoring	31	0520			E	E	E	E	1 to 2			
5135I-5136I	Theory of Knowledge, International Baccalaureate	31	0560	A		E	E	E	E	2			
SCIENCE													
43378	Advanced Science, Special Topics (L) - Astronomy & Meteorology	32	3092			Sc	Sc	Sc	Sc	2			
43412	Advanced Science, Special Topics (L) - Ecology	32	3092			Sc	Sc	Sc	Sc	2			
44378	Advanced Science, Special Topics (L) - EMT Preparation	32	3092			Sc	Sc	Sc	Sc	2			
4501	Advanced Science, Special Topics (L) - Genetics & Biotechnology	32	3092			Sc	Sc	Sc	Sc	1			
4601	Advanced Science, Special Topics (L) - Introduction to the Fundamentals of Flight	32	3092			Sc	Sc	Sc	Sc	1			
40412	Advanced Science, Special Topics (L) - Marine Biology	32	3092			Sc	Sc	Sc	Sc	2			
4051M	Advanced Science, Special Topics (L) - Medical Microbiology	32	3092			Sc	Sc	Sc	Sc	2			
40234	Anatomy and Physiology	32	5276		* *	Sc/E	Sc/E	Sc/E	Sc/E	2			
40212	Biology I (L)	32	3024			LSc	LSc	LSc	LSc	2			
40312	Biology I Honors (L)	32	3024			LSc	LSc	LSc	LSc	2			
40356	Biology II Honors (L)	32	3026		*	LSc	LSc	LSc	LSc	2			
40334A	Biology, Advanced Placement (L)	32	3020		* *	Sc	Sc	Sc	Sc	2			
40378S, 40390S	Biology Standard Level, International Baccalaureate	32	3034	A	*	Bio	Bio	Bio	Bio	4			
40334H, 40356H	Biology Higher Level, International Baccalaureate	33	3032	A	*	Bio	Bio	Bio	Bio	4			
44212, 44212M	Chemistry I (L)	33	3064		* *	Phy	C	C	C	2			
44312, 44312M	Chemistry I Honors (L)	33	3064		* *	Phy	C	C	C	2			
44356	Chemistry II Honors (L)	33	3066		* *	Phy	C	C	C	2			
44334A	Chemistry, Advanced Placement (L)	33	3060		* *	Sc	C	C	C	2			
44356S	Chemistry Standard Level, International Baccalaureate	33	3072	A	* *	Sc	C	C	C	2			
42612, 42612E	Earth and Space Science I (L)	33	3044			ES	Sc	Sc	Sc	2			
44312	Earth and Space Science I Honors (L)	33	3044			ES	Sc	Sc	Sc	2			
40612, 4061W	Environmental Science (L)	33	3010		*	LSc	Sc	Sc	Sc	2			
40634	Environmental Science, Advanced Placement (L)	34	3012		* *	Sc	Sc	Sc	Sc	2			
43312S	Environmental Systems Standard Level, International Baccalaureate	34	3014	A		Sc	Sc	Sc	Sc	2			
40134, 4013E	Integrated Chemistry-Physics (L)	34	3108		* *	Phy	ICP	ICP	ICP	2			
4011W	Life Science (L)	34	3030			Sc	E	E	E	1			
46212	Physics I (L)	34	3084		* *	Phy	ICP	ICP	ICP	2			
46312A	Physics 1: Algebra-Based, Advanced Placement (L)	34	3080		* *	Sc	Sc	Sc	Sc	2			
46334A	Physics 2: Algebra-Based, Advanced Placement (L)	34	3081		* *	Sc	Sc	Sc	Sc	2			
46312H, 46334H	Physics Higher Level, International Baccalaureate	34	3081	A	*	Sc	Phy	Phy	Phy	2			
46312S, 46334S	Physics Standard Level, International Baccalaureate	34	3098	A	*	Sc	Phy	Phy	Phy	2			
40034	Science Research, Independent Study (L)	34	3008		*	Sc	Sc	Sc	Sc	1 to 2			
40078S	Sports, Exercise, and Health Sciences, Standard Level, International Baccalaureate	34	3510	A	* *	Sc	Phy	Phy	Phy	2			
SOCIAL STUDIES													
5321, 5321A	Current Problems, Issues, and Events	35	1512			E	E	E	E	1			
5161	Economics	35	1514		*	SS	Ec	Ec	Ec	1			










### STATE APPROVED COURSE TITLE SUMMARY

SBCSC Course Number	Course Title	Page #	IDOE Course Code	School	Prerequisites	Quantitative Reasoning	*Dual Credit	General Diploma	Core 40 Diploma	Academic Honors Diploma	Technical Honors Diploma	Max # Credits
7006	Street Law	41										
7002	United States Government	41										
70001	United States History	41										
69601	Work Experience	41										
LIFE SKILLS COURSES												
69145, 6896	Adaptive Home Economics	42										
69101, 6897	Adapted Physical Education	42										
69589	Career Awareness/Job Shadowing	42										
69023, 6892	Community Based Training	42										
69123, 6895	Functional Language Arts	42										
69067, 6894	Functional Math	42										
69167, 6898	Functional Science	42										
69189, 6899	Functional Social Studies	42										
70512, 70534	INTERN Program 1 through 4	42										
69045, 6893	Recreation and Leisure Skills	42										
69001, 6891	Vocational Activities	42										
69089	Work Experience	42										
COLLEGE AND CAREER PATHWAY PROGRAMS												
AGRICULTURE EDUCATION												
73212	Landscape Management I	56	5136					E	E	E	E	6
73234	Landscape Management II	56	5137		*			E	E	E	E	6
ARCHITECTURE AND CONSTRUCTION												
73212	Construction Trades I	56	5580			*		E	E	E	E	6
73234	Construction Trades II	56	5578		*	*		E	E	E	E	6
70178	Architectural Drafting and Design I	56	5640		*	*		E	E	E	E	6
71278	Architectural Drafting and Design II	56	5652		*	*	*	E	E	E	E	6
ARTS, AV TECHNOLOGY, AND COMMUNICATIONS												
58812X, Y, Z	Graphic Design and Layout	57	5550	C	*	*		E	E	E	E	6
58834X, Y, Z	Graphic Design and Layout	57	5550		*	*		E	E	E	E	6
58712X, Y, Z	Interactive Media	57	5232	C	*	*		E	E	E	E	6
58734Z	Interactive Media	57	5232		*	*		E	E	E	E	6
77112	Audio/Video Production I	57	5986			*		E	E	E	E	6
77134	Audio/Video Production II	57	5992		*	*		E	E	E	E	6
BUSINESS AND MARKETING												
58178	Administrative and Office Management	57	5268		*			E	E	E	E	4
56234	Banking and Investment Capstone	57	5258					E	E	E	E	4
59578	Entrepreneurship and New Ventures Capstone	57	5966		*	*	*	E	E	E	E	4
59534	Strategic Marketing	57	5918		*	*		E	E	E	E	6
EDUCATION AND TRAINING												
77212	Early Childhood Education I	58	5412		*	*		E	E	E	E	6
77234	Early Childhood Education II	58	5406		*	*		E	E	E	E	6
84334Y, 84334Z	Education Professions I	58	5408		*	*		E	E	E	E	6
HEALTH SCIENCE												
79001	Dental Careers I	58	5203		*	*		E	E	E	E	6
79023	Dental Careers II	58	5204		*	*		E	E	E	E	6
78190	Health Science Education I	58	5282			*		E	E	E	E	6
78234	Health Science Education II: Nursing	59	5284		*	*		E	E	E	E	6
HOSPITALITY AND HUMAN SERVICES												
72312	Cosmetology I	59	5802			*		E	E	E	E	6
72334	Cosmetology II	59	5806		*	*		E	E	E	E	6
64389, 64434, 64389I	Culinary Arts and Hospitality I	59	5440		*	*		E	E	E	E	6
64401, 64401I	Culinary Arts and Hospitality II: Culinary Arts	59	5346		*	*		E	E	E	E	6
64367	Culinary Arts and Hospitality II: Hospitality Management	59	5458		*	*		E	E	E	E	6
65990	Human and Social Services I	59	5336		*			E	E	E	E	6
66134	Human and Social Services II	60	5462		*			E	E	E	E	6
INFORMATION TECHNOLOGY												
77601	Computer Tech Support	60	5230		*	*		E	E	E	E	6
77623	Networking I	60	5234		*	*						6
PUBLIC SAFETY												
79201	Criminal Justice I	60	5822			*		E	E	E	E	6
79223	Criminal Justice II	60	5824		*	*		E	E	E	E	6
78256	Emergency Medical Services	60	5210		*	*		E	E	E	E	6
78278	Fire and Rescue I	61	5820			*	*	E	E	E	E	6
78290	Fire and Rescue II	61	5826		*	*	*	E	E	E	E	6
MANUFACTURING												
75012	Industrial Automation and Robotics I	61	5608			*		E	E	E	E	6
75034	Industrial Automation and Robotics II	61	5606		*	*	*	E	E	E	E	6
74712	Precision Machining I	61	5782			*	*	E	E	E	E	6
74734	Precision Machining II	61	5784		*	*	*	E	E	E	E	6
76112	Welding Technology I	61	5776			*	*	E	E	E	E	6
76134	Welding Technology II	61	5778		*	*		E	E	E	E	6
TRANSPORTATION												



2016-2017 INDIANA DEPARTMENT OF EDUCATION													
STATE APPROVED COURSE TITLE SUMMARY													
SBCSC Course Number	Course Title	Page #	IDOE Course Code	School	Prerequisites	Quantitative Reasoning	*Dual Credit	General Diploma	Core 40 Diploma	Academic Honors Diploma	Technical Honors Diploma	Max # Credits	
77478, 77478I	Automotive Services Technology I	61	5510			*		E	E	E	E	6	
77490I	Automotive Services Technology II	62	5546			*	*	E	E	E	E	6	
WORK-BASED LEARNING CAPSTONE													
58901X, Y, Z	Work Based Learning Capstone, Multiple Pathways	62	5974		*			E	E	E	E	2	
HEALTH CAREER MEDICAL MAGNET COURSES AT WASHINGTON													
40234	Anatomy and Physiology	67	5276					E	E	E	E	6	
78190M	Health Science Education I	67	5282	W				E	E	E	E	6	
78234M	Health Science Education II	67	5284	W				E	E	E	E	6	
78534M	Introduction to Health Science Careers	67	5272	W				E	E	E	E	6	
78512M	Medical Terminology	67	5274	W		*		E	E	E	E	2	

\* Dual credit is based on 2015-16 teacher credentials and subject to change. Up-to-date information will be available through the Guidance Department.





## Message from Superintendent

The high schools in South Bend provide a variety of courses and programs. This document contains information to assist you in planning your high school educational path. Please be sure to review the requirements for a high school diploma, whichever option you decide to pursue, and to enroll in courses which will keep you on track to obtain your diploma.

The course descriptions in this book are provided so you may plan and establish a schedule which is both sequential in nature, but more importantly, interesting and challenging to you as a student.

For further information on courses and graduation requirements, please check with your guidance counselor. This is an important and exciting time in your life, please enjoy the experiences and make the most of your high school years!

A handwritten signature in cursive script that reads "Carole Schmidt".

Carole Schmidt, Superintendent



## HOW TO USE THIS BOOK

This book has it all! In it you can find:

- List of all high school courses and descriptions.
- List of graduation and diploma requirements.
- Information on magnet programs and college and career pathways.

This book can help you!

**First**, take a look at the diploma and graduation requirements that are listed. This will help you get the big picture for what you will need in the coming years. Consider as well the college and career pathways and what your goals might be for after high school.

**Second**, use the form on page 5 to map out a plan of study and list what courses you will take. You will need a minimum of 40 credits to graduate. These credits are earned each semester for classes you successfully complete with a passing grade. Getting required classes in early and paying attention to prerequisites will help you avoid scheduling problems later on. Remember, this is just a PLAN! Be flexible since not all classes may fit when and where you want them to.

**Third**, start selecting specific courses. Read about the course length and content. Find out if you meet the requirements to take the course. Consider which level of each course might be right for you.

**Finally**, you are not in this alone. Guidance counselors, teachers, and parents will guide you in this process. Be sure to ask questions and get help when needed.

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# INDIANA CORE40

## Course and Credit Requirements

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

## 40 Total State Credits Required

Schools may have additional local graduation requirements that apply to all students.

\* Students must take a math or quantitative reasoning course each year in high school. Quantitative reasoning courses are listed on pages 7 through 12.

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

## COURSE GUIDE

INDIANA CORE40	With Academic Honors (minimum 47 credits)
	For the Core 40 with Academic Honors diploma, students must:
	<ul style="list-style-type: none"> <li>Complete all requirements for Core 40.</li> <li>Earn 2 additional Core 40 math credits.</li> <li>Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).</li> <li>Earn 2 Core 40 fine arts credits.</li> <li>Earn a grade of a "C" or better in courses that will count toward the diploma.</li> <li>Have a grade point average of a "B" or better.</li> <li>Complete <u>one</u> of the following: <ul style="list-style-type: none"> <li>A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams</li> <li>B. Earn 6 verifiable transcribed college credits in dual credit courses from priority course list</li> <li>C. Earn two of the following: <ol style="list-style-type: none"> <li>Minimum of 3 verifiable transcribed college credits from the priority course list,</li> <li>2 credits in AP courses and corresponding AP exams,</li> <li>2 credits in IB standard level courses and corresponding IB exam</li> </ol> </li> <li>D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each</li> <li>E. Earn an ACT composite score of 26 or higher and complete written section</li> <li>F. Earn 4 credits in IB courses and take corresponding IB exams.</li> </ul> </li> </ul>

INDIANA CORE40	With Technical Honors (minimum 47 credits)
	For the Core 40 with Technical Honors diploma, students must:
	<ul style="list-style-type: none"> <li>Complete all requirements for Core 40.</li> <li>Earn 6 credits in the college and career preparation courses in a state-approved College &amp; Career Pathway and one of the following: <ul style="list-style-type: none"> <li>A. Pathway designated industry-based certification or credential, or</li> <li>B. Pathway dual credits from the lists of priority courses resulting in 6 transcribed college credits</li> </ul> </li> <li>Earn a grade of "C" or better in courses that will count toward the diploma.</li> <li>Have a grade point average of a "B" or better.</li> <li>Complete <u>one</u> of the following. <ul style="list-style-type: none"> <li>C. Any one of the options (A - F) of the Core 40 with Academic Honors</li> <li>D. Earn the following scores or higher on WorkKeys: Reading for Information Level 6, Applied Mathematics – Level 6, and Locating Information–Level 5</li> <li>E. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.</li> <li>F. Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.</li> </ul> </li> </ul>



Student Name:		ID#:		Magnet:		YES	NO
Magnet Name:							
<b>HIGH SCHOOL FOUR YEAR PLAN OF STUDY</b>							
CLUSTER:							
DIPLOMA TYPE:							
PATHWAY:							
<b>CORE 40</b>							
<b>Directed Electives</b>							
<b>Directed Electives</b>							
Grade	English (4 years)	Math (4 years)	Science (3 years)	Social Studies (3 years)	Health (1/2 year/ PE (1 year)	Pathway Electives	Directed Electives: Fine Arts, World Languages, etc.
9	English 9				Preparing for College & Careers		
10	English 10				Health		
11	English 11						
12	English 12						



## HIGH SCHOOL DIPLOMA REQUIREMENTS

### **Indiana General High School Diploma**

The completion of Core 40 is an Indiana graduation requirement. To graduate with less than Core 40, the student, parent/guardian, and school officials must complete the opt-out process form.

### **ISTEP+ /End of Course Assessments (ECA)**

Students completing Algebra I, English 10, and Biology I must take the corresponding ECA and ISTEP exams. Passing the Algebra I and English 10 exams are required in order to graduate. Students who are unable to pass these exams should check with their guidance counselor about their options.

## HOW TO CHOOSE YOUR COURSES

Study this book carefully when you begin to choose your classes for the upcoming school year. Look at the plan you developed on page 5 and narrow your selections and course levels. Use the following descriptions to guide your decisions. The goal is to choose a course of study in which you will be both challenged and successful.

### **AP, Advanced or IB**

- Reads and comprehends material two or more years above grade level
- Consistently earns grade "A" in subject area
- Scores at or above 95<sup>th</sup> percentile on standardized tests in appropriate area
- Reads avidly in the subject area and vigorously pursues assignments
- Demonstrates the capability and willingness to devote significant time to subject
- Demonstrates style, creativity and original thinking

### **Honors**

- Reads and comprehends material one or more years above grade level
- Consistently earns grade "A" or "B" in subject area and/or related subject areas
- Scores at or above 80<sup>th</sup> percentile on standardized tests in appropriate area
- Reads in the subject area and pursues assignments with enthusiasm
- Demonstrates the capability and willingness to devote extra time to subject
- Demonstrates precision, enthusiasm and flexible thinking in assignments

### **Regular**

- Reads and comprehends material at or near grade level
- Consistently earns satisfactory grades in subject area and/or related subject areas
- Attends class regularly and consistently completes assigned work
- Follows directions and completes assignments in a thoughtful manner
- Reads in subject area as assigned
- Works at a systematic and steady pace

## SCHEDULE CHANGE GUIDELINES

Schedule changes will be made only for the following reasons:

- A need to balance classes or correct a scheduling error
- Medical reasons with proper documentation
- Change of course level, based on teacher recommendation: Regular > Honors > Advanced
- Failure of required course or required prerequisite
- Completion of course(s) in summer school

A student will have the first five days of each semester to complete a form requesting a change for the above reasons. The guidance counselor will make that change, if appropriate, within the first 10 days of a new semester.

Occasionally, there will be individual situations that arise which will need to be reviewed by a guidance counselor to determine whether a schedule change is needed. These situations will be considered by the student's teacher, parent/guardian, and guidance counselor. A recommendation will be made to the principal who will make the final decision.

### **Summary Legend**

Ag	Agriculture	ES	Earth Science	PE	Physical Education
AI	Algebra I	FA	Fine Arts	Phy	Physical Science
AI	Algebra II	G	Geometry	Sc	Science
Bio	Biology	Gov	Government	SS	Social Studies
C	Chemistry	HW	Health and Wellness	USH	U.S. History
E	Elective	ICP	Integrated Chemistry and Physics	WL	World Language
Ec	Economics	LSc	Life Science		
ELA	English Language Arts	M	Mathematics		



## MAGNET PROGRAM DESCRIPTIONS

### John Adams High School

#### *International Baccalaureate*

The Adams High School magnet program focuses on problems and issues that cut across national boundaries and emphasizes the connectedness of ecological, cultural, economic, political and technological systems. Our goal is to foster in our students an appreciation for others and to come to understand that individuals and cultures, though different, may also have merit. We are an authorized International Baccalaureate Diploma Program school. This is a rigorous course of study that will provide students with the intellectual, social, and critical perspectives necessary to succeed at colleges and universities, both in the United States and abroad. Our magnet program emphasizes critical thinking skills, intercultural understanding, and exposure to a variety of points of view.

