Vision
Our Community - Breaking Through Barriers for Learning

SCHOOL BOARD MEMBERS
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Mission
The Columbia City High School community creates quality learning environments that require all students to reach their full potential of becoming lifetime learners through collaboration and accountability.

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Complaint Procedure
As stated in Board Policy 9130, any person or group having a legitimate interest in the operations of this corporation shall have the right to present a request, suggestion, complaint, or concern relating to corporation personnel, the program, or the operations of the corporation. At the same time, the school board has a duty to protect its staff from unnecessary harassment. It is the intent of this policy to provide the means for judging each public complaint and concern in a fair and impartial manner and to seek a remedy where appropriate. For additional assistance in the complaint procedures, please read Board Non-Discrimination Policy
Whitley County Consolidated Schools Corporation is committed to equal opportunity and does not discriminate on the basis of age, race, color, creed, sex, handicapping conditions, or national origin including limited English proficiency, in any employment opportunity. No person is excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis under any educational program or student activity. For further information, clarification, or complaint (grievance) procedures, please contact the Superintendent’s office (260-244-5771).
SCHEDULE
CCHS is on a semester schedule. The school day is divided into 7 class periods approximately 50 minutes each. A homeroom period of 25 minutes before lunch provides all students with academic and college/career readiness support.

GRADING SYSTEM
GPA CALCULATION FORMULA

<table>
<thead>
<tr>
<th>GRADE</th>
<th>1 CREDIT</th>
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<tbody>
<tr>
<td>A</td>
<td>4.000</td>
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<td>A-</td>
<td>3.667</td>
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<td>F</td>
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<tr>
<td>W</td>
<td>Neutral</td>
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</table>

Incomplete grades will be changed to F's two weeks after the end of a semester. At that time, the F will calculate into the GPA/Class Rank.

CALCULATING GRADE POINT AVERAGE
Each grade received in a given grading period is assigned a numerical value, dependent upon its credit value for that grading period (see above grading system). The sum of these numerical values is divided by the number of credits attempted in that grading period to determine a GPA. A GPA is calculated for each student at the end of each grading period.

SCHOOL START/END TIME
WCCS is changing from trimesters to semesters, the daily schedule for CCHS and ETA will remain 8:05 to 3:20 daily.

CUMULATIVE GPA/CLASS RANK
At the end of each semester through semester 7 (seven) students will be ranked scholastically. The final average will be used in all academic subjects in which units of credits are given to calculate an average to determine student's class rank. The ranking will always be determined by the hundredths place, not rounded. This ranking requested by colleges, is used to determine the eligibility for membership in the National Honor Society, and is used for certain senior honors. Ties may occur when more than one (1) student has the exact same GPA to the hundredths place, not rounded. In the event of a tie(s), the next ranked student is the actual number of students ahead of the tie. There will be a Top Ten Percent of students. The top ranked student will serve as valedictorian. The student ranked second will serve as salutatorian. The top ranked seniors will be honored with a special medal.

HONOR ROLLS
Each trimester a Distinguished Honor Roll and an Honor Roll are generated. Criteria for inclusion on Distinguished Honor Roll require a GPA of at least 3.75, no grade below a C-, and a minimum of 4.00 credits completed for the trimester. The Honor Roll criteria are a GPA of at least 3.00, no grade lower than a C-, and minimum of 4.00 credits.
COURSE REQUIREMENTS
Students carefully make course requests for the 2018-2019 school year and are expected to honor these. If a change is required due to an unmet course prerequisite or a career goal change, that request must be submitted in writing to the School Counselor within one (1) week of receiving the 2018-2019 schedule. Requests will be granted upon available classroom space without creating conflicts within the schedule. The Administrative Team holds all rights to alter schedules due to teacher hiring, balancing of courses and master schedule changes/offerings.

DROPPING/ ADD A COURSE
If a course change is required during the school year due to a unmet course prerequisite or a career goal change, a drop/add form must be obtained from the Main Office, completed and returned to the School Counselor during a scheduled appointment. The option of dropping/adding a course will be an option only during the first week of the semester. A mark of WF (withdrawal failing) will be issued after the first two weeks of the trimester. The W/WF will become a part of the student's grade history, and the mark of WF will affect the student's GPA. The student will be assigned to the Restricted Study room for the remainder of the trimester.

RETAKING A COURSE
A student may retake a course for the purpose of improving their grade to meet requirements for the Academic or Technical Honors Diploma, or for meeting a course prerequisite, or for improving individual GPA. The original grade must be a D+ or lower for a student to be eligible to retake a course. All grades will be recorded in the student's course history and appear on the student's transcript. The highest grade will count towards cumulative GPA.

CREDIT RECOVERY
Credit recovery may be implemented for students who have been found lacking a class during their high school career and need a class to graduate.

Students will utilize an online program called APEX to regain credit(s).

GRADUATION CEREMONY
All Columbia City High School students must meet all state and local requirements to participate in the graduation ceremony. Requests for permission to graduate before completing 8 semesters must be submitted in writing to the School Counselor and Principal. All requests for early graduation will be handled on an individual basis.

EARLY GRADUATION
Students of CCHS may graduate after 7 semesters. Students must have made arrangements with the school counseling department to start this planning process in the student's junior year. A student graduating early forfeits class rank and grade point average. The student's assigned school counselor will work with the student and parent to ensure completion of early graduation requirements and complete the early graduation form. We will work with the student to assist in developing a plan for the student's future. Early Graduates may still participate in the graduation ceremony. It is the student's/parent's responsibility to have cap, gown, etc. and the student MUST still be present at the dress rehearsal for participation in the formal graduation ceremony.
CCHS CAREER & LIFE READINESS INITIATIVE

The Career & Life Readiness Initiative began with awareness and a vision, but required the need for an established action plan that all stakeholders can support. The action plan includes the following types of partnerships:

- **Pathway-specific Job Shadow**: A student spends two to four hours, on a one-time basis, with an employee or series of employees, observing the various aspects of their job. The intent is for students to see what the job really involves as well as to observe how their schoolwork applies.

- **Student Out-of-School Internship**: An unpaid, supervised work-based learning experience which links an 11th or 12th grade student with an employer for a planned set of activities often designed to give the student a broad overview of a business or occupational career pathway.