### Clay High School

#### *Visual and Performing Arts*

Clay's arts magnet program advances the school's ability to provide a world of outstanding opportunities, training, and experiences for talented, committed students who have a serious interest in the arts. Our arts program works in tandem with our academic program to provide new challenges for students already considered successful. The visual and performing arts encourage personal growth, foster social tolerance, and motivate students to be more inventive and curious in their pursuits.

From Bach to rock, ballet to hip-hop, drawing to multimedia graphic design, and from Shakespeare to Tennessee Williams, Clay offers students a comprehensive, quality program in the fine arts.

The program includes four strands, each with a deep, rich curriculum.

- **Music** – four choirs, five bands, two orchestras, percussion ensemble, electronic music, piano, and guitar.
- **Theater** – two levels of acting, technical theater, production, Shakespeare, film, and dramatic literature
- **Art** – Painting, sculpture, printmaking, jewelry, in addition to traditional introductory, drawing, photography, and ceramics
- **Dance** – several levels of Ballet/Modern, Jazz/Ethnic/Folk, Choreography, and a co-curricular dance performance company

### James Whitcomb Riley High School

#### *Engineering and Technology*

The engineering magnet program is nationally certified through Project Lead the Way (PLTW). PLTW is the leading provider of rigorous and innovative Science, Technology, Engineering, and Mathematics (STEM) curricular programs in the United States. Riley's PLTW certification allows students to earn dual college credits and multiple scholarship opportunities only awarded to PLTW graduates! Students in the Riley magnet programs create, design, build, discover, collaborate with peers and engineers, and solve problems while applying what they learn in math and science.

Students are challenged by focused, project based, standards and industry-driven courses that will prepare students for any future endeavor!

#### *New Tech: Sustainable Energy*

The New Tech magnet program engages students through innovative instruction and projects that tackle the issues of today's world while providing a smaller learning community that allows students to connect with others and thrive as individuals. The New Tech magnet focuses on sustainable energy and infuses topics such as natural resources, sustainable agriculture, food systems, renewable energy, climate change, ecology, healthy living and public advocacy into courses offered. Partnerships with local experts will provide opportunity for local and global action in authentic projects.

### Washington High School

#### *Medical and Allied Health Sciences*

The Medical and Allied Health Sciences magnet program at Washington High School offers students the opportunity to participate in one of the most dynamic growth industries in the United States. Students receive broad-based preparation for careers in healthcare and scientific research. The program emphasizes scientific inquiry, critical thinking, and effective communication skills.

Students complete a science-oriented course of study as they pursue Core 40, Academic Honors or Technical Honors Diploma. Students participate in specialized medical and health related instruction. Medical concepts are woven throughout the curriculum in English, Spanish, and required courses in Biology, Chemistry, and Anatomy and Physiology. In a student's junior year, he or she will participate in a job-shadowing experience involving diversified areas of health occupations. As seniors, students complete an internship in a specified health area of their choice. Students enrolling in this program should have a desire to further their education in a science or health-related field.



# AGRICULTURE EDUCATION

See pages 56-62 for multi-hour classes.

## INTRODUCTION TO AGRICULTURE, FOOD, AND

### NATURAL RESOURCES

41012N (4101N-4102N)

IDOE# 5056

*Introduction to Agriculture, Food and Natural Resources* provides students with an introduction to the fundamentals of agriculture science and business. Topics to be covered include: animal science, plant and soil 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

Grade 9

### HORTICULTURE SCIENCE

41090 (4109-4110)

IDOE# 5132

*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 interests 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.

Grade 10

### NATURAL RESOURCES

41034N (4103N-4104N)

IDOE# 5180

*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.

Grade 11

### PLANT AND SOIL SCIENCE

41112 (4111-4112)

IDOE# 4530

*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 disease 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 agriculture experience and career exploration opportunities.

Grade 10



## BUSINESS EDUCATION DEPARTMENT

See pages 56-62 for multi-hour classes.

### INTRODUCTION TO ACCOUNTING

56212 (5621-5622)

IDOE# 4524

*Introduction to Accounting* introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for 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 and interpreting financial reports as a basis for decision making.

Grades 11-12

### BUSINESS LAW AND ETHICS

56712 (5671-5672)

IDOE# 4560

56712C (5671CL- 5672CL) Business Pathway Link

*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 and situation analyses.

Grade 12

### BUSINESS MATH

56734 (5673-5674)

IDOE# 4512

*Business Math* is designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. This course is 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. This is a Quantitative Math Reasoning course.

Grade 12

### DIGITAL APPLICATIONS & RESPONSIBILITY

58123 (5812-5813)

IDOE#4528

*Digital Applications & Responsibility* introduces students to the physical components and operation of computers. Technology is used to build students decision-making and problem-solving skills. Students will be given the opportunity to seek an industry-recognized digital literacy certification.

Grades 9-11

### INTRODUCTION TO BUSINESS

5503

IDOE# 4518

*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 on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

Grades 9-10

### MERCHANDISING

64256 (6425-6426)

IDOE# 5962

*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.

Grades 11-12

### PREPARING FOR COLLEGE AND CAREERS

5501

IDOE# 5394

*Preparing for College and Careers* addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. Topics to be addressed include: life and career skills; communication; exploration of interests; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the national career clusters and Indiana's College and Career Pathways, an in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios.

Grade 9

### PRINCIPLES OF BUSINESS MANAGEMENT

58156 (5815-5816)

IDOE# 4562

*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.

Grade 11

### PRINCIPLES OF MARKETING

59512 (5951-5952)

IDOE# 5914

*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.

Grade 11



## ENGINEERING AND TECHNOLOGY EDUCATION

### COMPUTERS IN DESIGN AND PRODUCTION

70234 (7023-7024)

IDOE# 4800

*Computers in Design and Production* uses 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. Topics include: 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.

Grades 9-10

### INTRODUCTION TO CONSTRUCTION

72612 (7261-7262)

IDOE# 4792

*Introduction to Construction* offers hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. The student will also learn and apply knowledge for 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.

Grade 10

### INTRODUCTION TO MANUFACTURING

74356 (7435-7436)

IDOE# 4784

*Introduction to Manufacturing* focuses on how people use modern manufacturing systems with an introduction to manufacturing technology. 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: metallic, polymers, ceramics, and composites.

Grade 10

### INTRODUCTION TO TRANSPORTATION

76634 (7663-7664)

IDOE# 4798

*Introduction to Transportation* is 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.

Grades 9-10



# ENGLISH/LANGUAGE ARTS DEPARTMENT

## ENGLISH 9

11212 (1121-1122)  
11212D Off Sequence  
11212E ESL at AHS  
11212R Special Education  
11212X, Y, Z

IDOE# 1002

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

## ENGLISH 9 HONORS

11312 (1131-1132)  
11312X

IDOE# 1002

*English 9 Honors* provides students with a rigorous regimen of reading and writing as well as work with grammar/style/usage. Reading selections include a variety of works from fiction, non-fiction, drama, and poetry. Writing includes reports and essays, along with critical and creative responses to works studied. Students engage in extensive research, creative projects, and group presentations.

## ENGLISH 9 HONORS (ADVANCED)

11412A (1141A-1142A)

IDOE# 1002

*English 9 Honors (Advanced)* is designed for the superior student of English who is capable of comprehending texts of significant depth and breadth of content and who is on a course of study to reach an Advanced Placement English course the junior or senior year. This course not only provides an in-depth study of complex texts including fiction, nonfiction, drama, and poetry, but also requires superior performance on consistently challenging writing tasks. Writing will include reports and essays, along with critical and creative responses to text. Students will engage in extensive research, creative projects and group presentations. Students will also be required to do extensive reading and writing outside of class as well as in the classroom.

## ENGLISH 10

11234 (1123-1124)  
11234E ESL at AHS  
11234R Special Education

IDOE# 1004

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

**PREREQUISITE:** English 9 or teacher recommendation

## ENGLISH 10 HONORS

11334 (1133-1134)

IDOE# 1004

*English 10 Honors* provides students with a rigorous regimen of reading and writing as well as work with grammar/style/usage. Reading selections include a variety of works from fiction, non-fiction, drama and poetry. Writing includes reports and essays, along with critical and creative responses to works studied. Students engage in extensive research, creative projects, and group presentations.

## ENGLISH 10 HONORS (ADVANCED)

11434A (1143A-1144A)

IDOE# 1004

*English 10 Honors (Advanced)* is designed for the superior student of English who is capable of comprehending texts of significant depth and breadth of content who is on a course of study to reach an Advanced Placement English course in the junior or senior year. This course not only provides an in-depth study of complex texts including fiction, nonfiction, drama, and poetry, but also requires superior performance on consistently challenging writing tasks. Writing will include reports and essays, along with critical and creative responses to text. Students will engage in extensive research, creative projects and group presentations. Students will also be required to do extensive reading and writing outside of class as well as in the classroom.

## ENGLISH 11

11256 (1125-1126)  
11256E ESL at AHS  
11256R Special Education

IDOE# 1006

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

**PREREQUISITES:** English 10 or teacher recommendation

## ENGLISH 11 HONORS

11356 (1135-1136)

IDOE# 1006

*English 11 Honors* provides students with a rigorous regimen of reading American Literature as well as writing and work with grammar/style/usage. Reading selections include a variety of works from fiction, nonfiction, drama and poetry. Writing includes reports, essays, along with critical and creative responses to works studied. Students engage in extensive research, creative projects and group presentations.



**ENGLISH 11 HONORS (ADVANCED)**

11456A (1145A-1146A)

IDOE# 1006

*English 11 Honors (Advanced)* is designed for the superior student of English who is capable of comprehending texts of significant depth and breadth of content and who is on a course of study to reach an Advanced Placement English course in the senior year. This course not only provides an in-depth study of complex texts including fiction, nonfiction, drama, and poetry, but also requires superior performance on consistently challenging writing tasks. Writing will include reports and essays, along with critical and creative responses to text. Students will engage in extensive research, creative projects and group presentations. Students will also be required to do extensive reading and writing outside of class as well as in the classroom.

**ENGLISH 12**

11278 (1127-1128)

IDOE# 1008

11278E ESL at AHS

11278R Special Education

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

**PREREQUISITES:** English 11 or teacher recommendation

**ENGLISH 12 HONORS**

11378 (1137-1138)

IDOE# 1008

*English 12 Honors* provides students with a rigorous regimen of reading in world literature (including British Literature), writing and work with grammar/style/usage. Reading selections include a variety of works from fiction, nonfiction, drama and poetry. Writing includes reports and essays, along with critical and creative responses to works studied. Students engage in extensive research, creative projects and group presentations.

**ENGLISH AS A NEW LANGUAGE**

1011-1018 ESL at AHS

IDOE# 1012

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

**PREREQUISITES:** English proficiency placement test results

**ACP, AP, IB AND DUAL CREDIT****ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT****LANGUAGE AND COMPOSITION**

1161

IDOE# 1124

**LITERATURE AND COMPOSITION**

1129

IDOE# 1124

*Advanced English/Language Arts, College Credit* covers any English language and composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school.

**PREREQUISITES:** English 9, English 10 or other literature, language composition, and speech courses or teacher recommendation

**ENGLISH LANGUAGE AND COMPOSITION, ADVANCED PLACEMENT**

11556A (1155AP-1156AP)

IDOE# 1056

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

**PREREQUISITES:** English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation

**ENGLISH LITERATURE AND COMPOSITION, ADVANCED PLACEMENT**

11478A (1147AP-1148AP)

IDOE# 1058

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

**PREREQUISITES:** English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation

**LANGUAGE A LITERATURE HIGHER LEVEL, INTERNATIONAL BACCALAUREATE**

11456H (1145H-1146H)

IDOE# 1130

11478H (1147H-1148H)

*Language A Literature Higher Level, International Baccalaureate* is a pre-university literature course in the student's native or best language and is based on the curriculum published by the International Baccalaureate Organization. It promotes an appreciation of literature and knowledge of the



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

**Grades 11-12**

### LANGUAGE A LITERATURE STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

11456S (1145S-1146S)

IDOE# 1132

11478S (1147S-1148S)

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

**Grades 11-12**

## ELECTIVES

### JOURNALISM

12212 (1221-1222)

IDOE# 1080

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

**Grades 10-12**

### LANGUAGE ARTS LAB

11001

IDOE# 1010

11001C Read 180 (9<sup>th</sup> Grade)

1100ES ESL at AHS

11001R Special Education

1100E1, E2, E3 9th Grade ESL at WHS

1100E4, E5, E6 10th Grade ESL at WHS

1100F1, F2, F3 9th Grade at WHS

*Language Arts Lab* is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with Indiana 2014 Career and College Ready Standards focusing on the Writing Standards.

### STUDENT PUBLICATIONS

#### NEWSPAPER

12234 (1223-1224)

IDOE# 1086

1227 at WHS

#### YEARBOOK

12256 (1225-1226)

IDOE# 1086

1228 at WHS

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

**Grades 10-12**

**PREREQUISITE:** Journalism or teacher recommendation

## READING: LITERATURE

### AMERICAN LITERATURE

14312 (1431-1432)

IDOE# 1020

*American Literature* 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.

**Grade 11**

**PREREQUISITE:** English 10 or teacher recommendation

### DRAMATIC LITERATURE

6307V Magnet at CHS

IDOE# 1028

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

**PREREQUISITES:** English 9, English 10 or teacher recommendation



**FILM LITERATURE**

1435

IDOE# 1034

*Film Literature* is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. **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.

**Grades 11-12**

**PREREQUISITE:** English 9, English 10 or teacher recommendation

**THEMES IN LITERATURE**

1433 at WHS

IDOE# 1048

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

**Grades 11-12**

**PREREQUISITE:** English 9, English 10 or teacher recommendation

**SPEAKING & LISTENING****SPEECH**

1421

IDOE# 1076

1421A at WHS

1421M at WHS

*Speech* is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and 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.

**ADVANCED SPEECH AND COMMUNICATION**

1422

IDOE# 1078

*Advanced Speech and Communication* 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. Students complete a project, such as multi-media presentations that are reflective, reports or historical investigations, responses to literature, or persuasive arguments.

**Grades 11-12**

**PREREQUISITE:** Speech or teacher recommendation

**WRITING****CREATIVE WRITING**

12512 (1251-1252)

IDOE# 1092

1251A at WHS

*Creative Writing* is a study and application of the rhetorical (effective) writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. **CREATIVE WRITING PROJECT:** Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions.

**Grades 11-12**

**PREREQUISITE:** English 10 or teacher recommendation

**EXPOSITORY WRITING**

1261

IDOE# 1094

1261E ESL at AHS

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

**Grades 11-12**

**PREREQUISITE:** English 10 or teacher recommendation

**TECHNICAL COMMUNICATIONS**

1262

IDOE# 1096

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

**Grades 11-12**

**PREREQUISITES:** English 9, English 10 or teacher recommendation



## FAMILY AND CONSUMER SCIENCES DEPARTMENT

See pages 56-62 for multi-hour classes.

The Health and Wellness credit requirement for graduation may be waived for a student if the student's program includes three (3) credits from the following Family and Consumer Sciences courses: (A) Child Development, (B) Human Development and Wellness, (C) Interpersonal Relationships, (D) Nutrition and Wellness.

### CHILD DEVELOPMENT

6451

IDOE# 5362

*Child Development* is an introductory course 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. Both courses provide the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

Grade 10

### ADVANCED CHILD DEVELOPMENT

6452

IDOE# 5360

*Advanced Child Development* addresses issues of child development from age 4 through age 8.

Grade 10

**PREREQUISITE:** Child Development

### HUMAN DEVELOPMENT AND WELLNESS

6433

IDOE# 5366

*Human Development and Wellness* is especially relevant for students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. 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. This course provides the foundation for continuing and post-secondary education in all career areas.

Grade 10

### INTERPERSONAL RELATIONSHIPS

6402

IDOE# 5364

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

Grades 9-10

### INTRODUCTION TO CULINARY ARTS AND HOSPITALITY

6435

IDOE# 5438

*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. 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.

Grade 10

**PREREQUISITE:** Nutrition and Wellness

### INTRODUCTION TO FASHION AND TEXTILES

6421

IDOE# 5380

*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. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

Grades 10-11

### INTRODUCTION TO HOUSING AND INTERIOR DESIGN

6461

IDOE# 5350

*Introduction to Housing and Interior Design* is an introductory course that provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries. 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. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces.

Grade 10

### NUTRITION AND WELLNESS

6431

IDOE# 5342

*Nutrition and Wellness* 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. 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.

Grades 9-10



## FINE ARTS

*Fine Arts courses on pages 22 to 26 are open to students at all high schools. Courses marked with a "V" are offered at Clay High School only and courses with an "H" or "S" are open to Adams High School IB students only. All SBCSC fine arts courses are based on Indiana Academic Standards.*

### DANCE COURSE TITLES

#### DANCE CHOREOGRAPHY (L)

82156V (8215V-8216V)

IDOE# 4142

*Dance Choreography* learning activities 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. *(This course may be taken for successive semesters.)*

**PREREQUISITE:** Dance Performance I or permission of instructor

#### DANCE PERFORMANCE

##### I: MODERN DANCE I & BALLET I (L)

82012V (8201V-8202V)

IDOE# 4146

##### IIA: MODERN DANCE II & BALLET II (L)

82034V (8203V-8204V)

IDOE# 4146

##### IIIA: MODERN DANCE III & BALLET III (L)

82056V (8205V-8206V)

IDOE# 4146

##### IVA: MODERN DANCE IV & BALLET IV (L)

82112V (8211V-8212V)

IDOE# 4146

##### IIB: JAZZ I & ETHNIC/FOLK I (L)

82078V (8207V-8208V)

IDOE# 4146

##### IIIB: JAZZ II & ETHNIC FOLK II (L)

82134V (8213V-8214V)

IDOE# 4146

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

### MUSIC COURSE TITLES

#### REQUIREMENTS FOR ALL MUSIC PERFORMANCE

**CLASSES:** 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. Introductory classes are a prerequisite for enrolling in advanced courses or permission of the instructor.

### STUDIO MUSIC

#### APPLIED MUSIC (L)

82534V (8253V-8254V) Guitar Studies I

IDOE# 4200

82556V (8255V-8256V) Guitar Studies II

*Applied Music* offers 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. *(This course may be taken for successive semesters.)*

**PREREQUISITE:** Instructor permission

#### MUSIC HISTORY AND APPRECIATION

6201

IDOE# 4206

*Music History and Appreciation* provides 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.

#### MUSIC THEORY AND COMPOSITION (L)

81412 (8141-8142)

IDOE# 4208

*Music Theory and Composition* develops 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.

#### PIANO AND ELECTRONIC KEYBOARD (L)

82512V (8251V-8252V)

IDOE# 4204

*Piano and Electronic Keyboard* develops 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. *(This course may be taken for successive semesters.)*



**ELECTRONIC MUSIC (L)**

82412V (8241V-8242V)

IDOE# 4202

*Electronic Music* is based on Indiana's 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.

**INSTRUMENTAL ENSEMBLE (L)**

82778 (8277-8278)

IDOE# 4162

82778V (8277V-8278V)

*Instrumental Ensemble* provides students with balanced comprehensive study of chamber ensemble and solo literature. 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, sight-reading, and conveying the composer's intent in performance. (This course may be taken for successive semesters.)

**PREREQUISITE:** Instructor permission

**MUSIC HIGHER LEVEL, INTERNATIONAL BACCALAUREATE**

83534H (8353H-8354H)

IDOE# 4212

*Music Higher Level, International Baccalaureate* is a course designed by the International Baccalaureate Organization to promote greater awareness and understanding of the power and variety of musical experiences for those who have a general interest in music. Content of the course expands on material covered in Music Standard Level course. Higher level students participate through three compulsory parts; musical perception and analysis which includes the study of prescribed work, the study of musical genres and styles, and musical investigation; vocal or instrumental solo performance-one or more recitals; and composition-three contrasting compositions.

Grades 11-12

**MUSIC STANDARD LEVEL, INTERNATIONAL BACCALAUREATE**

83512S (8351S-8352S)

IDOE# 4214

*Music Standard Level, International Baccalaureate* is a course designed by the International Baccalaureate Organization to promote greater awareness and understanding of the power and variety of musical experiences for those who have a general interest in music. Candidates are exposed to a broad spectrum of music, ranging from classical and Western traditions to that of other regions and culture. The creative and practical aspects of music are evenly balanced with the theoretical or the academic. Students study musical perception and analysis and undertake studies of a wide range of musical genres and styles. Standard level students participate through two compulsory parts; musical perception and analysis which includes the study of prescribed works, the study of musical genres and styles, and musical investigation; and group performance entailing two or more public performances.

Grades 11-12

**CHORAL****BEGINNING CHORUS (L)**

81712V (8171V-8172V)

IDOE# 4182

**INTERMEDIATE CHORUS (L)**

81712 (8171-8172)

IDOE# 4186

8173 at WHS

81734V (8173V-8174V)

**ADVANCED CHORUS (L)**

81756V (8175V-8176V)

IDOE# 4188

*Chorus* courses develop musicianship and specific performance skills through ensemble and solo singing. These classes include 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. composer's intent in performance of music. Emphasis is placed on sight-reading, critical listening skills, vocal technique, and composer's intent in performance. A capella singing is required in upper level courses. (These courses may be taken for successive semesters.)

**CHORAL CHAMBER ENSEMBLE (L)**

81512 (8151-8152)

IDOE# 4180

8153 at WHS

*Choral Chamber Ensemble* emphasizes student musicianship and specific performance skills that 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, analyzing music, and conveying the composer's intent in performance. (This course may be taken for successive semesters.)

**VOCAL JAZZ (L)**

81012 (8101-8102)

IDOE# 4184

*Vocal Jazz* develops 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. (This course may be taken for successive semesters.)

**BAND****BEGINNING CONCERT BAND (L)**

82690 (8269-8270)

IDOE# 4160

**INTERMEDIATE CONCERT BAND (L)**

82712 (8271-8272)

IDOE# 4168

8273 at WHS

**ADVANCED CONCERT BAND (L)**

82734V (8273V-8274V)

IDOE# 4170

*Concert Band* 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, sight-reading, and conveying the composer's intent in performance. Rehearsals and performances outside the school day and during the month of August will be required. (These courses may be taken for successive semesters.)



**JAZZ ENSEMBLE (L)**

83112 (8311-8312)

IDOE# 4164

8313 Trimester at WHS

*Jazz Ensemble* develops 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. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.

**ORCHESTRA****INTERMEDIATE ORCHESTRA (L)**

82612 (8261-8262)

IDOE# 4172

8263 Trimester at WHS

**ADVANCED ORCHESTRA (L)**

82634V (8263V-8264V)

IDOE# 4174

*Orchestra* courses provide a balanced comprehensive study of music through the orchestra, string and/or full orchestra. 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, sight-reading, and conveying the composer's intent in performance. (These courses may be taken for successive semesters.)

**THEATRE ARTS COURSE TITLES****REQUIREMENTS FOR ALL THEATRE ARTS CLASSES:**

Theatre arts class 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. Introductory classes are a prerequisite for enrolling in advanced courses or permission of the instructor.

**MUSICAL THEATRE**

6308V

IDOE# 0518

*Musical Theatre* students 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. Students will study significant works of musical theatre and analyze the significance and evolution of the art form and the elements and structure of musical theatre.

**PREREQUISITE:** Theatre Arts**TECHNICAL THEATRE (L)**

63112V 6311V-6312V)

IDOE# 4244

*Technical Theatre* actively engages students in the process of designing, building, managing, and implementing the technical aspects of a production, including scenic design, lighting, costuming, make-up, sound, and stage and house management.

**PREREQUISITE:** Theatre Arts**THEATRE ARTS****THEATRE ARTS (L)**

63012 (6301-6302)

IDOE# 4242

63012V (6301V-6302V)

**ADVANCED THEATRE ARTS (L)**

63034 (6303-6304)

IDOE# 4240

63034V (6303V-6304V)

*Theatre Arts* focuses on reading and analyzing plays, creating scripts and theatre pieces, conceiving scenic designs, and developing acting skills. **This class may be offered as a summer course (Summerfly).** (This course may be taken for successive semesters.)

**THEATRE ARTS, SPECIAL TOPICS (L)**

6306V Shakespeare

IDOE# 4254

6307V Dramatic Literature (Description under Language Arts)

*Theatre Arts, Special Topics* focuses on a specific subject related to theatre arts.

*Shakespeare* students will study the dramatic and literary works of William Shakespeare. They will see performances of his plays, stage scenes from his works, learn the proper way to recite and perform the text, and study theatre production techniques of the time. They will explore the political, social, and cultural aspects of the period.

*Dramatic Literature* students will study plays and literary art with particular focus on dramatic conventions that differentiate drama from other literary genres. Students will: see performances of plays; stage scenes from plays, discuss the various types/styles of drama including comedy, tragedy, satire, theatre of the absurd, children's theatre, and study the history of drama as entertainment. Students will express their knowledge of course content through creative, analytical and expository writing.

**PREREQUISITE:** Theatre Arts



## THEATRE PRODUCTION (L)

63212V (6321V-6322V)

IDOE# 4248

*Theatre Production* students 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.

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 volunteer to support theatre in their community.

**PREREQUISITE:** Theatre Arts

## VISUAL ARTS COURSE TITLES

### REQUIREMENTS FOR ALL VISUAL ARTS CLASSES:

Visual arts students engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production and integrated studies. Students reflect upon and refine their work and strive to create portfolio quality work. They 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; incorporate literacy and presentational skills; utilize the resources of art museums, galleries, and studio; and identify art-related careers. Introductory classes are a prerequisite for enrolling in advanced courses or permission of the instructor.

### ART HISTORY

6205

IDOE# 4024

*Art History* 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.

### CERAMICS I (L)

60412 (6041-6042)

IDOE# 4040

### CERAMICS II (I)

60434 (6043-6044)

IDOE# 4040

*Ceramics* students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. (*This course may be taken for successive semesters.*)

**PREREQUISITES:** Introduction to Two-Dimensional Art and Introduction to Three-Dimensional Art

### DRAWING (L)

60212 (6021-6022)

IDOE# 4060

*Drawing* 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.

**PREREQUISITE:** Introduction to Two-Dimensional Art

## FIBER ARTS (L)

60334V (6033V-6034V)

IDOE# 4046

*Fiber Arts* students create fiber art works utilizing processes such as loom and off-loom construction, dyeing, coiling, and stitchery.

**Grades 10-12**

**PREREQUISITES:** Introduction to Two-Dimensional Art (L) and Introduction to Three-Dimensional Art (L)

## INTRODUCTION TO TWO-DIMENSIONAL ART (L)

6011

IDOE# 4000

6011V

## ADVANCED TWO-DIMENSIONAL ART (L)

6051

IDOE# 4004

*Two-Dimensional Art* engages students 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.

## INTRODUCTION TO THREE-DIMENSIONAL ART (L)

6012

IDOE# 4002

6012V

## ADVANCED THREE-DIMENSIONAL ART (L)

6052

IDOE# 4006

*Three-Dimensional Art* engages students 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.

**PREREQUISITE:** Introduction to Two-Dimensional Art

## JEWELRY (L)

60778V (6077V-6078V)

IDOE# 4042

*Jewelry* students create works of jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering.

**PREREQUISITES:** Introduction to Two-Dimensional Art, Introduction to Three-Dimensional Art or permission of the instructor.

## PAINTING (L)

6075

IDOE# 4064

60756V (6075V-6076V)

*Painting* 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. (*This course may be taken for successive semesters.*)

**PREREQUISITE:** Introduction to Two-Dimensional Art



**PHOTOGRAPHY I (L)**

60012 (6001-6002)

IDOE# 4062

**PHOTOGRAPHY II (L)**

60034 (6003-6004)

IDOE# 4062

*Photography* engages students in creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. Students must provide their own 35mm camera. Additional supplies will cost a minimum of \$50.00 per student, per semester. (This course may be taken for successive semesters.)

**Grades 10-12**

**PREREQUISITE:** Introduction to Two-Dimensional Art or permission of the instructor

**PRINTMAKING (L)**

60312 (6031-6032)

IDOE# 4066

60312V (6031V-6032V)

*Printmaking* students apply media, techniques, and processes with sufficient skill to communicate intended meaning. They create abstract and realistic prints using a variety of materials such as linocut, woodcut, stencil, silkscreen, photo silkscreen, and monoprint. They utilize processes such as etching, relief, and lithography to explore a variety of ideas and problems. (This course may be taken for successive semesters.)

**PREREQUISITE:** Introduction to Two-Dimensional Art

**SCULPTURE (L)**

60456V (6045V-6046V)

IDOE# 4044

*Sculpture* students will use materials such as plaster, clay, metal, paper, wax, and plastic to 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. (This course may be taken for successive semesters.)

**PREREQUISITES:** Introduction to Two-Dimensional Art, Introduction to Three-Dimensional Art or permission of the instructor

**STUDIO ART (DRAWING PORTFOLIO), ADVANCED PLACEMENT**

61412A (6141AP-6142AP)

IDOE# 4048

*Studio Art, Advanced Placement – Drawing Portfolio* is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational, and inventive works may demonstrate drawing competence. Any work that makes use of (appropriate) other artists' works (including photographs) and/or published images must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design, and/or concept of the source.

**Grades 11-12**

**PREREQUISITE:** Advanced laboratory visual arts course

**VISUAL ARTS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE**

60912H (6091H-6092H)

IDOE# 4090

60934H (6093H-6094H)

**VISUAL ARTS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE**

60812S (6081S-6082S)

IDOE# 4092

*Visual Arts Higher Level International Baccalaureate and Visual Arts Standard Level, International Baccalaureate* are courses are courses designed by the International Baccalaureate Organization. Each course consists of three compulsory parts: **comparative study**-analysis and comparison of different artworks by different artists; **process portfolio**-evidence of experimentation, exploration, manipulation and refinement of a variety of visual arts activities; and an **exhibition**-a selection of resolved artworks. Visual Arts Higher Level includes additional assessment requirements that allow for breadth and greater depth in learning. The IB Diploma Program visual arts course encourages students to challenge their own creative and cultural expectation 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 artmakers. 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 study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

**PREREQUISITE:** Introduction to Two-Dimensional Art and Three-Dimensional Art

**Grades 11-12****VISUAL COMMUNICATION**

6047

IDOE# 4046

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

**Grades 10-12**

**PREREQUISITE:** Introduction to Two-Dimensional Art  
ONE SEMESTER ONE CREDIT COURSE



## FINE ARTS MAGNET COURSES AT CLAY

### FINE ARTS CONNECTIONS

6000V

IDOE# 4026

*Fine Arts Connections* encompasses 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.

Required of all Fine Arts magnet students.

**PREREQUISITES:** Two or more credits in visual art, music, theatre, or dance.

## HEALTH AND PHYSICAL EDUCATION DEPARTMENT

*Physical Education classes are coeducation and (unless the activity involves bodily contact, or groupings are 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 on individual assessment.*

### HEALTH EDUCATION

#### HEALTH & WELLNESS EDUCATION

8021

IDOE# 3506

8021ES ESL at AHS

*Health & Wellness* provides the basis to help students adopt and maintain healthy behaviors. 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 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. **This course is required to meet state graduation requirements.**

### PHYSICAL EDUCATION

#### PHYSICAL EDUCATION I (L)

8503

IDOE# 3542

*Physical Education I* provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. **This course is required to meet state graduation requirements.**

#### PHYSICAL EDUCATION II (L)

8504

IDOE# 3544

*Physical Education II* is the continuation of Physical Education I and completes the two semester requirements. **This course is required to meet state graduation requirements.**

#### ELECTIVE PHYSICAL EDUCATION (L)

85067 (8506-8507)

IDOE# 3560

85067W Adv/Weights

*Elective Physical Education* identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of 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; aquatics; gymnastics; and dance. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness.

- **HEALTH SCIENCE COURSES ON PAGES 58-59**
- **HEALTH CAREER MEDICAL MAGNET COURSES AT WASHINGTON ON PAGE 67**



## JUNIOR ROTC

The MISSION of Junior ROTC is to "motivate young people to be better Americans." The objectives are to promote and encourage citizenship, strengthen self-esteem, develop leadership potential, improve physical fitness, promote high school completion, promote higher education goals and provide an incentive to live healthy and drug free.

**Participation in the Air Force JROTC program in no way incurs any obligation to enlist in the United States Armed Forces after graduation.** Students who successfully complete four years of the AFJROTC program, may apply for scholarships through the Senior AFROTC programs offered at many colleges and universities throughout the United States. Successful completion of the university level ROTC program incurs an obligation for the student to serve as a commissioned officer in the military service of their choice. Should a high school graduate of the Air Force JROTC program elect to enlist in one of the Armed Forces, certain advanced promotion benefits are offered to that student by that particular armed service. High school graduates completing four years of the Air Force Junior ROTC program, may apply for up to 16 semester hours of college credit through the University of Colorado at Colorado Springs.

Students should see their counselors to enroll or to receive further information about the program in their schools. The curriculum focus of each branch of the service will differ in content.

JROTC students may earn up to two credits in physical education upon successful completion of these classes, earned at a rate of one credit earned per semester.

### CLAY AND WASHINGTON HIGH SCHOOLS

#### **AEROSPACE SCIENCE 1 - 2**

44512 (4451-4452)

*Aerospace Science 1 - 2* is the first of three courses in the Air Force Junior Reserve Officers Training Corps (AFJROTC) program. Sixty percent (60%) of the curriculum is devoted to Aerospace Science, including the heritage of flight, development of airpower, military aerospace, and policy and organization. Forty percent (40%) of the curriculum is devoted to Leadership Education, including introduction to AFJROTC, elements of good followership, personal development skills and health awareness. (60% Aerospace Science, 40% Leadership Education at WHS. 40% Aerospace Science, 40% Leadership Education and 20% Wellness/Nutrition at CHS). The objectives of the AFJROTC program are to 1) develop informed citizens, 2) strengthen character, 3) interest students in the aerospace age, 4) promote understanding of the role of the citizen soldier, 5) encourage students to complete high school and 6) promote higher educational goals.

**Grades 9-12**

#### **AEROSPACE SCIENCE 3 - 4**

44534 (4453-4454)

This course has the same six overall objectives as those listed for Aerospace Science 1 - 2. The Aerospace Science portion of the curriculum (60%) includes the aerospace environment, human requirements of flight, principles of aircraft flight and principles of navigation. The Leadership Education portion of the curriculum (40%) includes communication skills, understanding individual behaviors, understanding group behavior and introduction to leadership theory. (60% Aerospace Science, 40% Leadership Education at WHS. 40% Aerospace Science, 40% Leadership Education and 20% Wellness/Nutrition at CHS).

**Grades 10-12**

**PREREQUISITE:** Aerospace Science 1 - 2

#### **AEROSPACE SCIENCE 5 - 6**

44556 (4455-4456)

This course has the same six overall objectives as those listed for Aerospace Science 1 - 2. The Aerospace Science portion of the curriculum (60%) includes the space environment, space programs, space technology, manned spaceflight, and an Introduction to Astronomy. The Leadership Education portion of the curriculum (40%) includes

management theories, stress and financial management, introduction to ethics and citizenship and Global and Cultural Studies. (60% Aerospace Science, 40% Leadership Education at WHS. 40% Aerospace Science, 40% Leadership Education and 20% Wellness/Nutrition at CHS).

**Grades 11-12**

**PREREQUISITE:** Aerospace Science 3 - 4

#### **AEROSPACE SCIENCE 7 - 8**

44578 (4457-4458)

This course is focused on choosing a career path with exposure to Practical Leadership by assignment to specific management positions within the Corps of Cadets under the instructor's supervision. Hands-on exposure affords cadets the opportunity to put theories from previous leadership courses into practice. All planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. Students practice their communication, decision-making, personal interaction, managerial, and organization skills by applying Air Force standards of discipline and conduct to the overall operation of the Corp of Cadets for the entire school year.

**Grade 12**

**PREREQUISITE:** Aerospace Science 5 - 6

### RILEY HIGH SCHOOL

#### **LEADERSHIP EDUCATION I**

44512 (4451-4452)

Designed for high school freshmen or sophomores, Leadership Education I introduces cadets to the major subjects to lay a foundation for the grade levels to follow. The curriculum focuses on leadership tenets; physical fitness and health; drill and ceremonies; and military organization and orientation. The Leadership Education course materials provided to support each grade level of the MCJROTC are the textbook, student workbook and training aids, and films and visual materials.

**Grades 9-10**

#### **LEADERSHIP EDUCATION II**

44534 (4453-4454)

The second year course is designed for high school sophomores or juniors. It explores each subject in greater detail than Leadership Education I. Some leadership roles are assigned to second year cadets.

**Grades 10-11**

#### **LEADERSHIP EDUCATION III**

44556 (4455-4456)

The third year course is designed for high school juniors or seniors. It emphasizes leadership training and leadership application. The majority of the cadet instructors are third year cadets.