- **Interdisciplinary Cooperative Education Student** (ICE - Co-op Work Experience): A school-supervised and structured 15 hour/week paid work experience during their 12th grade year arranged by the school and the employer to lead to an occupational goal. This experience is for the entire school year and includes a training agreement and a training plan, which couples the classroom learning with the workplace experience.

- **Field Trips and Worksite Tours**: Students visit the workplace as a group to see the business operations in action and tie this to their career pathway.

- **Classroom/Career Fair Presentation**: Present to a class about your job, its requirements or educational level, employer expectations, or tie directly into the classroom curriculum.

- **Mentorship**: A mentor is described as a trusted and experienced advisor who has personal and direct interest in the development and/or education of younger and less experienced individuals. Mentorships are usually formed as the result of a job shadow or an out-of-school internship.

Internal to CCHS, several components of our Career & Life Readiness Initiative have already been implemented. First of all, we used a committee of administrators and counselors to determine three career pathways based upon labor market research. The group primarily used the Indiana Department of Workforce Development’s "Hoosier Hot 50 Jobs" to determine the pathways. At Columbia City, those pathways are:

1. Business, Education and Communication
2. Health and Human Services
3. Manufacturing, Engineering and Technology

Students will select their career pathway. This selection will occur after mandatory careers class at the 9th grade level as well as large group presentations at the 8th, 10th and 11th grade levels. It is important that all students have a career pathway focus. This focus can change at any time, but it is critical all students have a career pathway focus that helps to make their education more relevant.

The full-scale implementation of a College and Life Readiness Initiative will take several years. But the effort is worth it in terms of increasing relevancy, maintaining rigor of content, and establishing essential relationships with community partners. The ultimate goal is for students to be connected to area employers while in high school for the purpose of assuring they develop the knowledge and skills necessary to have successful careers. Again, this effort focuses on all career possibilities that will encompass all forms of post-secondary opportunities. The key is to match a student’s interest and skills to a career and the type of post-secondary education required to be qualified to pursue that career.

A fully integrated College & Life Readiness Initiative encompasses all aspects of our educational process ranging from standards integration, literacy and mathematical skill enhancement, computer technology integration and student 21st century skill acquisition.
NAVIANCE
COLLEGE AND CAREER PLANNING TOOL
Naviance is a college and career readiness platform that helps connect academic achievement to post-secondary goals. We are pleased to announce Naviance Family Connection to you and your family. Family Connection is a comprehensive website that you can use to help in making plans about courses, college, scholarships and careers. Family Connection is linked with Naviance, a service that we use in our school to track and analyze data about college and career plans, so it provides up-to-date information that is specific to our district.

Family Connection will allow you to:

- **Get involved in the planning and advising process** - Build a resume, complete online surveys, manage timelines, task and deadlines set by your counselor and yourself.
- **Stay Connected!** - Communicate with your counselor anytime, anywhere using the notes and email sections of the site.
- **Research colleges** - Compare GPA, standardized test scores and college cost, size and other important information that helps you make your post-secondary choice.
- **Research careers** - Research hundreds of careers and career clusters, and take career assessments like the Do What You Are test.
- **Create plans for the future** - Create goals, add to-do items for yourself, and complete task assigned to you by your counselor to better prepare you for your future college and life goals.

Family Connection will also let us share IMPORTANT information with you about upcoming college visits, critical meeting and events, local and national scholarship opportunities and other resources for college and life planning.

WHITLEY WORKS CERTIFICATE
One aspect of the Career and Life Readiness initiative is the Work Ethic Certification program. A Work Ethic Certificate will provide confirmation of a student's employability skills (responsibility, punctuality, teamwork, etc.) to post-secondary educational institutions and employers.

During each school year, high school seniors elect to participate in the Work Ethic Certification program. As a participant, students will be measured in nine areas of academic and work ethic competency. Students must meet criteria and gain points within each area to earn the certification.

The district's PRIDE initiative will require students to meet various requirements. PRIDE stands for: Persistence - persevere through challenges, problem solve; Respectfulness - access and serve others, possess a positive attitude, communicate clearly; Initiative - ability to self start and to think critically; Dependability - academically ready, reliable, demonstrate responsibility and teamwork; Efficiency - organized, punctual, self-managed.
Columbia City High School  *Graduation, Career, & Postsecondary Plan for Classes 2019-2022 (Semesters):*

**Student:** ______________________  **Learning Style:** ______________________  **Diploma:** ____________________  **Class of:** ____________________

**Academy:** ____________________  **College/Job Choices:** ___________________

<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Language Arts</th>
<th>Math*</th>
<th>Science</th>
<th>Social Studies</th>
<th>P.E.</th>
<th>Health</th>
<th>Required Courses</th>
<th>Fine Arts</th>
<th>Foreign Language</th>
<th>Directed Electives</th>
<th>Total</th>
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<td>Core 40 with Academic Honors Diploma</td>
<td>8 Credits</td>
<td>8 Credits</td>
<td>6 Credits</td>
<td>6 Credits</td>
<td>1 Credit or 3 Credits Family Consumer Science</td>
<td>2 Credits</td>
<td>6-8 Credits</td>
<td>5 Credits</td>
<td>Career Program of Study</td>
<td>47</td>
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**Core 40 with Technical Honors Diploma**

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<tr>
<th>Graduation Requirement</th>
<th>Language Arts</th>
<th>Math*</th>
<th>Science</th>
<th>Social Studies</th>
<th>P.E.</th>
<th>Health</th>
<th>Required Courses</th>
<th>Fine Arts</th>
<th>Foreign Language</th>
<th>Directed Electives</th>
<th>Total</th>
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<tbody>
<tr>
<td>Core 40 with Technical Honors Diploma</td>
<td>8 Credits</td>
<td>8 Credits</td>
<td>6 Credits</td>
<td>6 Credits</td>
<td>1 Credit or 3 Credits Family Consumer Science</td>
<td>2 Credits</td>
<td>6-8 Credits</td>
<td>5 Credits</td>
<td>Career Program of Study</td>
<td>47</td>
<td></td>
</tr>
</tbody>
</table>

**Complete the following:**

*Earn a “C” or above in courses*

*Earn a grade point average of a “B” or above (3.0)*

*Students must take a math or quantitative reasoning course each year in high school*

Complete one of the following:

A. Earn 4 credits in 2 or more AP courses and take the corresponding AP Exam
B. Earn 6 verifiable transcripted college credits from the priority course list
C. Earn the two following: 1. Complete a minimum of 3 verifiable transcripted college credits from the priority course list 2. Earn 2 credits in AP courses and complete corresponding AP Exam
D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.
E. Earn an ACT composite score of 26 or higher and complete written section

**Graduation Requirement**

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Math*</th>
<th>Science</th>
<th>Social Studies</th>
<th>P.E.</th>
<th>Health</th>
<th>Required Courses</th>
<th>Fine Arts</th>
<th>Foreign Language</th>
<th>Directed Electives</th>
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<td>Core 40 Diploma</td>
<td>8 Credits</td>
<td>6 Credits</td>
<td>6 Credits</td>
<td>6 Credits</td>
<td>1 Credit or 3 Credits Family Consumer Science</td>
<td>Encouraged</td>
<td>Encouraged</td>
<td>8 Credits</td>
<td>Career Program of Study</td>
<td>40</td>
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</tbody>
</table>

**Students must take a math or quantitative reasoning course each year in high school**
The completion of Core 40 is an Indiana graduation requirement. Indiana’s Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce. To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student’s parent/guardian, and the student’s counselor (or another staff member who assists students in course selection) must meet to discuss the student’s progress.
- The student’s Graduation Plan (including four year course plan) is reviewed.
- The student’s parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Language Arts</th>
<th>Math*</th>
<th>Science</th>
<th>Social Studies</th>
<th>P.E.</th>
<th>Health</th>
<th>Required Courses</th>
<th>College &amp; Career Pathway</th>
<th>1st/2nd Flex Credits</th>
<th>Electives</th>
<th>Total</th>
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<td>Regular Diploma</td>
<td>8 Credits</td>
<td>4 Credits</td>
<td>4 Credits</td>
<td>4 Credits</td>
<td>(2)</td>
<td>1 Credit or 3 Credits</td>
<td>Preparing for Careers/College Adult Roles/Per. Fin.</td>
<td>6 Credits</td>
<td>Career Program of Study</td>
<td>5 Credits</td>
<td>3 Credits</td>
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</table>

Flex Credits must come from the following:
*Additional elective course in a college and career pathway
*Courses involving workplace learning such as (Internship and ICE courses)
*High School/College Dual Credit Course
*Additional Courses in English, Math, Social Studies, Science, World Languages, Fine Arts

9th Grade | 10th Grade | 11th Grade | 12th Grade
---|---|---|---
1st | 1 | 1 | 1 | 1
2nd | 2 | 2 | 2 | 2
3rd | 3 | 3 | 3 | 3
4th | 4 | 4 | 4 | 4
5th | 5 | 5 | 5 | 5
6th | 6 | 6 | 6 | 6
7th | 7 | 7 | 7 | 7

Signature of Student ____________________________________________Parent/Guardian Signature_______________________________________Counselor_________________________________________ Sophomore Year DATE Sophomore Year DATE Sophomore Year DATE

Signature of Student ____________________________________________Parent/Guardian Signature_______________________________________Counselor_________________________________________ Junior Year DATE Junior Year DATE Junior Year DATE

Signature of Student ____________________________________________Parent/Guardian Signature_______________________________________Counselor_________________________________________ Senior Year DATE Senior Year DATE Senior Year DATE

GQE/Math ISTEP: ________ 11th Grade Total Credits: ___________ Deficient Courses for Graduation: ____________________________________________

GQE/ELA ISTEP: ___________
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<tr>
<th>College</th>
<th>Instructor</th>
<th>CCHS Course Title</th>
<th>Course Title</th>
<th>Course #</th>
<th>University Code</th>
<th>Credits</th>
<th>Tuition</th>
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<tr>
<td>IPFW</td>
<td>Andonian</td>
<td>AP Calculus AB</td>
<td>*Analytic Geometry &amp; Calculus I</td>
<td>MA 16500</td>
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<td>*Technical Graphics</td>
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<td>Reading 76+, Writing 25+, Writing 26+</td>
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<td>Reading 76+, Writing 25+, Writing 26+</td>
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</table>

**General Information**

**COLLEGE CREDIT OPPORTUNITIES AT COLUMBIA CITY HIGH SCHOOL**

College Credit Opportunities at Columbia City High School
## General Information

### College Credit Opportunities at Columbia City High School

<table>
<thead>
<tr>
<th>College</th>
<th>Instructor</th>
<th>CCHS Course Title</th>
<th>Course Title</th>
<th>Course #</th>
<th>University Code</th>
<th>Credits</th>
<th>Tuition</th>
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<tr>
<td>Ivy Tech</td>
<td>Furthmiller</td>
<td>Landscape Management</td>
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### Contact Information

<table>
<thead>
<tr>
<th>College</th>
<th>CCHS Contact Person</th>
<th>College Contact Person</th>
<th>Title</th>
<th>Phone #</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPFW</td>
<td>Course Instructor &amp; Student’s Aligned Counselor</td>
<td>Ann Brown</td>
<td>Director</td>
<td>(260) 481-5478</td>
<td><a href="mailto:browna@ipfw.edu">browna@ipfw.edu</a></td>
</tr>
<tr>
<td>Ivy Tech</td>
<td>Course Instructor &amp; Student’s Aligned Counselor</td>
<td>Dawn BonAmi</td>
<td>Director</td>
<td>(260) 480-4294</td>
<td><a href="mailto:dbonami@ivytech.edu">dbonami@ivytech.edu</a></td>
</tr>
</tbody>
</table>
CAREER & LIFE ACADEMIES
A 4-year Opportunity to Prepare for the Future
Columbia City High School offers an innovative learning program. The high school is organized into small learning communities, collectively known as The Academies of Columbia City. The concept of Small Learning Communities (SLCs) is growing across the nation as an effective model to prepare all students for career AND life.

CORE CURRICULUM FOR ALL
All academies require a Core Curriculum of English, Math, Science, Social Studies, PE/Health and General/Global Electives as a requirement for graduation.