**Grades 11-12**

#### **SUMMER LEADERSHIP ACADEMY**

4459

*Summer Leadership Academy (SLA)* is a joint Junior ROTC course offered only in the summer. This course is open to JROTC cadets who have successfully completed at least one semester of JROTC. The purpose of the SLA is to prepare cadets to assume leadership roles within their Corps of Cadets. The course consists of classroom instruction on topics such as leadership principles, the importance of teamwork, the role of the officer and the NCO, authority and respect, patriotism, etiquette and protocol, and situational leadership. There is also a strong emphasis on drill and ceremonies, physical fitness, and team sports. *Cadets who successfully complete this course will receive 1/2 semester credit.*

**Grades 9-11**

**PREREQUISITE:** 1 semester of JROTC

.5 credit course



## MATHEMATICS DEPARTMENT

*There is an increased use of graphing calculator technology in many mathematics classes. Graphing calculators are introduced in Algebra I and become an integral part of courses at the Algebra II level and above. Schools have sets of Texas Instrument graphing calculators for student use in the classroom. Students in upper level math courses are encouraged to purchase their own graphing calculators.*

### ADVANCED MATHEMATICS, COLLEGE CREDIT

3539 IDOE# 2544  
3539DE

*Advanced Mathematics, College Credit* is a title covering one any advanced mathematics course offered for credit by an accredited postsecondary institution (*This course may be taken for successive semesters*)

**PREREQUISITES:** Algebra II and Geometry

### ALGEBRA I LAB

30190 (3019-3020) IDOE# 2516  
30190E ESL at AHS

*Algebra Enrichment* is a mathematics support course for Algebra I. The 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 Enrichment 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.

Grade 9

### ALGEBRA I

32212 (3221-3222) IDOE# 2520  
32212D Off Sequence  
32212E ESL at AHS  
32212R Special Education  
32212X, Y, Z

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

### ALGEBRA I HONORS

32312 (3231-3232) IDOE# 2520  
*Algebra I Honors* provides a more in-depth study of algebra and moves at a faster pace than Algebra I. Additional topics will be covered, including applications to real world problems.

### ALGEBRA II

34212 (3421-3422) IDOE# 2522  
34212E ESL at AHS

*Algebra II* builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the

properties of logarithms. The Mathematical Practice Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**PREREQUISITE:** Algebra I

### ALGEBRA II HONORS

34312 (3431-3432) IDOE# 2522

*Algebra II Honors* provides a more in-depth study of Algebra II and moves at a faster pace. Additional topics will be covered, including major ideas from trigonometry.

### ALGEBRA II HONORS (ADVANCED)

32412A (3241A-3242A) IDOE# 2522

*Algebra II Honors (Advanced)* is designed for students who excelled in an algebra class in grade 8 and who intend to rigorously study mathematics for four years culminating in Advanced Placement Calculus. All topics from Algebra I will be reviewed and expanded upon and Algebra II topics will then be covered. This course moves at an extremely fast pace.

### CALCULUS AB, ADVANCED PLACEMENT

35412A (3541AP-3542AP) IDOE# 2562

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

**PREREQUISITE:** Pre-Calculus Honors (Advanced)

### CALCULUS BC, ADVANCED PLACEMENT

35434A (3543AP-3544AP) IDOE# 2572

*Calculus BC, Advanced Placement* is a course based on content established by the College Board. Calculus BC is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; (3) integrals; and (4) polynomial approximations and series. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

**PREREQUISITE:** Calculus AB, Advanced Placement



**FINITE MATHEMATICS**

34612 (3461-3462)

IDOE# 2530

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

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

**PREREQUISITE:** Algebra II

**GEOMETRY**

33212 (3321-3322)

IDOE# 2532

33212E ESL at AHS

*Geometry* formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the Geometry course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school INCC. The Mathematical Practice Standards apply throughout each course prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**PREREQUISITE:** Algebra I

**GEOMETRY HONORS**

33312 (3331-3332)

IDOE# 2532

*Geometry Honors* provides a more in-depth study of geometry and moves at a faster pace than Geometry. Additional topics will be covered, including the logic and reasoning in the analysis of plane and spatial relationships.

**PREREQUISITE:** Algebra I Honors

**GEOMETRY HONORS (ADVANCED)**

33412A (3341A-3342A)

IDOE# 2532

*Geometry Honors (Advanced)* is designed for the superior math student who is on a course of study to reach Advanced Placement Calculus in two years. This course provides an in-depth study of geometric concepts and the solution of challenging problems that are geometric in content. Additional topics will be covered, including ideas from non-euclidean geometry.

**PREREQUISITE:** Algebra II Honors (Advanced)

**MATHEMATICS LAB**

3000

IDOE# 2560

30001 (3000-3001)

3000A Trimester at WHS

3000D Off Sequence

3000ES ESL at AHS

3000R Special Education

*Mathematics Lab* provides students with individualized instruction designed to support success in completing mathematics coursework aligned with *Indiana Academic Standards for Mathematics*. It is recommended that Mathematics Lab is taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. Mathematics Lab should not be offered in conjunction with Algebra I or Integrated Mathematics I; instead, schools should offer Algebra Enrichment or Integrated Mathematics Enrichment to provide students with rigorous support for these courses.

**Grades 10-12**

**MATHEMATICAL STUDIES STANDARD LEVEL, INTERNATIONAL BACCALAUREATE**

33434I (3343I-3344I)

IDOE# 2586

*Mathematical Studies Standard Level, International Baccalaureate* includes eight core topics: introduction to the graphic display calculator, number and algebra, sets, logic and probability, functions, geometry and trigonometry, statistics, and introductory differential calculus. This course is inquiry-based and designed for students who do not anticipate a need for mathematics in their future studies.

**PREREQUISITES:** Pre-Calculus

**MATHEMATICS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE**

33451 Statistics

IDOE# 2584

33411 Calculus

IDOE# 2584

*Mathematics Standard Level, International Baccalaureate* includes seven core topics: algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability, and calculus.

**PREREQUISITES:** Pre-Calculus/Trigonometry Honors (Advanced).

**PRE-CALCULUS/TRIGONOMETRY**

35212 (3521-3522)

IDOE# 2564

*Pre-Calculus/Trigonometry* is a two-credit course that combines the material from Trigonometry and Pre-Calculus into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses.

**PREREQUISITES:** Algebra II and Geometry

**PRE-CALCULUS/TRIGONOMETRY HONORS**

35312 (3531-3532)

IDOE# 2564

*Pre-Calculus/Trigonometry Honors* provides a more in-depth study of Pre-calculus and moves at a faster pace. Part of the second semester will consist of beginning topics in Calculus.

**Grade 12**

**PREREQUISITES:** Geometry Honors, Algebra II Honors

**PRE-CALCULUS/TRIGONOMETRY HONORS (ADVANCED)**

35334A (3533A-3534A)

IDOE# 2564

*Pre-Calculus/Trigonometry Honors (Advanced)* is designed for the superior math student who is planning to enroll in Advanced Placement Calculus next year. This course provides an in-depth study of analytic geometry, trigonometry, and other pre-calculus topics. There is extensive use of the graphing calculator.

**Grade 11**

**PREREQUISITES:** Algebra II Honors (Advanced), Geometry Honors Advanced



**STATISTICS, ADVANCED PLACEMENT**

35112A (3511AP-3512AP)

IDOE# 2570

*Statistics, Advanced Placement* is a course to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns (2) sampling and experimentation; planning and conducting a study, (3) anticipating patterns: exploring random phenomena using probability and simulation, and (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required.

**PREREQUISITE:** Algebra II**TRIGONOMETRY**

3451W at WHS

IDOE# 2566

*Trigonometry* provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common *periodic* functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming.

**PREREQUISITES:** Algebra II and Geometry**MULTI-DISCIPLINARY**

*Multi-disciplinary courses shall be applied to an area of study to which a significant portion of the course content is closely related when establishing majors and minors.*

**BASIC SKILLS DEVELOPMENT**

84312E ESL at AHS and WHS

IDOE# 0500

*Basic Skills Development* is a multidisciplinary course which provides English learners continuing opportunities for English language development including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematics, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills that are essential for high school course work achievement. (This course may be taken for successive semesters.)

**CAREER INFORMATION AND EXPLORATION**

8485 JAG only

IDOE# 0522

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

**Grades 11-12****COLLEGE-ENTRANCE PREPARATION**

8441

IDOE# 0532

*College-Entrance Preparation* utilizes individual student score reports from the PSAT and/or the PLAN to prepare students for the SAT, ACT, the Accuplacer and Compass assessments. Based on these score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science (all 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 best prepare students for overall college-readiness.

**Grades 10-11****PREREQUISITE:** Algebra II or taken concurrently**COMMUNITY SERVICE**

84812

IDOE# 0524

*Community Service* is a course created by public law IC 20-3014 allowing juniors and seniors the opportunity of earning up to two high school credits for completion of approved community service projects or volunteer service that "relates to a course in which the student is enrolled or intends to enroll." For each student who wishes to earn credit for community service or volunteer service under this law, the student, a teacher of the student, or a community or volunteer service organization must submit an application to the high school principal.

**Grades 11-12****PEER TUTORING**

8487

IDOE# 0520

*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.

**THEORY OF KNOWLEDGE, INTERNATIONAL BACCALAUREATE**

5135I (Fall) 2nd Semester 11th Grade

IDOE# 0560

5136I (Spring) 1st Semester 12th Grade

IDOE# 0560

*Theory of Knowledge, International Baccalaureate* is unique to the International Baccalaureate Organization and is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The 100-hour course challenges students to question the bases of knowledge, to see the consilience between the academic disciplines, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging appreciation of other cultural perspectives.



## SCIENCE DEPARTMENT

## ADVANCED SCIENCE, SPECIAL TOPICS (L)

IDOE# 3092

## ASTRONOMY &amp; METEOROLOGY

43378 (4337-4338)

## ECOLOGY

43412 (4341-4342)

## EMT PREPARATION

44378 (4437-4438)

## GENETICS &amp; BIOTECHNOLOGY

4501

## INTRODUCTION TO THE FUNDAMENTALS OF FLIGHT

4601

## MARINE BIOLOGY

40412 (4041-4042)

## MEDICAL MICROBIOLOGY

4051M Magnet at WHS

*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 engage in an in-depth study of the applications 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. Students will complete an end-of-course project and presentation. Individual projects are preferred, but group projects may be appropriate.

Grades 11-12

## ANATOMY AND PHYSIOLOGY

40234 (4023-4024)

IDOE# 5276

40234E ESL at AHS

*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. 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.

Grades 11-12

PREREQUISITE: Biology

## BIOLOGY I (L)

40212 (4021-4022)

IDOE# 3024

40212E ESL at AHS

40212M Magnet at WHS

*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 focuses 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.

## BIOLOGY I HONORS (L)

40312 (4031-4032)

IDOE# 3024

*Biology I Honors* will include a 40% to 50% laboratory experience. Students in this course will be required to do inquiry projects/labs.

## BIOLOGY II HONORS (L)

40356 (4035-4036)

IDOE# 3026

*Biology II* will include a 40% to 50% laboratory experience. Students in this course will be required to do inquiry projects/labs.

PREREQUISITE: Biology I Honors

## BIOLOGY, ADVANCED PLACEMENT (L)

40334A (4033AP-4034AP)

IDOE# 3020

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

PREREQUISITES: Biology I and Chemistry I

## BIOLOGY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

40378S (4037S-4038S)

IDOE# 3034

40390S (4039S-4040S)

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

PREREQUISITES: Biology I and Chemistry I



**BIOLOGY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE**40334H (4033H-4034H)  
40356H (4035H-4036H)

IDOE# 3032

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

**PREREQUISITE:** Biology I Honors**CHEMISTRY I (L)**44212 (4421-4422)  
44212M Magnet at WHS

IDOE# 3064

*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 in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction focuses 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.

**Grades 10-12****PREREQUISITE:** Algebra II (can be taken concurrently)**CHEMISTRY I HONORS (L)**44312 (4431-4432)  
44312M Magnet at WHS (Grade 10)

IDOE# 3064

*Chemistry I Honors* will include a 40% to 50% laboratory experience. Students in this course are required to do inquiry projects/labs.

**Grades 10-12****PREREQUISITE:** Algebra II Honors**CHEMISTRY II HONORS (L)**

44356 (4435-4436)

IDOE# 3066

*Chemistry II* is an extended laboratory, field, and literature investigations-based course. Students 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. *This course includes a 40% to 50% laboratory experience. Students in this course are required to do inquiry projects/labs.*

**PREREQUISITE:** Chemistry I H**CHEMISTRY, ADVANCED PLACEMENT (L)**

44334A (4433AP-4434AP)

IDOE# 3060

*Chemistry, Advanced Placement* is a course based on the content established by the College Board. The content includes: (1)

structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

**PREREQUISITE:** Chemistry I**CHEMISTRY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE**

44356S (4435S-4436S)

IDOE# 3072

*Chemistry Standard Level, International Baccalaureate* is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. It is based on the curriculum published by the International Baccalaureate. 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.

**PREREQUISITE:** Chemistry I Honors**EARTH AND SPACE SCIENCE I (L)**

42612 (4261-4262)

IDOE# 3044

42612D Off Sequence

42612E ESL at AHS

42612X, Y, Z

*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.

**EARTH AND SPACE SCIENCE I HONORS (L)**

44312 (4431-4432)

IDOE# 3044

*Earth and Space Science I Honors* includes a 40% to 50% laboratory experience. Students in this course are required to do inquiry projects/labs.

**ENVIRONMENTAL SCIENCE (L)**

40612 (4061-4062)

IDOE# 3010

4061W Trimester at WHS

*Environmental Science* is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students 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 acquire the essential tools for understanding the complexities of national and global environmental systems.

**Grades 11-12****PREREQUISITES:** Two credits in Core 40 and AHD science coursework



**ENVIRONMENTAL SCIENCE, ADVANCED PLACEMENT (L)**  
 40634 (4063-4064) IDOE# 3012  
*Environmental Science, Advanced Placement* course investigates 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.

**ENVIRONMENTAL SYSTEMS STANDARD LEVEL,  
 INTERNATIONAL BACCALAUREATE**

43312S (4331S-4332S) IDOE# 3014  
*Environmental Systems Standard Level, International Baccalaureate* provides students with a coherent perspective on the environment that is essentially scientific and enables them to adopt an informed and responsible stance on the wide range of environmental issues they will inevitably come to face. The core 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.

**INTEGRATED CHEMISTRY-PHYSICS (L)**

40134 (4013-4014) IDOE# 3108  
 40134E ESL at AHS  
*Integrated Chemistry-Physics* focuses 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 focuses 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.  
**PREREQUISITE:** Algebra I (may be taken concurrently with this course)

**LIFE SCIENCE (L)**

4011 IDOE# 3030  
 4011W at WHS  
*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.

**PHYSICS I (L)**

46212 (4621-4622) IDOE# 3084  
*Physics I* focuses 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 focuses 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.  
**PREREQUISITES:** Geometry, Algebra II (may be taken concurrently)

**PHYSICS 1: ALGEBRA-BASED, ADVANCED PLACEMENT (L)**  
 46312A (4631AP-4632AP) IDOE# 3080  
*Physics 1: Algebra-Based, Advanced Placement* explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Develops critical thinking and reasoning skills.  
**PREREQUISITES:** Geometry and/or concurrently taking Algebra II or an equivalent course

**PHYSICS 2: ALGEBRA-BASED, ADVANCED PLACEMENT (L)**  
 46334A (4633AP-4634AP) IDOE# 3081  
*Physics 2: Algebra-Based, Advanced Placement* 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.

**PHYSICS HIGHER LEVEL, INTERNATIONAL  
 BACCALAUREATE**

46312H (4631H-4632H) IDOE# 3096  
 46334H (4633H-4634H)

**PHYSICS STANDARD LEVEL, INTERNATIONAL  
 BACCALAUREATE**

46312S (4631S-4632S) IDOE# 3098  
 46334S (4633S-4634S)  
*Physics Higher and Standard Level, International Baccalaureate* introduces students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Students study six topics: physics and physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. Additional study in six topics: measurement and uncertainties, mechanics, thermal physics, wave phenomena, electromagnetism, and quantum physics and nuclear physics.

**SCIENCE RESEARCH, INDEPENDENT STUDY (L)**

40034 (4003-4004) IDOE# 3008  
 40034M Magnet at WHS  
*Science Research, Independent Study* provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students 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.  
**PREREQUISITES:** Two credits in Core 40 and AHD science coursework (this course may be taken concurrently with a Core 40 and AHD science course)

**SPORTS, EXERCISE, AND HEALTH SCIENCES, STANDARD  
 LEVEL, INTERNATIONAL BACCALAUREATE**

40078S (4007S-4008S) IDOE# 3510  
*Sports, Exercise, and Health Sciences, Standard Level, International Baccalaureate* involves the science that underpins physical performance and allows students opportunities to apply these principles both through inquiry and experimental (field and laboratory).

**Grades 11-12**



## SOCIAL STUDIES DEPARTMENT

### CURRENT PROBLEMS, ISSUES, AND EVENTS

5321

IDOE# 1512

5321A at WHS

*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, and (3) generalizing based on evidence. Problems or issues selected will have contemporary historical significance.

### ECONOMICS

5161

IDOE# 1514

5161CT at WHS

5161ES ESL at AHS

5161P

*Economics* examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade. The functions of government in a market economy and market structures will be examined. Students will understand economic performance, money, stabilization policies, and trade of the United States. The behavior of people, societies and institutions and economic thinking is integral to this course.

Grade 12

### ETHNIC STUDIES

5191W at WHS

IDOE# 1516

*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.

Grades 10-12

### GEOGRAPHY AND HISTORY OF THE WORLD

52312 (5231-5232)

IDOE# 1570

52312 D Off Sequence

52312E ESL at AHS

52312X at CHS and RHS

52312Y at RHS

*Geography and History of the World* is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions.

Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends.

Using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills.

### GEOGRAPHY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

53312S

IDOE# 1586

*Geography Standard Level, International Baccalaureate* is a basic study of the core themes of population and resources and development. It is based on the curriculum published by the International Baccalaureate Organization. Optional themes for further study include topographic mapping, globalization and contemporary issues, and the management of specific environments.

Grades 11-12

### GOVERNMENT AND POLITICS: UNITED STATES, ADVANCED PLACEMENT

4961AP

IDOE# 1560

*Government and Politics: United States, Advanced Placement* is a course based on content established by the College Board. Topics include: (1) constitutional underpinnings of United States government, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties.

Grade 12

### HISTORY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE

51312H (5131H-5132H)

IDOE# 1590

51334H (5133H-5134H)

*History Higher Level, International Baccalaureate* promotes the understanding of the nature and diversity of history and its methods and interpretations. It is based on the curriculum published by the International Baccalaureate. Students develop an international awareness and understanding and the ability to use and communicate historical knowledge. The course includes one prescribed subject from a choice of three and two 20th century world history topics from a choice of six. Regional options include Africa, the Americas, East and South East Asia and Oceania, Europe, and South Asia and the Middle East. This course meets the state requirement for United States History.