PERSONALIZED LEARNING FOR ALL
Students in grades 9-12 at Columbia City High School will experience a more personalized school day as they prepare for success in college and/or the workforce. The Academies of Columbia City High School personalizes learning for all students by:

- Organizing teachers in a team structure to ensure student success and personal connections within a large high school.
- Providing project-based, interdisciplinary learning that immerses students in an authentic 'real world' experience.
- Engaging students by making classes relevant to personal interests and aspirations.
- Providing connections with local businesses and professionals, linking schoolwork and the workplace.

PATHWAYS/ACADEMY CHOICES
A pathway is sequence of courses within your chosen academy designed to help you prepare for a specific career area and meet the mandatory requirements for high school graduation. Pathways provide students and their families with a plan to connect coursework in high school with college and career opportunities after graduation.

1. Students chart their unique "pathway" during ninth grade, exploring career choices.

2. Students begin experiencing their unique "pathway" during tenth grade introductory courses.

Then select one of the following academies to enter during their junior year:

- **Business, Entrepreneurship & Communication**
- **Health & Human Services**
- **Manufacturing, Engineering & Technology**

One of the Pathways will enable you to concentrate your learning to personal interests and aspirations and transition to post-secondary plans with ease.
FRESHMAN ACADEMY

Academy Showcase
Career Awareness
Career Expo
Mentorship
Freshman Seminar
Community Service

Watch for these symbols in the course descriptions

- The "pillars" by a course description indicates the course offers college credit or potential credit through AP or PLTW testing opportunities.
- The "star" by a course description indicates the course counts towards the CCHS "Arts" credit requirement for graduation.
**Freshman Academy**

### Required Courses

<table>
<thead>
<tr>
<th>Academy</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
<th>Course 6</th>
<th>Course 7</th>
<th>Course 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English 9 (2 credits)</td>
<td>Algebra I OR Honors Geometry OR Honors Algebra II (2 Credits Each)</td>
<td>Geography /History of the World OR AP World History (2 credits)</td>
<td>Integrated Chem/Phys OR Honors Biology (2 credits)</td>
<td>PE I (1 credit) AND Health (1 credit)</td>
<td>Freshman Seminar (1 credit) AND Preparing for College &amp; Careers (1 credit)</td>
<td>Preparing for College &amp; Careers (1 credit)</td>
<td></td>
</tr>
</tbody>
</table>

### Freshman Elective Opportunities

**Academy**

<table>
<thead>
<tr>
<th>Business, Entrepreneurship &amp; Communication</th>
<th>Health &amp; Human Services</th>
<th>Manufacturing, Engineering &amp; Technology</th>
<th>Global Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceramics I OR Intro to Business OR Intro to Communications OR Intro to Fashion &amp; Textiles OR Nutrition &amp; Wellness OR Intro to 2D Art OR Intro to 3D Art OR Photography I</td>
<td>Child Development</td>
<td>Ag Power Structure I OR Animal Science I OR Computer Tech Support OR Interactive Media I OR PLTW: Intro to Eng Design</td>
<td>American Sign Language Spanish OR Music Arts - Choir - Band</td>
</tr>
</tbody>
</table>

### Preparing for College & Careers

**Course Number:** 5394  
**Length/Credit:** 1 semester/1 credit  
**Grade Level:** 9, required for HS graduation  
**Prerequisite:** None

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

### Freshman Seminar

**Course Number:** 0522  
**Length/Credit:** 1 semester/1 credit  
**Grade Level:** 9  
**Prerequisite:** None

Freshman Seminar is a required course for all 9th grade students. The foundation for the course will be to provide students with opportunities for interest and career exploration while also focusing on skill development. The course will stress skills in academic readiness, personal/social development as well as college and life readiness. Areas such as character building, study skills, work skills, goal setting, etiquette and more will be addressed throughout the course.

### CAREER INFORMATION & EXPLORATION - FRESHMAN SEMINAR

**Course Number:** 0522  
**Length/Credit:** 1 semester/1 credit  
**Grade Level:** 9  
**Prerequisite:** None

Freshman Seminar is a required course for all 9th grade students. The foundation for the course will be to provide students with opportunities for interest and career exploration while also focusing on skill development. The course will stress skills in academic readiness, personal/social development as well as college and life readiness. Areas such as character building, study skills, work skills, goal setting, etiquette and more will be addressed throughout the course.
SOPHOMORE ACADEMY

Career Exploration
Introduction to Academy Options
Academic Support

Watch for these symbols in the course descriptions

- The "pillars" by a course description indicates the course offers college credit or potential credit through AP or PLTW testing opportunities.
- The "star" by a course description indicates the course counts towards the CCHS "Arts" credit requirement for graduation.
<table>
<thead>
<tr>
<th>Academy</th>
<th>Required Courses</th>
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<tbody>
<tr>
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<td>English 10 (2 credits)</td>
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**Sophomore Elective Opportunities**

<table>
<thead>
<tr>
<th>Academy</th>
<th>Business, Entrepreneurship &amp; Communication</th>
<th>Health &amp; Human Services</th>
<th>Manufacturing, Engineering &amp; Technology</th>
<th>Global Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Ceramics I Intro to Business Intro to Communications Intro to Fashion &amp; Textiles Nutrition &amp; Wellness Intro to 2D Art Intro to 3D Art Photography I Student Media</td>
<td>Child Development</td>
<td>Ag Power Structure I Animal Science I Computer Tech Support Interactive Media I PLTW: Intro to Eng Design</td>
<td>ASL Spanish Music Arts - Choir - Band</td>
</tr>
</tbody>
</table>

The Sophomore academy will begin in with the class of 2022 in the 2019-2020 school year.