### LAW EDUCATION

5181

IDOE# 1526

*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.

Grades 11-12

### MICROECONOMICS, ADVANCED PLACEMENT

5097

IDOE# 1566

*Microeconomics, Advanced Placement* gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economics system. Topics include: (1) basic economic concepts, (2) the nature and functions of product markets, (3) factor markets, and (4) market failure and the role of government.

Grades 11-12



**PHILOSOPHY STANDARD LEVEL, INTERNATIONAL BACCALAUREATE**

52512S

IDOE# 1602

*Philosophy Standard Level, International Baccalaureate* develops students an intellectually independent and creative way of thinking and encourages students to relate their philosophical understanding to other disciplines and to personal and civic life. It is based on the curriculum published by the International Baccalaureate Organization. Students learn to formulate arguments in rational and logical ways and are encouraged to critically examine their own experiences and ideological and cultural biases. This course promotes an awareness of the plurality of philosophical traditions and develops ways of thinking that draw on personal reflection and knowledge of philosophical traditions

**Grades 11-12****PSYCHOLOGY**

5221

IDOE# 1532

*Psychology* is the scientific study of mental processes and behavior. The course is divided into six content areas and uses the scientific methods to explore research methods and ethical consideration. Cognitive aspects of the course focus on learning, memory, information processing, and language. Personality, Assessment, and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. The Biological Basis focuses on the way the brain and nervous system function.

**Grades 11-12****SOCIAL AND CULTURAL ANTHROPOLOGY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE**

51278H (5127H-5128H)

IDOE# 1608

51290H (5129H-5130H)

*Social and Cultural Anthropology Higher Level, International Baccalaureate* focuses on the comparative study of culture and human societies and includes the three compulsory themes of social organization, systems of belief and knowledge, and processes of change and transformation. It is based on the curriculum published by the International Baccalaureate. Students at the higher level must also study six fundamental theoretical issues: materialism and idealism, agency centered and structure-centered approaches, particularistic and universalistic perspectives, synchronic and diachronic perspectives, cohesion and conflict, and relation to empirical material.

**SOCIOLOGY**

5061

IDOE# 1534

*Sociology* allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Through research methods such as scientific inquiry students will examine society, group behavior, and social structures. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined by analyzing the role of individuals in the community and social problems in today's world.

**Grades 11-12****TOPICS IN SOCIAL SCIENCE**

4975

IDOE# 1550

*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 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.

**Grades 11-12****UNITED STATES GOVERNMENT**

4961

IDOE# 1540

4961CT at WHS

4961ES ESL at AHS

4961P

*United States Government* provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Students will understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students will examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be examined. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. **One semester is required for graduation.**

**Grade 12****UNITED STATES HISTORY**

51212 (5121-5122)

IDOE# 1542

5121CT at WHS

5122CT at WHS

51212E ESL at AHS

*United States History* builds upon concepts developed in previous studies of U.S. History. The course gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time. Two semesters are required for graduation.

**Grade 11****UNITED STATES HISTORY, ADVANCED PLACEMENT**

51512A (5151AP-5152AP)

IDOE# 1562

*United States History, Advanced Placement* is a course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives.

**Grade 11**



**WORLD HISTORY AND CIVILIZATION**

48212 (4821-4822)

48212D Off Sequence

48212E ESL at AHS

IDOE# 1548

*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. Students are also expected to practice skills and process of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes.

**WORLD HISTORY, ADVANCED PLACEMENT**

48312A (4831AP-4832AP)

IDOE# 1576

*World History, Advanced Placement* provides students with the content established by the College Board. The course will have a chronological frame from the periods 8000 B.C.E. to the present. AP World History focuses on five overarching themes: Interaction Between Humans and the Environment, Development and Interaction of Cultures, State-Building, Expansion, and Conflict, Creation, Expansion, and Interaction of Economic Systems, Development and Transformation of Social Structures.



## WORLD LANGUAGES DEPARTMENT

### LEVEL I

<b>CHINESE I</b>	27512 (2751-2752) at CHS	<i>IDOE# 2000</i>
<b>FRENCH I</b>	20212 (2021-2022)	<i>IDOE# 2020</i>
<b>GERMAN I</b>	22212 (2221-2222)	<i>IDOE# 2040</i>
<b>LATIN I</b>	24212 (2421-2422)	<i>IDOE# 2080</i>
<b>SPANISH I</b>	27212 (2721-2722)	<i>IDOE# 2120</i>
	27212M Magnet at WHS	

Level I introduces students to effective strategies for beginning language learning, and to various aspects of the target language 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 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.

### LEVEL II

<b>CHINESE II</b>	27534 (2753-2754)	<i>IDOE# 2002</i>
<b>FRENCH II</b>	20234 (2023-2024)	<i>IDOE# 2022</i>
<b>GERMAN II</b>	22234 (2223-2224)	<i>IDOE# 2042</i>
<b>LATIN II</b>	24234 (2423-2424)	<i>IDOE# 2082</i>
<b>SPANISH II</b>	27234 (2723-2724)	<i>IDOE# 2122</i>
	27234M Magnet AT WHS	

Level II builds upon effective strategies for the 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 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 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.

**PREREQUISITE:** Level I

### LEVEL III

<b>CHINESE III</b>	27556 (2755-2756)	<i>IDOE# 2004</i>
<b>FRENCH III</b>	20256 (2025-2026)	<i>IDOE# 2024</i>
<b>GERMAN III</b>	22256 (2225-2226)	<i>IDOE# 2044</i>
<b>LATIN III</b>	24256 (2425-2426)	<i>IDOE# 2084</i>
<b>SPANISH III</b>	27256 (2725-2726)	<i>IDOE# 2124</i>
	27256M Magnet at WHS	

Level III builds upon effective strategies for the 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 simple paragraphs using characters. This course also emphasizes the continued development of reading and listening comprehension skills. 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 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.

**PREREQUISITE:** Level II

### LEVEL IV

<b>CHINESE IV</b>	27578 (2757-2758)	<i>IDOE# 2006</i>
<b>FRENCH IV</b>	20278 (2027-2028)	<i>IDOE# 2026</i>
<b>GERMAN IV</b>	22278 (2227-2228)	<i>IDOE# 2046</i>
<b>LATIN IV</b>	24278 (2427-2428)	<i>IDOE# 2086</i>
<b>SPANISH IV</b>	27278 (2727-2728)	<i>IDOE# 2126</i>
	27278M Magnet at WHS	

Level IV provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop 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.

**PREREQUISITE:** Level III



**LEVEL V****SPANISH V**

27290 (2729-2730)

IDOE# 2128

Level V 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.

**PREREQUISITE:** Level IV**SPANISH VI**

27312 (2731-2732)

IDOE# 2130

Level VI 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.

**PREREQUISITES:** Level V**WORLD LANGUAGE AB INITIO STANDARD LEVEL, INTERNATIONAL BACCALAUREATE**

22290S (2229S-2230S) German

IDOE# 2310

22312S (2231S-2232S) German

IDOE# 2310

27312S (2731S-2732S) Spanish

IDOE# 2310

27456S (2745S-2746S) Spanish

IDOE# 2310

*World Language AB Initio Standard Level, International Baccalaureate* provides an opportunity for students to further their linguistic skills by taking up a second world language or for students to learn a world language for the first time. The course concentrates on the acquisition of language necessary for practical communication in a variety of everyday situations and also focuses on development of the four primary language skills of listening, speaking, reading and writing. This course further enables students to acquire a basic awareness of the target cultures through the study of a core-syllabus and a language-specific syllabus.

Grades 11-12

**WORLD LANGUAGE B HIGHER LEVEL, INTERNATIONAL BACCALAUREATE**

27412H

Spanish at AHS

IDOE# 2306

27434H

Spanish at AHS

IDOE# 2306

**WORLD LANGUAGE B STANDARD LEVEL, INTERNATIONAL BACCALAUREATE**

20278I

French at AHS

IDOE# 2308

20290I

French at AHS

IDOE# 2308

27278S

Spanish at AHS

IDOE# 2308

27290S

Spanish at AHS

IDOE# 2308

*World Language B Higher Level and Standard Level, International Baccalaureate* are world language courses for students with two to five years previous experience in learning the target language and prepares students to be successful on the International Baccalaureate exam for the target language. It is based on the curriculum published by the International Baccalaureate. This course prepares students to use the target language appropriately in a range of situations and contexts and for a variety of purposes, and also focuses on language acquisition and development in the four primary language skills of listening, speaking, reading, and writing. Language skills are developed through the study and use of a range of written and spoken material, which extends from everyday oral exchanges to literary texts related to the target cultures. The course is further designed to promote an awareness of, and sensitivity to, the cultures related to the language studied.

Grades 11-12

**OTHER WORLD LANGUAGE COURSES****LANGUAGE FOR HERITAGE SPEAKERS I (Spanish)**

27356 (2735-2736)

IDOE# 2190

*Language for Heritage Speakers I* is 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.

**LANGUAGE FOR HERITAGE SPEAKERS II (Spanish)**

27378 (2737-2738)

IDOE# 2192

**PREREQUISITE:** Language for Heritage Speakers I or placement as determined at local level

**LANGUAGE FOR HERITAGE SPEAKERS III (Spanish)**

27390 (2739-2740)

IDOE# 2194

Grades 10-12

**PREREQUISITE:** Language for Heritage Speakers II or placement as determined at local level



## SPECIAL EDUCATION DEPARTMENT

*All students eligible for special education services must have the opportunity to participate in the general education curriculum and to achieve state and local academic standards. Most will be able to progress through the general education curriculum with accommodations and/or other support. Some will need significant modifications in the curriculum.*

*It is the decision of the case conference committee to determine whether a student should work toward a diploma or the certificate of completion. Individual class selection is based on the recommendation of the case conference committee. Decisions must be clearly communicated to the students' parents.*

### DIPLOMA TRACK

Special education students may receive either a general education diploma (which could also be a Core 40, Academic Honors, or Technical Honors Diploma) or a certificate completion (must have 40 credits but did not pass End of Course Assessments (ECAs). State law requires that all special education students participate in Indiana's assessment system. Students serviced by special education who are not working towards a diploma may participate in an alternative assessment.

Students working towards a general education diploma must meet all state requirements and take all required courses. These courses will be taught in the subject-related departments. Students who require added support in the general education setting will be scheduled into co-taught classes. Co-teaching is an educational approach in which two teachers work in a co-active and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in an integrated setting. In these classes there will be a general education and special education teacher to support students who need accommodations in order to meet the course requirements.

#### **BASIC SKILLS DEVELOPMENT 9-12 (diploma)**

70256 (7025-7026)

IDOE# 0500

70278 (7027-7028)

70290 (7029-7030)

7031 Trimester at WHS

70401 (7040-7041)

*Basic Skills Development* is a multidisciplinary course which provides diploma track special education students continuing opportunities to develop basic skills. Determination of the skills to be emphasized in this course is based on Individualized Education Programs (IEP) Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.

### CERTIFICATE TRACK

A certificate of completion is an option for special education students. Four years of course work has been developed within the Special Education Department for students to achieve this certificate. Students who are working towards a certificate do not take the End of Course Assessments (ECAs) but will be assessed yearly on the iSTAR by their teacher of record.

#### **CAREER AWARENESS/ JOB SHADOWING (certificate)**

69589 (6958-6959)

This course is designed to help students identify personal and societal values met through work. Students become familiar with career possibilities in the marketplace, individual job requirements and training needs for employment. Students visit various job sites. Students are required to complete a career interest inventory and a vocational transition assessment in order to move on to Career Preparation/Training.

**Grade 9**

**PREREQUISITES:** Completion of Career Interest Inventory and Vocational Transition Assessment as well as recommendation of the case conference committee.

#### **CAREER PREPARATION/TRAINING (certificate)**

71045 (7104-7105)

This course is designed to help students investigate local occupational and training opportunities as well as determine their personal job skills. Students focus on the skills needed to search, apply, and interview for a job. Students have the opportunity to participate in a variety of short term training opportunities in the community. Students are required to successfully complete a minimum of 10 hours. at 1 job site per semester.

**Grade 10**

#### **HEALTH (certificate)**

69490 (6949-6950)

This course includes topics of personal fitness, first aid, communicable and non-communicable diseases. Students learn about topics that include sex education, mental health and family living, drugs, alcohol, and community health services available.

**Grade 9**

#### **INDEPENDENT LIVING SKILLS I (certificate)**

7007

This course covers the techniques required to take care of minor household repairs as well as simple house cleaning. Basic meal planning including grocery shopping and healthy food choices are emphasized. Students explore areas, shops, and internet sites to help guide students in all aspects of caring for themselves, family and home.

**Grade 10**

#### **INDEPENDENT LIVING SKILLS II (certificate)**

70089

In this course students learn the skills necessary to live independently. Topics covered include housing costs (renting, leasing, mortgages), transportation costs (bus, taxi, car buying), budgeting for bills, internet, cell phone, laundry, and yearly taxes.

**Grade 12**



**INTERN PROGRAM 1-4 (certificate)**

70512 (7051-7052)

70534 (7053-7054)

The INTERN Program is designed to help South Bend Community School Corporation students with disabilities to stay in school, find a way to make a living and obtain jobs in their chosen field of interest. Students spend a half day in school and a half day on the community job site. These are not paid positions. Students can spend up to one semester at each INTERN training site. The program adds an additional option for students and supports research indicating that vocational assessment and training should take place in integrated community settings.

**Grades 11-12**

**PREREQUISITE:** Recommendation of case conference committee and for students in the BEST program, prior approval from the INTERN coordinator.

**INTERPERSONAL SKILLS (certificate)**

69567 (6956-6957)

This course focuses on skills needed to develop and maintain positive relationships with family, friends, teachers, employers, and people in the community. The student will learn to develop coping strategies, anger management, and conflict resolution skills for school, home, work, and the community.

**Grade 10****PRACTICAL ENGLISH 1-2 (certificate)**

69801 (6980-6981)

This course is designed for all incoming freshman who are on the certificate track. Students are tested to establish their reading levels. Students spend the school year building on reading skills through a developmental reading program. Students develop techniques for informational reading by engaging in silent reading, reading in small groups, and on the computer.

**Grade 9****PRACTICAL ENGLISH 3-8 (certificate)**

69823 (6982-6983)

69845 (6984-6985)

69867 (6986-6987)

These courses concentrate on functional literacy and maintenance of reading skills. The student will develop a working vocabulary of functional signs/words used in the community, on the jobsite, and in everyday reading materials such as newspapers, applications, medical forms, etc. The student will read and write for pleasure, information and survival. The student will also spend time maintaining his/her current level of reading and work on developing a greater level of fluency. Some course content is based on each student's Individual Education Plan.

**Grades 10-12****PRACTICAL GEOGRAPHY (certificate)**

69401 (6940-6941)

This course provides an opportunity for students to study local, state and national geography. Students learn where resources are within their community/neighborhood and how to access them.

Students learn what to do when they are lost and how to go about finding help. The study of state and national geography includes how to plan trips out of town.

**Grade 9****PRACTICAL MATH 1-6 (certificate)**

69890 (6989-6990)

69912 (6991-6992)

69934 (6993-6994)

These courses concentrate on functional math skills. Students are introduced to functional math used in the community, on the job, and in everyday problem solving. Students learn basic addition, subtraction, multiplication and division as well money/time recognition, "next dollar" strategies, measurement, use of a calculator and budgeting. Course content is specific based on the student's Individual Education Plan.

**Grades 9-11****STREET LAW (certificate)**

7006

This course provides students with the opportunity to explore and identify current local, state, and national laws that will impact their day-to-day living. The content of this course is designed to promote an understanding of the American legal system with emphasis on criminal, civil, and juvenile laws as well as individual rights.

**Grade 12****UNITED STATES GOVERNMENT (certificate)**

7002

This course provides students with the opportunity to explore the basic concepts of local, state, and national government. Students investigate their role in the politics, laws, and voting associated with living in the United States. Students learn about the practical application of the government in their lives as they plan for adulthood.

**Grade 12****UNITED STATES HISTORY (certificate)**

70001 (7000-7001)

The focus of this course is to explore the basic concepts for the development of the nation. Students study topics such as the founding of the Americas, Civil War, presidents, and various important historical events to present day. Students learn how these issues have developed and influenced their lives today in the United States.

**Grade 11****WORK EXPERIENCE (certificate)**

69601 (6960-6961)

Students receive on-the-job training at a community work site. The student's performance on the job is evaluated jointly by the employer and school staff.

**Grades 11-12**



## **LIFE SKILLS PROGRAM**

*The following courses are offered to special education students who are on a non-diploma track (typically students with moderate and severe disabilities). Priority skills will be identified in each student's Individual Education Plan (IEP).*

### **ADAPTIVE HOME ECONOMICS**

69145 (6914-6915)

6896 at WHS

These courses are offered to assist in learning functional skills; such as, food preparation, eating, nutrition, shopping, purchasing, and eating in restaurants and skills relating to health and safety and human awareness.

### **ADAPTED PHYSICAL EDUCATION**

69101 (6910-6911)

6897 at WHS

Students in these courses will participate in activities involving gross motor activities, endurance, competitive group games, weight training and/or swimming.

### **CAREER AWARENESS/JOB SHADOWING**

69589 (6958-6959)

This course is designed to help the student identify personal and societal values met through work. The student will become familiar with career possibilities in the marketplace, individual job requirements and training needs for employment. The student will have the opportunity to visit job training sites in the community that are part of the program.

### **COMMUNITY BASED TRAINING**

69023 (6902-6903)

6892 at WHS

Students in these courses will apply skills learned in the classroom to practical applications in the community; such as, shopping, banking, safe mobility and access to recreation and leisure opportunities.

### **FUNCTIONAL LANGUAGE ARTS**

69123 (6912-6913)

6895 at WHS

These courses are designed to provide students with functional reading, writing, and communication skills.

### **FUNCTIONAL MATH**

69067 (6906-6907)

6894 Trimester at WHS

These courses are designed to provide students with functional money, time and math skills.

### **FUNCTIONAL SCIENCE**

69167 (6916-6917)

6898 at WHS

This course is designed to provide a basic understanding of and/or demonstration of the following; energies that make things move; human factors related to heredity health and nutrition; ecosystems including plants and animals; energy from sun, water,

and wind; cellular structure and the impact of recycling, reusing and reducing for our environment.

### **FUNCTIONAL SOCIAL STUDIES**

69189 (6918-6919)

6899 at WHS

This course is designed to provide students demonstration of the following: Economics – goods/services based on peoples countries; Geography – use of globes, maps & technology to locate & gain information on places, common characteristics of specific regions. US Government – rights and responsibilities of citizens, basic structure of state and federal government; working as a group to solve a problem & make a change; US History – use of multiple sources to create a sequence of events from a historical period, roles of leaders, impact of technology advancements, increased participation in our society by people of various cultures, race & ethnicities.

### **INTERN PROGRAM 1-4**

70512 (7051-7052)

70534 (7053-7054)

The INTERN program is designed to help students with disabilities stay in school, find a way to make a living, and obtain jobs in their chosen fields. The students spend a half day in school and a half day on the job site. Students can spend up to one semester at each INTERN training site.

### **RECREATION AND LEISURE SKILLS**

69045 (6904-6905)

6893 at WHS

Students in this course will sample a variety of sports and leisure skills, learning simple rules, use of equipment, accessing these activities in the community, safety strategies and working cooperatively with peers. Students will also develop specific independent leisure time skills (i.e., hobbies, crafts and art activities).

### **VOCATIONAL ACTIVITIES**

69001 (6900-6901)

6891 at WHS

These courses are designed to provide students with information about various jobs/tasks and skills needed for these. It will stress problem solving, endurance, time on task, rate of completion of task, accuracy of task, materials management and appropriate interactions with supervisor and other workers.

### **WORK EXPERIENCE**

69089 (6908-6909)

Students involved in these courses will sample a variety of jobs both as training sites and for pay. These work experiences will lead to the transition to sheltered supported or competitive work settings once their public school experiences are completed.



Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Agriculture					Pathway: Horticulture & Landscape Management				
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College & Careers	Introduction to Agriculture, Food & Natural Resources		World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Plant & Soil Science	Horticultural Science		World Language
	11	English 11	Geometry	Core 40 Science	US History	Landscape Management I			World Language
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Landscape Management II			Fine Arts
State Specified Pathway Assessment: Dual Credit Exams									
Industry Recognized Certification: TBD									
Ivy Tech Community College									
<ul style="list-style-type: none"><li>• AGRI 105 Plant &amp; Soil Science (3)</li><li>• AGRI 116 Survey of Horticulture (3)</li><li>• LAND 102 Landscape Management (3)</li><li>• LAND 103 Landscape Management (3)</li></ul>									



Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Architecture and Construction					Pathway: Construction Trades				
					Average Salary: \$45,292		Range: \$34,000 to \$78,000		
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College & Careers			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Introduction to Construction			World Language
	11	English 11	Geometry	Core 40 Science	US History	Construction Technology I			World Language
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Construction Technology II			Fine Arts
State Specified Pathway Assessment: Dual credit assessment from Ivy Tech or Home Builders Institute (HBI) Basic Principles of Construction assessments									
Industry Recognized Certification: Home Builders Institute Carpentry Basic									
Postsecondary Courses Aligned for Potential Dual Credit									
Ivy Tech Community College									
<ul style="list-style-type: none"><li>CONT 101 Introduction to Construction (3)</li><li>CONT 102 Construction Materials (3)</li><li>BCOT 104 Floor and Wall Layout (3)</li><li>BCOT 105 Roof Construction (3)</li></ul>									
Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Architecture and Construction					Pathway: Drafting & Design				
Concentration: Architectural Drafting					Average Salary: \$48,658		Range: \$42,000 to \$64,000		
Core 40 with Honors High School Graduation Plan Core									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College & Careers			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Computers in Design & Production	Introduction to Housing & Interior Design		World Language
	11	English 11	Geometry	Core 40 Science	US History	Architectural Drafting & Design I			World Language
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Architectural Drafting & Design II			Fine Arts
State Specified Pathway Assessment: Dual credit assessment from Vincennes University									
Industry Recognized Certification: AutoCAD User									
Vincennes University									
<ul style="list-style-type: none"><li>ARCH 102 Architectural Drafting and Print Reading (3)</li><li>ARCH 141 Introduction to Architectural CAD (3)</li><li>ARCH 221 Advanced Architectural Software Applications (3)</li></ul>									



Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Arts, AV Technology & Communications					Career Pathway: Web & Digital Design				
Concentration: Interactive Media					Average Salary: \$38,404      Range: \$29,000 to \$53,000				
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College & Careers			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Digital Applications and Responsibility			World Language
	11	English 11	Geometry	Core 40 Science	US History	Graphic Design and Layout			World Language
	12	English 12	Math or Quantitative Reasoning		Government/Economics	Interactive Media			Fine Arts
State Specified Pathway Assessments: Final exam for Dual Credit									
Industry Recognized Certification:									
Postsecondary Courses Aligned for Potential Dual Credit									
Ivy Tech – Clay High School					Vincennes-Riley High School				
<ul style="list-style-type: none"><li>VISC 102 Fundamentals of Imaging (3)</li><li>VISC 105 Video and Sound (3)</li></ul>					<ul style="list-style-type: none"><li>CWEB 151 Intro to Web Graphics &amp; Tools (3)</li><li>COMP 107 Web Page Design (3)</li><li>COMP 110 Introduction to Computer Concepts (3)</li><li>COMP 113 Advanced Web Page Design (3)</li><li>DESN 120 Computer Illustrations (3)</li><li>DESN 155 Computer Page Layout (3)</li></ul>				

Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Arts, AV Technology & Communications					Career Pathway: Web & Digital Design				
Concentration: Audio/Video Production (Radio & Television)					Average Salary: \$38,404      Range: \$29,000 to \$53,000				
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College & Careers			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Digital Applications and Responsibility			World Language
	11	English 11	Geometry	Core 40 Science	US History	Audio/Video Production I			World Language
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Audio/Video Production II			Fine Arts
State Specified Pathway Assessments: End of Course Assessments/Final Exams for Dual Credit courses for which you have articulation agreements.									
Industry Recognized Certification:									
Postsecondary Courses Aligned for Dual Credit									
Vincennes University									
<ul style="list-style-type: none"><li>• MCOM 102 (3)</li><li>• MDIA 120 – Sound Production (3)</li><li>• MDIA 140- Video Production I (3)</li></ul>									



Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Business & Marketing					Pathway: Business Administration				
Concentration: Banking and Investments					Average Salary: \$75,829		Range: \$28,000 to \$154,000		
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College & Careers			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Introduction to Business	Digital Applications and Responsibility		World Language
	11	English 11	Geometry	Core 40 Science	US History	Introduction to Accounting	Principles of Business Management		World Language
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Banking & Investment Capstone		Business Law and Ethics	Fine Arts
State Specified Pathway Assessment: Dual Credit Finals									
Industry Recognized Certification: None									
Postsecondary Courses Aligned for Potential Dual Credit									
Ivy Tech Community College					Vincennes University				
TBD					TBD				
Cluster: Business & Marketing					Pathway: Business Administration				
					Focus: Business Management				
					Average Salary: \$75,829		Range: \$28,000 to \$154,000		
Concentration: Business Management and Entrepreneurship									
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College & Careers			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Introduction to Business	Digital Applications and Responsibility		World Language
	11	English 11	Geometry	Core 40 Science	US History	Principles of Business Management	Introduction to Accounting		World Language
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Administrative & Office Management		Business Law and Ethics	Fine Arts
State Specified Pathway Assessment: Dual Credit Finals									
Industry Recognized Certification: None									
Postsecondary Courses Aligned for Potential Dual Credit									
Ivy Tech Community College									
<ul style="list-style-type: none"><li>BUSN 101 Introduction to Business</li><li>BUSN 105 Principles of Business Management</li><li>BUSN 102 Business Law</li></ul>									



Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Business & Marketing					Pathway: Business Administration				
Concentration: Marketing Management					Average Salary: \$75,829		Range: \$28,000 to \$154,000		
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College & Careers			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Introduction to Business	Digital Applications and Responsibility		World Language
	11	English 11	Geometry	Core 40 Science	US History	Principles of Marketing			World Language
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Strategic Marketing		Business Law and Ethics	Fine Arts
State Specified Pathway Assessment: Dual Credit Finals									
Industry Recognized Certification: None									
Postsecondary Courses Aligned for Potential Dual Credit									
Ivy Tech Community College					Vincennes University				
TBD					TBD				
Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Business & Marketing					Pathway: Business Administration				
Concentration: Business Management and Entrepreneurship					Focus: Entrepreneurship				
					Average Salary: \$75,829		Range: \$28,000 to \$154,000		
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College & Careers			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Introduction to Business	Digital Applications and Responsibility		World Language
	11	English 11	Geometry	Core 40 Science	U S History	Principles of Business Management	Principles of Marketing		World Language
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Entrepreneurship and New Ventures Capstone		Business Law and Ethics	Fine Arts
State Specified Pathway Assessment: Dual Credit Finals									
Industry Recognized Certification: None									
Postsecondary Courses Aligned for Potential Dual Credit									
Ivy Tech Community College									
<ul style="list-style-type: none"><li>BUSN 201 Business Law (3)</li><li>ENTR 101 The Entrepreneur &amp; The Enterprise (3)</li><li>ENTR 105 Entrepreneurial Marketing and Market Research (3)</li></ul>									



Indiana College and Career Pathway Plan - SBCSC CTE Early College Model									
Cluster: Education and Training					Pathway: Education and Early Childhood				
Concentration: Early Childhood Education					Average Salary: \$44,237		Range: \$22,000 to \$64,000		
Core 40 with Honors High School Graduation Plan									
Ivy Tech: Certificate in Early Childhood Education: ECE CDA Process Concentration									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed; Health req. met with Family & Consumer Science Courses	Preparing for College & Careers; Nutrition & Wellness			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Child Development; Advanced Child Development	Interpersonal Relationships		World Language
	11	English 11	Geometry	Core 40 Science	US History	Early Childhood Education I			World Language
	12	English 12	Math or Quantitative Reasoning		Government / Economics	Early Childhood Education II			Fine Arts
State Specified Pathway Assessment: Early Childhood Education Pre-PAC, Dual Credit Final Exams, or CDA									
Industry Recognized Certification: Early Childhood Education Pre Professional Certification; Child Development Associate (CDA)									
Postsecondary Courses Aligned for Potential Dual Credit									
Ivy Tech Community College									
<ul style="list-style-type: none"><li>• ECED 100 Introduction to Early Childhood Education (3)</li><li>• ECED 101 Health, Safety and Nutrition (3)</li><li>• ECED 103 Curriculum in Early Childhood Classroom (3)</li><li>• ECED 120 Child Growth and Development (3)</li><li>• ECED 105 CDA Process at Ivy Tech (3)</li><li>• ENG 111 English Composition (3)</li></ul>									
Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Education & Training					Pathway: Education and Early Childhood				
Concentration: Education Careers					Average Salary: \$44,237		Range: \$22,000 to \$64,000		
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College & Careers			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Child Development/ Advanced Child Development		Content Area Electives	World Language
	11	English 11	Geometry	Core 40 Science	US History	Interpersonal Relationships			World Language
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Education Professions I (2 or 3-hour class) Content Area Electives			Fine Arts
State Specified Pathway Assessment: Education Fundamentals Pre-PAC, and/or Dual Credit Final Exam									
Industry Recognized Certification: Education Fundamentals Preprofessional Certification									
Postsecondary Courses Aligned for Potential Dual Credit									
Indiana University - South Bend (IUSB)									
<ul style="list-style-type: none"><li>• EDUC F200 Examining Self as Teacher (ACP 3)</li></ul>									



Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Health Science					Career Pathway: Dental Careers				
					Average Salary: \$44,416		Range: \$34,000 to \$65,000		
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College & Careers; Interpersonal Relationships			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Nutrition and Wellness			World Language
	11	English 11	Geometry	Core 40 Science	US History	Dental Careers I			World Language
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Dental Careers II			Fine Arts
State Specified Pathway Assessments: Dual Credit Final Exams									
Industry Recognized Certification: NCHSE Core Foundations									
Postsecondary Courses Aligned for Potential Dual Credit									
Ivy Tech Community College									
<ul style="list-style-type: none"><li>• DENT 115 Preclinical Practice (3)</li><li>• DENT 124 Preventative Dentistry/Diet and Nutrition (3)</li></ul>									

Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Health Science					Career Pathway: Nursing				
Concentration: Nursing					Average Salary: \$40,969		Range: \$37,000 to \$45,000		
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College & Careers; Nutrition and Wellness			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Interpersonal Relationships	Human Development and Wellness or Child Development		World Language
	11	English 11	Geometry	Core 40 Science	US History	Health Science Education I (includes Medical Terminology)			World Language
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Health Science Education II (may include CNA)			Fine Arts
State Specified Pathway Assessments: Dual Credit Assessment from Post-Secondary Institution									
Industry Recognized Certification: CPR/AED Professional Rescuer, CNA, NCHSE Core Foundations									
Postsecondary Courses Aligned for Potential Dual Credit									
Ivy Tech Community College									
<ul style="list-style-type: none"><li>• HLHS 100 Introduction to Health Careers (3)</li><li>• HLHS 101 Medical Terminology (3)</li><li>• HLHS 107 CNA Preparation (5)</li></ul>									



Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Human Services					Career Pathway: Personal Care Services				
Concentration: Cosmetology					Average Salary: \$21,495			Range: \$21,000 to \$23,000	
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College & Careers			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Introduction to Business/Interpersonal Relationships		Fine Arts	World Language
	11	English 11	Geometry	Core 40 Science	US History	Cosmetology I			
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Cosmetology II			
State Specified Pathway Assessment: State Cosmetology License Assessment or Dual Credit Assessment from Postsecondary Institution									
Industry Recognized Certification: State Cosmetology License upon completion of program									
Vincennes University									
<ul style="list-style-type: none"><li>• COSM 100 Cosmetology I (7)</li><li>• COSM 150 Cosmetology II (7)</li><li>• COSM 200 Cosmetology III (7)</li><li>• COSM 250 Cosmetology IV (7)</li></ul>									
Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Culinary Arts					Pathway: Culinary/Hospitality Management				
					Average Salary: \$40,215			Range: \$35,000 to \$45,000	
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE and Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed; Health req. met with Family and Consumer courses	Preparing for College & Careers; Nutrition and Wellness		Digital Citizenship	World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Introduction to Culinary Arts & Hospitality	Introduction to Business/Interpersonal Relationships		World Language
	11	English 11	Geometry	Core 40 Science	US History	Culinary Arts & Hospitality I			World Language
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Culinary Arts & Hospitality II: Culinary Arts			Fine Arts
State Specified Pathway Assessment: Culinary Arts Pre-PAC; Dual credit final exams									
Industry Recognized Certification: Culinary Arts Preprofessional Certification									
Postsecondary Courses Aligned for Potential Dual Credit									
Ivy Tech Community College									
<ul style="list-style-type: none"><li>• HOSP 101 Sanitation and First Aid (2)</li><li>• HOSP 102 Basic Food Theory and Skills (3)</li><li>• HOSP 104 Nutrition (3)</li><li>• HOSP 105 Intro to Baking (3)</li></ul>									



Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Hospitality & Human Services					Pathway: Hospitality Management				
					Average Salary: \$33,681		Range: \$30,000 to \$43,000		
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed. and Health & Wellness	Preparing for College & Careers; Nutrition and Wellness			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Introduction to Culinary Arts	Interpersonal Relationships/ Introduction to Business		World Language
	11	English 11	Geometry	Core 40 Science	US History	Culinary Arts & Hospitality I			World Language
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Culinary Arts and Hospitality II: Hospitality Management			Fine Arts
State Specified Pathway Assessment: Culinary Arts Pre-PAC; Dual credit final exams									
Industry Recognized Certification: Hospitality Preprofessional Certifications									
Postsecondary Courses Aligned for Potential Dual Credit									
Ivy Tech Community College									
<ul style="list-style-type: none"><li>• HOSP 101 Sanitation and First Aid (2)</li><li>• HOSP 114 Intro to Hospitality (3)</li><li>• HOSP 104 Nutrition (3)</li></ul>									
Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Hospitality & Human Services					Pathway: Human & Social Services				
					Average Salary: \$30,000 - \$45,000				
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed; Health (req. met with Family and Consumer Science courses)	Preparing for College & Careers; Nutrition and Wellness			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Child Development or Human Development & Wellness	Interpersonal Relationships		World Language
	11	English 11	Geometry	Core 40 Science	US History	Human & Social Services I			World Language
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Human & Social Services II			Fine Arts
State Specified Pathway Assessment: Family and Community Services Pre-PAC and/or Dual Credit Final Exams									
Industry Recognized Certification: Family and Community Services Preprofessional Certification									
Postsecondary Courses Aligned for Potential Dual Credit									
To Be Determined									



Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Information Technology					Pathway: PC and Network Support				
Concentration: Network Support					Average Salary: \$56,216		Range: \$38,000 to \$67,000		
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College & Careers			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Digital Applications and Responsibility			World Language
	11	English 11	Geometry	Core 40 Science	US History	Computer Tech Support			World Language
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Network Fundamentals I			Fine Arts
State Specified Pathway Assessment: Dual Credit Finals									
Industry Recognized Certification: IC3, Strata, Microsoft Office Specialist Expert, A Plus, Net Plus, Microsoft Technology Specialist, Cisco IT Essentials									
Postsecondary Courses Aligned for Potential Dual Credit									
Vincennes University									
<ul style="list-style-type: none"><li>• CMET 140 Computer Maintenance I (3)</li><li>• CPNS 150 Computer Telecommunications (2)</li><li>• CMET 185 Computer Maintenance II (3)</li></ul>									

Indiana College and Career Pathway Plan - SBCSC Model										
Cluster: Law, Public Safety, Corrections & Security					Pathway:		Criminal Justice			
					Average Salary:		\$45,521		Range: \$31,000 to \$49,000	
Core 40 with Honors High School Graduation Plan										
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.										
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway		
	9	English 9	Algebra I	Core 40 Science	Physical Ed. and Health & Wellness	Preparing for College & Careers			World Language	
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Interpersonal Relationships		Speech/Communications or Fine Arts	World Language	
	11	English 11	Geometry	Core 40 Science	US History	Criminal Justice I			World Language	
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Criminal Justice II			Fine Arts	
State Specified Pathway Assessment: Dual credit final exams										
Industry Recognized Certification: 911 Dispatch										
Postsecondary Courses Aligned for Potential Dual Credit										
Institution depends on teacher credentialing										
Vincennes University										
<ul style="list-style-type: none"><li>• LAWE 100 Survey Criminal Justice</li><li>• LAWE 106 Intro to Traffic Control</li><li>• LAWE 150 Intro to Criminology</li><li>• LAWE 180 Criminal Investigations</li></ul>										



Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Public Safety					Pathway: Emergency Medical Services				
					Average Salary: \$37,033				
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College & Careers			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Human Development & Wellness/Nutrition & Wellness			World Language
	11	English 11	Geometry	Anatomy & Physiology	US History	Health Science Education I			
	12	English 12	Math or Quantitative Reasoning		Government/Economics	Emergency Medical Services			
State Specified Pathway Assessment: Indiana EMT Certification or dual credit final exam									
Industry Recognized Certification: Indiana EMT Certification									
Postsecondary Courses Aligned for Potential Dual Credit									
Ivy Tech Community College									
<ul style="list-style-type: none"><li>HLHS 101-Medical Terminology (3)</li><li>HLHS 100-Introduction to Health Careers (3)</li><li>PARM 102-EMT Basic (7.5)</li><li>HSPS- 125-First Responder (3)</li></ul>									
Indiana College and Career Pathway Plan - SBCSC CTE Early College Model									
Cluster: Law, Public Safety, Corrections & Security					Pathway:		Fire and Rescue		
					Average Salary:		\$43,443		
					Range:		\$37,000 - \$73,000		
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Health & Wellness/Physical Education	Preparing for College & Careers			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Interpersonal Relations			World Language
	11	English 11	Geometry	Core 40 Science	US History	Fire and Rescue I			World Language
	12	English 12	Math or Quantitative Reasoning		Government/Economics	Fire and Rescue II			Fine Arts
State Specified Pathway Assessment: Firefighter I & II State Certifications									
Industry Recognized Certification: Hazmat Awareness and Operations, Firefighter I & II Certifications									
Postsecondary Courses Aligned for Potential Dual Credit									
Ivy Tech Community College									
YEAR 1 <ul style="list-style-type: none"><li>HSPS 220 Incident Management Systems (3)</li><li>HSPS 121 Hazmat Awareness &amp; Operations (3)</li><li>HSPS 165 Fire Fighting I (3)</li><li>IVYT 111 (1)</li><li>HSPS 102 Introduction to Public Safety-online (3)</li></ul>					Year 2: <ul style="list-style-type: none"><li>HSPS 167 Firefighter II (3)</li><li>PARM 102 Emergency Medical Technician (7.5)</li></ul>				



### Indiana College and Career Pathway Plan - SBCSC CTE Early College Model

Cluster: Manufacturing				Pathway:		Automation & Robotics				
				Average Salary:		\$36,000 - \$54,000				
Core 40 with Honors High School Graduation Plan										
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.										
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE	Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness		Preparing for College & Careers			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization		Introduction to Manufacturing or Introduction to Construction	Computers in Design & Production		World Language
	11	English 11	Geometry	Core 40 Science	US History		Industrial Automation & Robotics I			World Language
	12	English 12	Math or Quantitative Reasoning		Government/Economics		Industrial Automation & Robotics II			Fine Arts

**State Specified Pathway Assessment:** Dual Credit Assessment from Ivy Tech or MSSC assessment (all 4 exams)

**Industry Recognized Certification:** TBD

#### Postsecondary Courses Aligned for Potential Dual Credit

##### Ivy Tech Community College

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• ADMF 101 Key Principles of Advanced Manufacturing (3)</li> <li>• ADMF 102 Technology in Advanced Manufacturing (3)</li> <li>• INDT 113 Basic Electricity (3)</li> <li>• IVYT 101 First Year Seminar (1)</li> <li>• MATH 122 Applied Technical Mathematics (3)</li> <li>• ADMF 112 Mechatronics (3)</li> </ul> | <ul style="list-style-type: none"> <li>• ADMF 116 Automation &amp; Robotics In Manufacturing (3)</li> <li>• ADMF 122 Mechatronics II (3)</li> <li>• INDT 205 Programmable Controllers I (3)</li> <li>• ADMF Mechatronics III (3)</li> <li>• ADMF 222 Mechatronics IV (3)</li> <li>• COMM 101 Fundamentals of Public Speaking (3)</li> </ul> |
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### Indiana College and Career Pathway Plan – SBCSC Model

Cluster: Manufacturing				Pathway:		Precision Machine Technology				
				Average Salary:		37,164		Range: \$32,000 to \$46,000		
Core 40 with Honors High School Graduation Plan										
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.										
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies		CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness		Preparing for College & Careers			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization		Introduction to Manufacturing	Computers in Design & Production		World Language
	11	English 11	Geometry	Core 40 Science	US History		Precision Machining I			World Language
	12	English 12	Math or Quantitative Reasoning		Government/Economics		Precision Machining II			Fine Arts

**State Specified Pathway Assessment:** Dual Credit Assessment from Postsecondary Institution or NIMS online Theory Exam Level I

**Industry Recognized Certification:** National Institute for Metal Working skills (NIMS)

#### Postsecondary Courses Aligned for Potential Dual Credit

##### Ivy Tech Community College

- MTTC 101 Intro to Machining (3)
- MTTC 102 Turing Processes (3)



## Indiana College and Career Pathway Plan - SBCSC CTE Early College Model

Cluster: Manufacturing		Pathway:	Welding Technology
		Average Salary:	31,979
		Range: \$30,000 to \$33,000	

## Core 40 with Honors High School Graduation Plan

Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.

SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College & Careers			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Introduction to Manufacturing	Computers in Design & Production		World Language
	11	English 11	Geometry	Core 40 Science	US History	Welding Technology I			World Language
	12	English 12	Math or Quantitative Reasoning		Government/Economics	Welding Technology II			Fine Arts

State Specified Pathway Assessment: AWS SENSE Level 1 Modules 2,3,8 (units 1 and 3), and 9: + 1 Welding Process or dual credit assessment

Industry Recognized Certification: AWS SENSE Entry Level Certification, AWS Welds

## Postsecondary Courses Aligned for Potential Dual Credit

## Ivy Tech Community College

• WELD	100 Welding Fundamentals (3)	• WELD	208 Gas Tungsten Arc Welding (3)
• WELD	108 Shielded Metal Arc Welding I (3)	• WELD	272 Gas Metal Arc (MIG) Welding II (3)
• WELD	206 Shielded Metal Arc Welding II (3)	• WELD	273 Gas Tungsten Arc (TIG) Welding II (3)
• WELD	207 Gas Metal Arc Welding (3)	• IVYT	111 Orientation to College

## Indiana College and Career Pathway Plan - SBCSC CTE Early College Model

Cluster: Transportation, Distribution, & Logistics		Pathway:	Automotive Technology
		Average Salary:	37,164
		Range: \$32,000 to \$46,000	

## Core 40 with Honors High School Graduation Plan

Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.

SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College & Careers			World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Introduction to Transportation			World Language
	11	English 11	Geometry	Core 40 Science	US History	Automotive Service Technology I			World Language
	12	English 12	Math or Quantitative Reasoning		Government/Economics	Automotive Services Technology II			Fine Arts

State Specified Pathway Assessment: Dual Credit Assessment from Postsecondary Institution, ASE, or AST

Industry Recognized Certification: ASE Student Certification Series; Automotive Service (AST)

## Postsecondary Courses Aligned for Potential Dual Credit

## Ivy Tech Community College

## Clay High School

<ul style="list-style-type: none"> <li>• AUTI 100 Basic Automotive Service</li> <li>• AUTI 111 Electrical Systems I (3)</li> <li>• AUTI 121 Brake Systems (3)</li> <li>• AUTI 121 Steering and Suspension Systems (3)</li> <li>• IVYT 101 First Year Seminar (1)</li> <li>• AUTI 112 Electrical Systems II (3)</li> <li>• AUTI 131 Engine Performance Systems I (3)</li> <li>• AUTI 141 Engine Fundamentals and Repair (3)</li> <li>• AUTI 142 Climate Control Systems (3)</li> <li>• Math 122 Applied Technical Mathematics (3)</li> <li>• AUTI 132 Engine Performance II (3)</li> </ul>	<ul style="list-style-type: none"> <li>• AUTI 100 Basic Automotive Service (3)</li> <li>• AUTI 141 Engine Fundamentals and Repair (3)</li> </ul>
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## COLLEGE AND CAREER PATHWAY PROGRAMS

The College and Career Pathway Programs are open to students attending all SBCSC high schools in the 11th and 12th grade. Transportation will be available for students to programs outside their home school. Applications are required for all programs and are to be sent to the CTE Department. Dual credit is available for most programs and is subject to passing college admissions exams. Industry-recognized certifications may also be available. Recommended prerequisites are shown on the pathway plans.

### AGRICULTURE EDUCATION

#### LANDSCAPE MANAGEMENT I

41056 (4105-4106) at WHS

IDOE# 5136

*Landscape Management I* provides students 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. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.

Grade 11

THREE CREDITS PER SEMESTER

#### LANDSCAPE MANAGEMENT II

41078 (4107-4108) at WHS

IDOE# 5137

*Landscape Management II* extends the content and skills of Landscape Management I and provides the student with an in-depth exploration of the many career opportunities. Extended laboratory.

Grade 12

**PREREQUISITE:** Landscape Management I  
THREE CREDITS PER SEMESTER

### ARCHITECTURE AND CONSTRUCTION

#### CONSTRUCTION TRADES I

73212 (7321-7322)

IDOE# 5580

*Construction Trades I* includes classroom and laboratory experiences covering the formation, installation, maintenance, and repair of buildings, homes, and other structures. This course also covers the use of working drawings and applications from the print to the work. Students will examine the design and construction of floor and wall systems and develop the skills needed for layout and construction processes of floor and wall systems from blueprints and professional planning documents. 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.

Grade 11

THREE CREDITS PER SEMESTER

#### CONSTRUCTION TRADES II

73234 (7323-7324)

IDOE# 5578

*Construction Trades II* builds on the topics covered in Construction Trades I and includes the actual building of a home from the ground up to ready for sale.

Grade 12

**PREREQUISITE:** Construction Trades I  
THREE CREDITS PER SEMESTER

#### ARCHITECTURAL DRAFTING AND DESIGN I

70178 (7017-7018)

IDOE# 5640

*Architectural Drafting and Design I* provides students with a basic understanding of the detailing skills commonly used by a drafting technician. This course includes the creation and interpretation of construction documents. Methods of geometric construction, three dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Students will gain hands-on experience with Auto CAD. They will be expected to complete several projects 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.

Grades 11-12

THREE CREDITS PER SEMESTER

#### ARCHITECTURAL DRAFTING AND DESIGN II

71278 (7127-7128)

IDOE# 5652

*Architectural Drafting and Design II* presents a history and survey of architecture and focuses on creative design of buildings in a studio environment. Covers problems of site analysis, facilities programming, space planning, conceptual design, proper use of materials, selection of structure and construction techniques. This course will focus on advanced CAD features, including fundamentals of three-dimensional modeling for design. Advanced CAD will enable the student to make the transition from 2D drafting to 3D modeling.

Grade 12

**PREREQUISITE:** Architectural Drafting and Design I  
THREE CREDITS PER SEMESTER



**ARTS, AV TECHNOLOGY & COMMUNICATIONS****GRAPHIC DESIGN AND LAYOUT**

58812X 1 Hour at CHS IDOE# 5550  
 58812Y 2 Hours at CHS  
 58812Z 3 Hours at CHS  
 58834X 1 Hour at RHS  
 58834Y 2 Hours at RHS  
 58834Z 3 Hours at RHS (AHS, WHS)

*Graphic Design and Layout* includes organized learning experiences that incorporate a variety of techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Communication skills will be emphasized through the study of effective methods used to design commercial products.

**Grade 11**

ONE TO THREE CREDITS PER SEMESTER

**INTERACTIVE MEDIA**

58712X 1 Hour at CHS IDOE# 5232  
 58712Y 2 Hours at CHS  
 58712Z 3 Hours at CHS  
 58734Z 3 Hours at RHS (AHS, WHS)

*Interactive Media* 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".

**Grade 12**

ONE TO THREE CREDITS PER SEMESTER

**AUDIO/VIDEO PRODUCTION I**

77112 (7711-7712) IDOE# 5986  
*Audio/Video Production 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.

**Grades 11-12**

THREE CREDITS PER SEMESTER

**AUDIO/VIDEO PRODUCTION II**

77134 (7713-7714) IDOE# 5992  
*Audio/Video Production II* prepares students for admission to television production programs at institutions of higher learning. Students create a variety of video projects while mastering advanced concepts in production, lighting and audio.

**Grade 12**

**PREREQUISITE:** Audio/Video Production I  
 THREE CREDITS PER SEMESTER

**BUSINESS AND MARKETING****ADMINISTRATIVE AND OFFICE MANAGEMENT**

58178 (5817-5818) IDOE# 5268  
*Administrative and Office Management* prepares students to plan, organize, direct, and control the functions and processes of an organization. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business administration, management, and finance. *This course is located at Riley High School.*  
**Students must enroll concurrently in Business Law and Ethics.**

**Grade 12**

**PREREQUISITE:** Principles of Business Management or  
 Principle of Marketing

TWO CREDITS PER SEMESTER

**BANKING AND INVESTMENT CAPSTONE**

56234 (5623-5624) IDOE# 5258  
*Banking and Investment Capstone* provides instruction in finance and business fundamentals. Students are provided opportunities to develop attitudes and apply skills and knowledge in the area of finance.  
**Students must enroll concurrently in Business Law and Ethics.**

**Grade 12**

**PREREQUISITES:** Algebra II and Accounting or Principles of  
 Business Management

TWO CREDITS PER SEMESTER

**ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE**

59578 (5957-5958) IDOE# 5966  
 59578D (5957DE-5958DE)  
 59578V at CHS

*Entrepreneurship and New Ventures Capstone* introduces entrepreneurship and develops 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 as well as other topics. **Students must enroll concurrently in Business Law and Ethics.**

**Grade 12**

TWO CREDITS PER SEMESTER

**STRATEGIC MARKETING**

59534 (5953-5954) IDOE# 5918  
*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 in psychology, social psychology and economics. **Students must enroll concurrently in Business Law and Ethics.**

**Grade 12**

TWO CREDITS PER SEMESTER



**EDUCATION AND TRAINING****EARLY CHILDHOOD EDUCATION I**

77212 (7721-7722)

IDOE# 5412

*Early Childhood Education I* 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. 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. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components.

**Grade 11**

THREE CREDITS PER SEMESTER

**EARLY CHILDHOOD EDUCATION II**

77234 (7723-7724)

IDOE# 5406

*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. In ECE II students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. 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.

**Grade 12**

**PREREQUISITE:** Early Childhood Education I  
THREE CREDITS PER SEMESTER

**EDUCATION PROFESSIONS I**

84334Y (8433Y-8434Y) 2 hours

IDOE# 5408

84334Z 3 hours

*Education Professions I* prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. 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. Field experiences in one or more classroom settings, resumes, and

career portfolios are required components. Students are monitored in their field experience by the Education Professions teacher.

**Grade 12**

TWO OR THREE CREDITS PER SEMESTER

**HEALTH SCIENCE****DENTAL CAREERS I**

79001 (7900-7901)

IDOE# 5203

*Dental Careers I* prepares a 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.

**Grades 11-12**

THREE CREDITS PER SEMESTER

**DENTAL CAREERS II**

79023 (7902-7903)

IDOE# 5204

*Dental Careers II* provides 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.

**Grade 12**

**PREREQUISITE:** Dental Careers I  
THREE CREDITS PER SEMESTER

**HEALTH SCIENCE EDUCATION I**

78190 (7819-7820)

IDOE# 5282

*Health Science Education I* content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, an introduction to health care systems, anatomy, physiology, and medical terminology. Lab experiences 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 post-secondary program of their choice are also included in this course.

**Grade 11**

THREE CREDITS PER SEMESTER



**HEALTH SCIENCE EDUCATION II: NURSING**

78234 (7823-7824)

IDOE# 5284

*Health Science Education II: Nursing* prepares students with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed nurses or in a desired area of specialization. These skills include recording patient medical histories and symptoms, providing medicine and treatments, consulting doctors, operating and monitoring medical equipment, performing diagnostic tests, teaching patients and families how to manage illness or injury, and perform general health screenings. This course also provides students with the knowledge and skills needed to make the transition from school to work in the field of nurse assisting, including self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post- secondary program.

Grade 12

**PREREQUISITE:** Health Science Education I  
THREE CREDITS PER SEMESTER

**HOSPITALITY AND HUMAN SERVICES****COSMETOLOGY I**

72312 (7231-7232)

IDOE# 5802

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

Grade 11

THREE CREDITS PER SEMESTER

**COSMETOLOGY II**

72334 (7233-7234)

IDOE# 5806

*Cosmetology II* emphasis will cover 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.

Grade 12

**PREREQUISITE:** Cosmetology I  
THREE CREDITS PER SEMESTER

**CULINARY ARTS AND HOSPITALITY MANAGEMENT I**

64389 (6438-6439) Culinary Arts at CHS IDOE# 5440

64434 Hospitality Management at RHS IDOE# 5440

64389I at Ivy Tech IDOE# 5440

*Culinary Arts and Hospitality Management 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

Culinary Arts and Hospitality II: Culinary Arts or Culinary Arts and Hospitality II: Hospitality Management 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; application of sanitation and safety principles to maintain safe and healthy food service and hospitality environments; use and maintenance of related tools and equipment; and application of management principles.

Grade 11

THREE CREDITS PER SEMESTER

**CULINARY ARTS AND HOSPITALITY II: CULINARY ARTS**

64401 (6440-6401) at CHS

IDOE# 5346

64401I at Ivy Tech

*Advanced 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. *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.

Grade 12

**PREREQUISITE:** Culinary Arts and Hospitality Management  
THREE CREDITS PER SEMESTER

**CULINARY ARTS AND HOSPITALITY II: HOSPITALITY MANAGEMENT**

64367 (6436-6437)

IDOE# 5458

*Advanced 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. 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.

**PREREQUISITE:** Culinary Arts and Hospitality Management  
Grade 12

THREE CREDITS PER SEMESTER

**HUMAN AND SOCIAL SERVICES I**

65990 (6599-6600)

IDOE# 5336

*Human and Social Services* is 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.

Grades 11-12



**HUMAN AND SOCIAL SERVICES II**

66134 (6613-6614)

IDOE# 5462

*Human and Social Services II* 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 Human and Social Services I 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. Achievement of applicable standards will be documented through a student portfolio. Articulation with postsecondary programs is encouraged.

**Grade 12****PREREQUISITE:** Human and Social Services I**THREE CREDITS PER SEMESTER****INFORMATION TECHNOLOGY****COMPUTER TECH SUPPORT**

77601 (7760-7761)

IDOE# 5230

*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.

**PREREQUISITE:** Information Communications and Technology

**Grade 11****THREE CREDITS PER SEMESTER****NETWORKING I**

77623 (7762-7763)

IDOE# 5234

*Networking I* introduces students to concepts of 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 will be introduced and emphasized throughout this course. The purpose of this course is to offer students the critical information needed to successfully move into a role as an IT professional supporting networked computers.

**Grade 12****PREREQUISITE:** Computer Tech Support**THREE CREDITS PER SEMESTER****PUBLIC SAFETY****CRIMINAL JUSTICE I**

79201 (7290-7291)

IDOE# 5822

*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.

**Grade 11****THREE CREDITS PER SEMESTER****CRIMINAL JUSTICE II**

79223 (7922-7923)

IDOE# 5824

*Criminal Justice II* introduces students to concepts and practices in controlling traffic 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 and search for witnesses, 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 activity and chain of custody procedures will also be reviewed.