We are taking the time to put together a program that will help students build interpersonal relationships, align interests with post secondary goals, and create a path to reach those goals.
BUSINESS, ENTREPRENEURSHIP AND COMMUNICATION

BEC Career Pathways:
Media, Marketing and Sales
Hospitality, Tourism and Arts
Business Management
Entrepreneurship

Watch for these symbols in the course descriptions
- The "pillars" by a course description indicates the course offers college credit or potential credit through AP or PLTW testing opportunities.
- The "star" by a course description indicates the course counts towards the CCHS "Arts" credit requirement for graduation.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Media, Marketing &amp; Sales</th>
<th>Hospitality, Tourism &amp; Arts</th>
<th>Business Management</th>
<th>Entrepreneurship</th>
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</thead>
<tbody>
<tr>
<td>9 10</td>
<td>Ceramics I  Intro to Communications  Intro to Fashion &amp; Textiles  Intro to Business  Intro to 2D Art  Intro to 3D Art  Photography I</td>
<td>Intro to Communications  Intro to Business  Intro to 2D Art  Intro to 3D Art  Nutrition &amp; Wellness  Photography I</td>
<td>Intro to Communications  Intro to Business</td>
<td>Intro to Communications  Intro to Fashion &amp; Textiles  Intro to Business  Intro to 2D Art  Intro to 3D Art  Photography I</td>
</tr>
<tr>
<td>12</td>
<td>Culinary Arts &amp; Hosp II</td>
<td></td>
<td>Entrepreneurship &amp; New Ventures</td>
<td>Entrepreneurship &amp; New Ventures</td>
</tr>
</tbody>
</table>

**INTERDISCIPLINARY COOPERATIVE EDUCATION (ICE)**

**Course Number:** 5902  
**Length/Credit:** 1-2 semesters/up to 8 credits maximum  
**Grade Level:** 12  
**Prerequisite:** Preparing for College and Careers; a minimum of 4 credits of introductory and advanced courses related to a student's pathway and to the work site placement  

Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. The following two components must be included as part of the Interdisciplinary Cooperative Education course: Related Instruction & On-the-Job Training.

**WORK BASED LEARNING (WBL) CAPSTONE**

**Course Number:** 5974  
**Length/Credit:** 1 semester/2-3 credits  
**Grade Level:** 11, 12  
**Prerequisite:** Preparing for College and Careers; a minimum of 4 credits of introductory and advanced courses related to a student's pathway and to the work site placement  

Students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Intensive applications are a required component of this course and may be either school based or work based or a combination of the two. Work Based Learning experiences need to be in a closely related industry setting. Instructors must have a standards-based training plan for each student participating in Work Based Learning experiences.
ADVANCED NUTRITION & WELLNESS
Course Number: 5340
Length/Credit: 1 semester/1 credit
Grade Level: 10, 11, 12
Prerequisite: Nutrition & Wellness
Advanced Nutrition and Wellness is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. Advanced Nutrition and Wellness is an especially appropriate course for students interested in careers in the medical field, athletic training and dietetics. This is a project-based course; utilizing higher order thinking, communication, leadership and management processes. Topics include extensive study of major nutrients, nutritional standards across the lifespan, influences on nutrition/food choices, technological and scientific influences, and career exploration in this field. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety and sanitation. This course is the second in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

ADVANCED THREE DIMENSIONAL ART II - IV
Course Number: 40062, 40063, 40064
Length/Credit: 1 semester/1 credit
Grade Level: 10, 11, 12
Prerequisite: Preceding course level
Advanced Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

BUSINESS LAW & ETHICS
Course Number: 4560
Length/Credit: 1 semester/1 credit
Grade Level: 11, 12
Prerequisite: None
Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods, case review, and situational analyses.

BUSINESS MATH
Course Number: 4512
Length/Credit: 2 semesters/2 credits
Grade Level: 10, 11, 12
Prerequisite: None
Business Math is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics, and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.
CERAMICS I
Course Number: 40401
Length/Credit: 1 semester/1 credit
Grade Level: 9, 10, 11, 12
Prerequisite: None
Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

CERAMICS II - IV
Course Number: 40402, 40403, 40404
Length/Credit: 1 semester/1 credit
Grade Level: 10, 11, 12
Prerequisite: preceding course level
Ceramics is a course based on the Indiana Academic Standards for Visual Art. The nature of this course allows for successive semesters of instruction at an advanced level. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

CULINARY ARTS & HOSPITALITY I
Course Number: 5440
Length/Credit: 2 semesters/6 credits
Grade Level: 11, 12
Prerequisite: Nutrition & Wellness and Advanced Nutrition
Culinary Arts and Hospitality I prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hospitality courses. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; apply basic principles of sanitation and safety in order to maintain safe and healthy food service and hospitality environments; use and maintain related tools and equipment; and apply management principles in food service or hospitality operations. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or “on-the-job” or a combination of the two. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students’ laboratory experiences. Students are monitored in their laboratory experiences by the Culinary Arts and Hospitality teacher. This program is located at Wawasee High School.
CULINARY ARTS & HOSPITALITY II:
CULINARY ARTS
Course Number: 5346
Length/Credit: 2 semesters/6 credits
Grade Level: 11, 12
Prerequisite: Nutrition & Wellness and Advanced Nutrition
Culinary Arts and Hospitality II: Culinary Arts prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry, including (but not limited to) food production and services; food science, dietetics, and nutrition; and baking and pastry arts. Major topics for this advanced course include: basic baking theory and skills, introduction to breads, introduction to pastry arts, nutrition, nutrition accommodations and adaptations, cost control and purchasing, and current marketing and trends. Instruction and intensive laboratory experiences include commercial applications of principles of nutrition, aesthetic, and sanitary selection; purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; baking and pastry arts skills; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; and related research, development, and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or “on-the-job” or a combination of the two. Advanced Culinary Arts builds upon skills and techniques learned in Culinary Arts and Hospitality Management, which must be successfully completed before enrolling in this advanced course. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students’ laboratory and work-based experiences. Students are monitored in these experiences by the Advanced Culinary Arts teacher. This program is located at Wawasee High School.

ENTREPRENEURSHIP & NEW VENTURES
Course Number: 5966
Length/Credit: 1 semester/1 credit
Grade Level: 12
Prerequisite: Principles of Marketing
Entrepreneurship and New Ventures Capstone introduces entrepreneurship, and develop skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini-case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting, and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software.

GRAPHIC DESIGN & LAYOUT I and II
Course Number: 55501 - 55502
Length/Credit: 1 semester/1 credit
Grade Level: 10, 11, 12
Prerequisite: None
Graphic Design and Layout includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in various printing processes as well as activities in designing product packaging and commercial displays or exhibits.

INTERACTIVE MEDIA I and II
Course Number: 52321,52322
Length/Credit: 1 semester/1 credit
Grade Level: 10, 11, 12
Prerequisite: Introduction to Communications
Interactive Media prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the “virtual workplace”.
INTRODUCTION TO ACCOUNTING  
Course Number: 4524A & 4524B  
Length/Credit: 2 semesters/2 credits  
Grade Level: 10, 11, 12  
Prerequisite: None

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

INTRODUCTION TO BUSINESS  
Course Number: 4518  
Length/Credit: 1 semester/1 credit  
Grade Level: 9, 10  
Prerequisite: None

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

INTRODUCTION TO COMMUNICATIONS  
Course Number: 4790  
Length/Credit: 1 semester/1 credit  
Grade Level: 9, 10  
Prerequisite: None

This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major goals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Using the base knowledge student will use the design process to solve design projects in each communication area.

INTRODUCTION TO FASHION & TEXTILES  
Course Number: 53801  
Length/Credit: 1 semester/1 credit  
Grade Level: 9, 10, 11, 12  
Prerequisite: None

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

INTRODUCTION TO THREE DIMENSIONAL ART  
Course Number: 4002  
Length/Credit: 1 semester/1 credit  
Grade Level: 9, 10, 11, 12  
Prerequisite: None

Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.
INTRODUCTION TO TWO DIMENSIONAL ART
Course Number: 4000
Length/Credit: 1 semester/1 credit
Grade Level: 9, 10, 11, 12
Prerequisite: None

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

NUTRITION & WELLNESS
Course Number: 5342
Length/Credit: 1 semester/1 credit
Grade Level: 9, 10
Prerequisite: None

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

PERSONAL FINANCIAL RESPONSIBILITY
Course Number: 4540
Length/Credit: 1 semester/1 credit
Grade Level: 10, 11, 12
Prerequisite: None

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

PHOTOGRAPHY I
Course Number: 40621
Length/Credit: 1 semester/1 credit
Grade Level: 9, 10, 11, 12
Prerequisite: Introduction to 2D Art

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art related careers.
PHOTOGRAPHY II - III
Course Number: 40622, 40623
Length/Credit: 1 semester/1 credit
Grade Level: 10, 11, 12
Prerequisite: None

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

PRINCIPLES OF MARKETING
Course Number: 5914
Length/Credit: 1 semester/1 credit
Grade Level: 11, 12
Prerequisite: None

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.

RADIO & TELEVISION I - II
Course Number: 59861 - 59862
Length/Credit: 1 semester/1 credit
Grade Level: 10, 11, 12
Prerequisite: None

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

RADIO & TELEVISION III - IV
Course Number: 59923 - 59924
Length/Credit: 1 semester/1 credit
Grade Level: 11, 12
Prerequisite: Radio & Television I and II

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

STUDENT MEDIA
Course Number: 1086
Length/Credit: 1 semester/1 credit
Grade Level: 9, 10, 11, 12
Prerequisite: None

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

Watch for these symbols in the course descriptions

- The "pillars" by a course description indicates the course offers college credit or potential credit through AP or PLTW testing opportunities.
- The "star" by a course description indicates the course counts towards the CCHS "Arts" credit requirement for graduation.
HHS Academy Related Coursework

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INTERDISCIPLINARY COOPERATIVE EDUCATION (ICE)

**Course Number:** 5902  
**Length/Credit:** 1-2 semesters/up to 8 credits maximum  
**Grade Level:** 12  
**Prerequisite:** Preparing for College and Careers; a minimum of 4 credits of introductory and advanced courses related to a student's pathway and to the work site placement

Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. The following two components must be included as part of the Interdisciplinary Cooperative Education course: Related Instruction & On-the-Job Training.

WORK BASED LEARNING (WBL) CAPSTONE

**Course Number:** 5974  
**Length/Credit:** 1 semester/2-3 credits  
**Grade Level:** 11, 12  
**Prerequisite:** Preparing for College and Careers; a minimum of 4 credits of introductory and advanced courses related to a student's pathway and to the work site placement

Students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Intensive applications are a required component of this course and may be either school based or work based or a combination of the two. Work Based Learning experiences need to be in a closely related industry setting. Instructors must have a standards-based training plan for each student participating in Work Based Learning experiences.
ADULT ROLES & RESPONSIBILITIES
Course Number: 5330
Length/Credit: 1 semester/1 credit
Grade Level: 10, 11, 12
Prerequisite: None

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

ADVANCED CHILD DEVELOPMENT
Course Number: 5360
Length/Credit: 1 semester/1 credit
Grade Level: 10, 11, 12
Prerequisite: Child Development

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

ANATOMY & PHYSIOLOGY
Course Number: 5276A & 5276B
Length/Credit: 2 semesters/2 credits
Grade Level: 11, 12
Prerequisite: Biology

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

CHILD DEVELOPMENT
Course Number: 5362
Length/Credit: 1 semester/1 credit
Grade Level: 10, 11, 12
Prerequisite: None

Child Development is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.
EDUCATION PROFESSIONS I
Course Number: 5408
Length/Credit: 1 semester/2 credits
Grade Level: 11, 12
Prerequisite: Child Development, Adv Child Development

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

EDUCATION PROFESSIONS II
Course Number: 5404
Length/Credit: 1 semester/2 credits
Grade Level: 12
Prerequisite: Education Professions I

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

EMERGENCY MEDICAL SERVICES
Course Number: 5210
Length/Credit: 2 semesters/4 credits
Grade Level: 12
Prerequisite: Medical Terminology

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

FIRE & RESCUE I
Course Number: 5820
Length/Credit: 2 semesters/4 credits
Grade Level: 11, 12
Prerequisite: Interpersonal Relationships

Fire and Rescue I; Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters and emergency services workers help protect the public against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, and (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum.
FIRE & RESCUE II
Course Number: 5826
Length/Credit: 1 semester/1 credit
Grade Level: 12
Prerequisite: Fire & Rescue I

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

HUMAN & SOCIAL SERVICES I
Course Number: 5336
Length/Credit: 1 semester/1 credit
Grade Level: 11, 12
Prerequisite: Interpersonal Relationships

Human and Social Services I is an introductory/exploratory course for students interested in careers in human and community services and other helping professions. Areas of exploration include family and social services, youth development, and adult and elder care, and other for-profit and non-profit services. This project-based course will help students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in human and social services at the local, state, national, or global/world level. Research and development, interdisciplinary projects, and/or collaboration with postsecondary faculty, community agencies or organizations, or student organizations are appropriate approaches. Students will be introduced to human and social services professions through presentations from a variety of guest speakers, job shadowing, field trips and introductory and exploratory field experiences.