**Grade 12****PREREQUISITE:** Criminal Justice I**THREE CREDITS PER SEMESTER****EMERGENCY MEDICAL SERVICES**

78256 (7825-7826)

IDOE# 5210

*Emergency Medical Services* prepares students for a State certification which could lead to a career in Emergency Medical Services such as an Emergency Medical Technician or a Paramedic. 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 transport them to the hospital. It requires laboratory practice and clinical observation in a hospital emergency room and ambulance.

**Grade 12****PREREQUISITE:** Health Science Education I – Nursing**THREE CREDITS PER SEMESTER**



**FIRE AND RESCUE I** (Grade 11)

78278 (7827-7828)

IDOE# 5820

**FIRE AND RESCUE II** (Grade 12)

78290 (7829-7830)

IDOE# 5610

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

Grades 11-12

PREREQUISITE: Fire and Rescue I

**MANUFACTURING****INDUSTRIAL AUTOMATION AND ROBOTICS I**

75012 (7501-7502)

IDOE# 5610

*Industrial Automation and Robotics I* includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Industrial Technology and Software Controls covers wiring and schematic diagrams used to design, install, and repair electrical/electronic equipment such as wireless communication devices, programmable controllers.

Grade 11

THREE CREDITS PER SEMESTER

**INDUSTRIAL AUTOMATION AND ROBOTICS II**

75034 (7503-7504)

IDOE# 5612

*Industrial Automation and Robotics II* introduces basic blueprint reading, Computer Numerical Control (CNC) operation and the skills commonly used in the manufacturing industry. Areas of study will include: interpretation of drawing dimensions and notes to ANSI standards for machining including: Geometric Dimensioning and Tolerancing (GD&T), welding, fabrication applications and inspection techniques.

Grade 12

PREREQUISITE: Industrial Automation and Robotics I

THREE CREDITS PER SEMESTER

**PRECISION MACHINING I**

74712 (7471-7472)

IDOE# 5782

*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.

Grades 11-12

THREE CREDITS PER SEMESTER

**PRECISION MACHINING II**

74734 (7473-7474)

IDOE# 5784

*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.

Grade 12

PREREQUISITE: Precision Machining I

THREE CREDITS PER SEMESTER

**WELDING TECHNOLOGY I**

76112 (7611-7612)

IDOE# 5776

*Welding Technology I* includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. Emphasis is placed on safety at all times. OSHA standards and guide lines 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.

Grades 11-12

THREE CREDITS PER SEMESTER

**WELDING TECHNOLOGY II**

76134 (7613-7614)

IDOE# 5778

*Welding Technology II* builds on the Gas Metal Arc welding, Flux Cored Arc Welding, Gas Tungsten Arc welding, Plasma Cutting and Carbon Arc skills covered in Welding Technology I. Emphasis is placed on safety at all times. OSHA standards and guide lines 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.

Grade 12

PREREQUISITE: Welding Technology I

THREE CREDITS PER SEMESTER

**TRANSPORTATION****AUTOMOTIVE SERVICES TECHNOLOGY I**

77478 (2 hours) at CHS

IDOE# 5510

77478I (3 hours) at Ivy Tech (all high schools)

*Automotive Services Technology I* focuses on fundamental engine repair. Mathematical skills will be reinforced through precision measuring activities and cost estimation/ calculation activities. Scientific principles taught and reinforced include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized.

Grades 11-12

THREE CREDITS PER SEMESTER



**AUTOMOTIVE SERVICES TECHNOLOGY II**

77490I at Ivy Tech

IDOE# 5546

*Automotive Services Technology II* is the second year of a two year program of study that focuses on Braking Systems, Electrical Systems and Engine Performance. This course is only offered at Ivy Tech Community College for dual college credit.

**Grade 12**

**PREREQUISITE:** Automotive Services Technology I  
THREE CREDITS PER SEMESTER

**WORK-BASED LEARNING CAPSTONE****WORK-BASED LEARNING CAPSTONE, MULTIPLE PATHWAYS**

58901X One Hour

IDOE# 5974

58901Y Two Hours

IDOE# 5974

58901Z Three Hours

IDOE# 5974

*Work Based Learning Capstone, Multiple Pathways* are designed to provide opportunities for students to explore careers that require additional degrees or certifications following high school. The internship is tailored to the unique needs and interests of the student and is considered a high school capstone experience towards fulfillment of the student's meaningful future plan. Students participating in these structured experiences will follow class, school, business/ industry/ organization, State, and Federal guidelines.

*CTE approval necessary.***Grade 12**

**PREREQUISITES:** 4 credits in the student's College and Career pathway.



Indiana College and Career Pathway Plan – SBCSC Model									
Cluster: Agriculture				College & Career Pathway: Life Sciences					
Concentration: Natural Resources				Focus: Sustainable Energy Alternatives					
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Health & Wellness/ Physical Ed	Preparing for College & Careers	Introduction to Agriculture, Food and Natural Resources		World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Plant and Soil Science		Environmental Science	World Language
	11	English 11	Geometry	Core 40 Science	US History	Natural Resources			World Language
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Sustainable Energy Alternatives: 1 credit/semester Work Based Learning Capstone – Multi Pathways 2 credits/semesters			Fine Arts
State Specified Pathway Assessments: Dual Credit Finals									
Industry Recognized Certification: None									
Ivy Tech Community College									
<ul style="list-style-type: none"><li>AGRI 105 Plant and Soil Science</li><li>AGRI 115 Natural Resources Management (3)</li></ul>									

## SUSTAINABLE ENERGY NEW TECH MAGNET COURSES AT RILEY

### SUSTAINABLE ENERGY ALTERNATIVES

41134 (4113-4114) *IDOE# 5229*

*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.

**PREREQUISITE:** Natural Resources

THREE CREDITS PER SEMESTER

### NATURAL RESOURCES

41034N (4103N-4104N)

*IDOE# 5180*

See page 14 for course description

### PLANT AND SOIL SCIENCE

41112 (4111-4112)

*IDOE# 4530*

See page 14 for course description



Indiana College and Career Pathway Plan - SBCSC Model									
Cluster: Manufacturing					Career Pathway: Engineering/Engineering Technology				
					Average Salary: \$57,470		Range: \$31,000 - \$63,000		
Core 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Geography/History of the World or World History/Civilization	Introduction to Engineering Design	Preparing for College & Careers/Health & Wellness		World Language
	10	English 10	Algebra II	Core 40 Science	Physical Ed	Principles of Engineering			World Language
	11	English 11	Geometry	Core 40 Science	U S History	Choose 1-3 of the following courses: Civil Engineering & Architecture, Digital Electronics, Biotechnical Engineering, Computer Science & Software Engineering			World Language
	12	English 12	Math or Quantitative Reasoning		Government/ Economics	Engineering Design and Development	Additional Course Option from Junior year		Fine Arts
State Specified Pathway Assessments: National PLTW End of Course Assessment									
Industry Recognized Certification: Autodesk Inventor Certified User, Autodesk Inventor Certified Associate, or Autodesk Inventor Certified Professional									
Postsecondary Courses Aligned for Potential Dual Credit									
Ivy Tech Community College					Vincennes University				
<ul style="list-style-type: none"><li>• DESN 102 – Technical Graphics (3)</li><li>• ADMF 115 Materials &amp; Processes for Manufacturing (3)</li><li>• ADMF 113 – Electrical &amp; Processes for Manufacturing (3)</li></ul>					<ul style="list-style-type: none"><li>• ARCH 221 – Advanced Architectural Software Applications (3)</li></ul>				



# ENGINEERING AND TECHNOLOGY MAGNET COURSES AT RILEY

## BIOTECHNICAL ENGINEERING

47078T (4707T-4708T)

IDOE# 4818

*Biotechnical Engineering* introduces students to the fundamental aspects of biotechnology and engineering. Instruction will emphasize how engineering and technology processes can be used to create new innovations that will improve society. Some activities involve crime scene evaluation, prosthetic design, DNA, and alternative fuels and farming. Students will learn how new technologies are developed and produced and will discuss the impact of these advances on society.

Grades 11-12

**PREREQUISITES:** Introduction to Engineering Design and Principles of Engineering

## CIVIL ENGINEERING AND ARCHITECTURE

47056T (4705T-4706T)

IDOE# 4820

*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 will allow students the opportunity to design, simulate, and evaluate the construction of buildings and communities.

Grades 11-12

**PREREQUISITES:** Introduction to Engineering Design and Principles of Engineering

## COMPUTER SCIENCE I

47112T (4711T-4712T)

IDOE# 4801

*Computer Science I* utilizes PLTW® Computer Science & Software Engineering curriculum. Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Projects and problems include app development, visualization of data, cybersecurity, and simulation. This course aligns with the AP Computer Science Principles course.

Grades 11-12

## COMPUTER SCIENCE II: ANDROID APP DEVELOPMENT

47090T

IDOE# 5252

*Computer Science II: Android App Development* utilizes PLTW® Computer Science Applications Curriculum. This course builds on the basic skills learned in Computer Science and Software Engineering (CSE) to teach students authentic Android app development. The primary goal of the course is to create independent-thinking app developers; every unit in this course builds on students' prior knowledge and skills until they are able to complete an app development cycle independently from the ground up.

Grade 12

**PREREQUISITE:** Computer Science I

## DIGITAL ELECTRONICS

47256T (4725T-4726T)

IDOE# 4826

*Digital Electronics* focuses on 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 applications of engineering, math, and scientific principles to solve electronic design problems. Using computer software that reflects current industry standards, activities will provide opportunities for students to design, construct, test, and analyze digital circuitry, which will be used to develop and evaluate the product design.

Grade 11

**PREREQUISITES:** Introduction to Engineering Design and Principles of Engineering

## ENGINEERING DESIGN AND DEVELOPMENT

47278T (4727T-4728T)

IDOE# 4828

*Engineering Design and Development* works as part of a team to develop a solution to a technical problem of your choosing. Challenge yourself with one of those "don't you hate it when ..." issues of the world and try to solve it. Research, design, test, and construct your solution or recommendations, then present it to industry or community partners. You and your team will use what you've already learned to guide you through the process of design and production development. Who knows? You may solve a problem that has stumped others!

Grade 12

**PREREQUISITES:** Introduction to Engineering Design, Principles of Engineering Design, and one specialty course

## INTRODUCTION TO ENGINEERING DESIGN

47012T (4701T-4702T)

IDOE# 4812

*Introduction to Engineering Design* develops and documents student problem solving skills using the design process. Students create ideas, develop hand sketches, and model their design in 3d on the computer. Students can then use the laser cutter or 3d printer to prototype their ideas. by using elements of design and manufacturability concepts.

Grade 9

## PRINCIPLES OF ENGINEERING

47034T (4703T-4704T)

IDOE# 4814

*Principles of Engineering* focuses on the process of applying engineering, technology, scientific and mathematical principles into design and production. This hands on course introduces students to engineering careers in Civil, Mechanical, and Materials Engineering. Classroom activities are organized to allow students to work in teams and use modern process, computers, 3d modeling software, and production systems in developing and presenting solutions to engineering problems.

Grade 10

**PREREQUISITE:** Introduction to Engineering Design



Indiana College and Career Pathway Plan - SBCSC Magnet Model									
Cluster: Health Science					Career Pathway: Health Care Specialties				
Concentration: Health Science Careers					Focus: Comprehensive or Innovatives				
CORE 40 with Honors High School Graduation Plan									
Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their Individual Pathway Plans.									
SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE/Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Core 40 Science	Physical Ed and Health & Wellness	Preparing for College and Careers/Nutrition and Wellness		Fine Arts	World Language
	10	English 10	Algebra II	Core 40 Science	Geography/History of the World or World History/Civilization	Introduction to Health Science Careers			World Language
	11	English 11	Geometry		U S History	Health Science Education I		Medical Terminology	World Language
	12	English 12	Math or Quantitative Reasoning	Anatomy & Physiology	Government/ Economics	Health Science Education II: Special Topics (Includes Work Based Learning Capstone)			Fine Arts
State Specified Pathway Assessments: Dual Credit Final Exams									
Industry Recognized Certification: CPR/AED Professional Rescuer, NCHSE Core Foundations, CPCT									
Ivy Tech Community College									
<ul style="list-style-type: none"><li>HLHS 100 Introduction to Health Careers (3)</li><li>HLHS 101 Medical Terminology (3)</li></ul>									



## HEALTH CAREER MEDICAL MAGNET COURSES AT WASHINGTON

### ANATOMY AND PHYSIOLOGY

40234 (4023-4024)

IDOE# 5276

*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. 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.

Grades 10-12

PREREQUISITE: Biology

ONE CREDIT PER SEMESTER

### HEALTH SCIENCE EDUCATION I

78190M (7819M-7820M)

IDOE# 5282

*Health Science Education I* provides an introduction to health science concepts and health career pathways. Course content includes the history of medical and biological discoveries and knowledge, healthcare systems, professional characteristics and behavior, cultural diversity, body systems and an introduction to medical terminology. Emphasis is placed on communication skills and the development and importance of a healthy lifestyle. Students begin to learn basic healthcare skills and have the opportunity to earn certification in CPR.

Grade 11

PREREQUISITE: Introduction to Health Science Careers

TWO CREDITS PER SEMESTER

### HEALTH SCIENCE EDUCATION II

78234M (7823M-7824M)

IDOE# 5286

*Health Science Education II* concentrates on anatomy, physiology, and the pathophysiology of the disease process. Work ethics and job seeking skills including applications and interviews are included. Emphasis is placed on community health and students move to the health care clinical setting for a pre-planned clinical rotation in a variety of health care settings.

Grade 12

PREREQUISITE: Health Science Education I

THREE CREDITS PER SEMESTER

### INTRODUCTION TO HEALTH SCIENCE CAREERS

78534M (7853M-7854M)

IDOE# 5272

*Introduction to Health Science Careers* is a year-long course designed to create an awareness of career possibilities in health care and inform students of the educational options available for health science and health technology programs. Instruction includes beginning anatomy and physiology, medical terminology, medical ethics, diseases, and disorders. The course prepares students for the Medical Anatomy/Physiology course and/or for a variety of health technology programs.

Grades 10

ONE CREDIT PER SEMESTER

### MEDICAL TERMINOLOGY

78512M (7851M-7852M)

IDOE# 5274

*Medical Terminology* prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings taught within the context of body systems. This course builds a foundation for a medical vocabulary including meaning, spelling, and pronunciation. Medical abbreviations, signs, and symbols are included.

Grades 11-12

ONE CREDIT PER SEMESTER



## *South Bend Community School Corporation*

### Secondary Administration Staff

#### **John Adams High School (AHS)**

Principal ..... James Seitz  
 Assistant Principals ..... Teretha Hooker  
    Kathi Troyer  
    Jeanne Dietrich  
 Athletic Director..... Bill Groves  
 Counselors..... Tammy Berebitsky  
    Cassandra Castor  
    Michelle Freil  
    Gaye Johnson  
    Greg Shaffer  
 Magnet Coordinator ..... Dr. Mika Roinila

#### **Telephone Numbers:**

Main Office .....283-7700  
 Fax .....283-7704  
 Counselors' Office .....283-7710  
 Athletic Office.....283-7713  
 Magnet Office .....283-7733

#### **Riley High School (RHS)**

Principal ..... François Bayingana  
 Assistant Principals ..... Sherry Bolden-Simpson  
    Derrick White  
 Athletic Director..... Marie Doan  
 Counselors..... Charan Richards  
    Nancy Block  
    Allison Cruse  
    Beth Gavin  
 Magnet Coordinator ..... Matt Modlin

#### **Telephone Numbers:**

Main Office .....283-8400  
 Fax .....283-8405  
 Counselors' Office .....283-8414  
 Athletic Office.....283-8419  
 Magnet Office .....283-8400

#### **Clay High School (CHS)**

Principal ..... Mansour Eid  
 Assistant Principals ..... Elizabeth Horban  
    Robert Smith  
 Athletic Director ..... Joe Toth  
 Counselors..... Catherine Henderson  
    Judy Callahan  
    Judith Hums  
    Elizabeth Lake  
 Magnet Coordinator ..... Meghan Beard

#### **Telephone Numbers:**

Main Office .....243-7000  
 Fax .....243-7005  
 Counselors' Office .....243-7014  
 Athletic Office.....243-7006  
 Magnet Office .....243-7242

#### **Washington High School (WHS)**

Principal ..... Byron Sanders  
 Assistant Principals ..... Shawn Henderson  
    Heather Irvin  
 Athletic Director ..... Garland Hudson  
 Counselors..... Irene Patterson  
    Arnez Lee  
    Warren Outlaw  
    Judy Tulchinsky-Prawat  
 Magnet Coordinators ..... Karla Black

#### **Telephone Numbers:**

Main Office .....283-7200  
 Fax .....283-7205  
 Counselors' Office .....283-7214  
 Athletic Office.....283-7206  
 Magnet Office .....283-7990

#### **Rise Up Academy at Eggleston**

Principal ..... Terrence Moore  
 Counselor ..... Anne Coglianese

#### **Telephone Numbers:**

Main Office .....243-7300  
 Fax .....243-7303



## SOUTH BEND COMMUNITY SCHOOL CORPORATION

### Dr. Carole Schmidt, Superintendent

Ericka Harris, Chief Officer of Education and Innovation Services  
Dr. Cynthia Oudghiri, Director of High School & Magnet Programs

#### COURSE DESCRIPTIONS BOOK EDITORS:

Tracy Slattery, Curriculum Facilitator  
Shirley Oshinski, Textbook Control Supervisor

#### BOARD OF SCHOOL TRUSTEES

Mr. John Anella  
Mr. Jay Caponigro  
Ms. Michelle Engel  
Ms. Dawn Jones  
Mrs. Maritza Robles  
Mr. William Sniadecki  
Mr. Stan Wruble

#### HIGH SCHOOLS

Adams  
Clay  
Riley  
Rise Up Academy  
Washington

SBCSC's Strategic Plan, *Choosing to be Exceptional*, includes the following:

##### MISSION STATEMENT

In partnership with students, families and community, SBCSC provides the respect, encouragement and support every student needs to attain the knowledge and skills necessary for post-secondary success.

##### VISION STATEMENT

SBCSC will be the community's choice for exceptional education with expert staff and exemplary programs that engage our diverse students in quality learning and equip each one, academically and personally, to thrive in and shape a changing world.

#### OVERARCHING GOALS

- Goal 1. Prepare every student for post-secondary success
- Goal 2. Provide effective instructional programming for diverse learners
- Goal 3. Support and develop high quality, high performing staff
- Goal 4. Provide essential, high quality services to support the educational success of students
- Goal 5. Strengthen and enhance productive partnerships with parents and other stakeholders
- Goal 6. Integrate culturally responsive, multicultural, multilingual best practice