HUMAN DEVELOPMENT & WELLNESS
Course Number: 5366
Length/Credit: 1 semester/1 credit
Grade Level: 10, 11, 12
Prerequisite: None

Human Development and Wellness is valuable for all students as a life foundation and academic enrichment. It is especially relevant for students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases.

INTERPERSONAL RELATIONSHIPS
Course Number: 5364
Length/Credit: 1 semester/1 credit
Grade Level: 10, 11
Prerequisite: None

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

MEDICAL TERMINOLOGY
Course Number: 5274
Length/Credit: 1 semester/1 credit
Grade Level: 10, 11, 12
Prerequisite: Biology

Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings, all taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information in the health-care industry. Students have the opportunity to acquire essential skills for accurate and logical communication, and interpretation of medical vocabulary including appropriate and accurate meaning, spelling, and pronunciation of medical terms, and abbreviations, signs, and symbols.
MANUFACTURING, ENGINEERING & TECHNOLOGY

MET Career Pathways:
Advanced Manufacturing
Agriculture
Engineering
Industrial Technology
Skilled Trades
Transportation

Watch for these symbols in the course descriptions

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- The "star" by a course description indicates the course counts towards the CCHS "Arts" credit requirement for graduation.
### WORK BASED LEARNING (WBL) CAPSTONE

**Course Number:** 5974  
**Length/Credit:** 1 semester/2-3 credits  
**Grade Level:** 11, 12  
**Prerequisite:** Preparing for College and Careers; a minimum of 4 credits of introductory and advanced courses related to a student’s pathway and to the work site placement  

Students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real-world business and industry settings. Intensive applications are a required component of this course and may be either school based or work based or a combination of the two. Work Based Learning experiences need to be in a closely related industry setting. Instructors must have a standards-based training plan for each student participating in Work Based Learning experiences.

### INTERDISCIPLINARY COOPERATIVE EDUCATION (ICE)

**Course Number:** 5902  
**Length/Credit:** 1-2 semesters/up to 8 credits maximum  
**Grade Level:** 12  
**Prerequisite:** Preparing for College and Careers; a minimum of 4 credits of introductory and advanced courses related to a student’s pathway and to the work site placement  

Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. The following two components must be included as part of the Interdisciplinary Cooperative Education course: Related Instruction & On-the-Job Training.
ADVANCED LIFE SCIENCES: FOODS
Course Number: 5072A, 5072B
Length/Credit: 2 semesters/2 credits
Grade Level: 11, 12
Prerequisite: 2 years of upper level science

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

AGRICULTURE POWER, STRUCTURE & TECHNOLOGY I: GENERAL AGRICULTURAL MECHANIZATION
Course Number: 50881
Length/Credit: 1 semester/1 credit
Grade Level: 9, 10, 11, 12
Prerequisite: Introduction to Agriculture, Foods & Natural Resources

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

AGRICULTURE POWER, STRUCTURE & TECHNOLOGY II: WELDING
Course Number: 50882
Length/Credit: 1 semester/1 credit
Grade Level: 9, 10, 11, 12
Prerequisite: Introduction to Agriculture, Foods & Natural Resources

Agriculture Power, Structure and Technology is a lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in concert while incorporating technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in the area of agriculture power, structure and technology.
ANIMAL SCIENCE IV: INTRODUCTION TO VETERINARY SCIENCE
Course Number: 50084
Length/Credit: 1 semester/1 credit
Grade Level: 9, 10, 11, 12
Prerequisite: Animal Science III

Animal Science provides students with an overview of the animal science field. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.
AUTOMOTIVE SERVICES TECHNOLOGY I
Course Number: 5510  
Length/Credit: 2 semesters/4 credits  
Grade Level: 11, 12  
Prerequisite: Ag Power and Structure courses

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

AUTOMOTIVE SERVICES TECHNOLOGY II
Course Number: 5546  
Length/Credit: 2 semesters/4 credits  
Grade Level: 12  
Prerequisite: Automotive Services Technology I

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

COMPUTER SCIENCE I
Course Number: 4801A & 4801B  
Length/Credit: 2 semesters/2 credits  
Grade Level: 10, 11, 12  
Prerequisite: Computer Tech support

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

COMPUTER TECH SUPPORT
Course Number: 5230  
Length/Credit: 1 semester/1 credit  
Grade Level: 9, 10, 11  
Prerequisite: None

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.

This program is located at Wawasee High School.
MET Academy Related Coursework

CONSTRUCTION TRADES I

**Course Number:** 5580  
**Length/Credit:** 2 semesters/6 credits  
**Grade Level:** 11, 12  
**Prerequisite:** None

Construction Trades I classroom and laboratory experiences involve the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of construction, future trends and career options, reading technical drawings and transforming those drawings into physical structures are covered. The relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. 

Areas of emphasis will include print reading and drawing, room schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop layout and floor construction skills. Blueprints and other professional planning documents will also be covered. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration’s Safety & Health Standards for the construction industry.

*This program is located at Wawasee High School.*

CONSTRUCTION TRADES II

**Course Number:** 5578  
**Length/Credit:** 2 semesters/6 credits  
**Grade Level:** 12  
**Prerequisite:** Construction Trades I

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

*This program is located at Wawasee High School.*
INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS

Course Number: 5230
Length/Credit: 2 semesters/2 credits
Grade Level: 10, 11, 12
Prerequisite: None

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

LANDSCAPE MANAGEMENT I

Course Number: 5136
Length/Credit: 1 semester/1 credit
Grade Level: 10, 11, 12
Prerequisite: Introduction to Agriculture, Foods & Natural Resources

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

NATURAL RESOURCES

Course Number: 5180
Length/Credit: 1 semester/1 credit
Grade Level: 10, 11
Prerequisite: Introduction to Agriculture, Foods & Natural Resources

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.
PLTW: COMPUTER INTEGRATED MANUFACTURING (CIM)

Course Number: 4810
Length/Credit: 2 semester/2 credits
Grade Level: 11, 12
Prerequisite: Introduction to Engineering Design and Principles of Engineering

Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes.

This course will be offered every other year:
2018-2019 - offered
2019-2020 - not offered
2020-2021 - offered
2021-2022 - not offered

PLTW: DIGITAL ELECTRONICS (DE)

Course Number: 4826
Length/Credit: 2 semester/2 credits
Grade Level: 11, 12
Prerequisite: Introduction to Engineering Design and Principles of Engineering

Digital Electronics is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry. Software will be used to develop and evaluate the product design. This course engages students in critical thinking and problem-solving skills, time management and teamwork skills.

This course will be offered every other year:
2018-2019 - not offered
2019-2020 - offered
2020-2021 - not offered
2021-2022 - offered

PLTW: COMPUTER SCIENCE I

Course Number: 4801
Length/Credit: 2 semester/2 credits
Grade Level: 11, 12
Prerequisite: Introduction to Engineering Design and Principles of Engineering

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

This course will be offered every other year:
2018-2019 - not offered
2019-2020 - offered
2020-2021 - not offered
2021-2022 - offered

PLTW: INTRODUCTION TO ENGINEERING DESIGN (IED)

Course Number: 4812
Length/Credit: 2 semester/2 credits
Grade Level: 9, 10
Prerequisite: Algebra I

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

Course Number: 4814
Length/Credit: 2 semester/2 credits
Grade Level: 10, 11
Prerequisite: Introduction to Engineering Design

Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems.

RECREATION & MOBILE EQUIPMENT I

Course Number: 5842
Length/Credit: 2 semesters/6 credits
Grade Level: 11, 12
Prerequisite: None

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

This program is located at Wawasee High School.

RECREATION & MOBILE EQUIPMENT II

Course Number: 5844
Length/Credit: 2 semesters/6 credits
Grade Level: 12
Prerequisite: Recreation & Mobile Equipment I

Recreational and Mobile Equipment II builds on the basic engine concepts of Recreational and Mobile Equipment I. Advanced training should cover care and service of recreational vehicles including motorcycles, mini-bikes, snowmobiles, all-terrain vehicles (ATVs), and outboard motors. Daily emphasis is placed on reading technical manuals and using oral communications skills in a customer service setting.

This program is located at Wawasee High School.

SUPERVISED AGRICULTURAL EXPERIENCES (SAE)

Course Number: 5228
Length/Credit: 1 semester/1 credit
Grade Level: 10, 11, 12
Prerequisite: Introduction to Agriculture, Foods & Natural Resources

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

WELDING TECHNOLOGY I

Course Number: 5776
Length/Credit: 2 semesters/6 credits
Grade Level: 11, 12
Prerequisite: Ag Power and Structure course

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

This program is located at Wawasee High School.

WELDING TECHNOLOGY II

Course Number: 5778
Length/Credit: 2 semesters/6 credits
Grade Level: 12
Prerequisite: Welding Technology I

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

This program is located at Wawasee High School.
Core Curriculum

English
Mathematics
Science
Social Studies

Watch for these symbols in the course descriptions

- The "pillars" by a course description indicates the course offers college credit or potential credit through AP or PLTW testing opportunities.
- The "star" by a course description indicates the course counts towards the CCHS "Arts" credit requirement for graduation.
ADVANCED COMPOSITION
Course Number: 1098
Length/Credit: 1 semester/1 credit
Grade Level: 11
Prerequisite: English 9 & English 10

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

AMERICAN LITERATURE
Course Number: 1020
Length/Credit: 1 semester/1 credit
Grade Level: 12
Prerequisite: Advanced Composition & English Literature

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

AP ENGLISH LANGUAGE & COMPOSITION
Course Number: 1056A, 1056B
Length/Credit: 2 semesters/2 credits
Grade Level: 11
Prerequisite: English 10 Honors

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

AP ENGLISH LITERATURE & COMPOSITION
Course Number: 1058A & 1058B
Length/Credit: 2 semesters/2 credits
Grade Level: 11
Prerequisite: English 10 Honors

AP English Literature and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.
CREATIVE WRITING
Course Number: 1092
Length/Credit: 1 semester/1 credit
Grade Level: 12
Prerequisite: Advanced Composition & English Literature
Creative Writing, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. CREATIVE WRITING PROJECT: Students complete a project such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.

ENGLISH 9, ENGLISH 9 HONORS
Course Number: 1002A, 1002B
Length/Credit: 2 semesters/2 credits
Grade Level: 9
Prerequisite: None
English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

ENGLISH 10, ENGLISH 10 HONORS
Course Number: 1004A, 1004B
Length/Credit: 2 semesters/2 credits
Grade Level: 10
Prerequisite: English 9
English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

ENGLISH 11
Course Number: 1006A, 1006B
Length/Credit: 2 semesters/2 credits
Grade Level: 11
Prerequisite: English 10
English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.
ENGLISH 12

Course Number: 1008A, 1008B
Length/Credit: 2 semesters/2 credits
Grade Level: 12
Prerequisite: English 11

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

ENGLISH LITERATURE

Course Number: 1030
Length/Credit: 1 semester/1 credit
Grade Level: 11
Prerequisite: English 9 & English 10

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

SPEECH

Course Number 1076
Length/Credit: 1 semester/1 credit
Grade Level: 11, 12
Prerequisite: None

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

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

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of 5 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

AP Calculus AB is a course based on the content established and copyrighted by the College Board. AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Calculus BC is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AP Calculus AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB.
The CCR Bridge: Math Ready course will include and reinforce the Algebra 1, Geometry, Algebra 2 and Statistics skills necessary to be ready for an entry-level college math course. This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking skills in order to apply math skills, functions and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements for college entry. The content of this course is designed to enhance students’ math skills so that they are ready for college-level math assignments. It is not designed to prepare students for college-level math in STEM majors.

Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
**Probability & Statistics**

Course Number: 2546  
Length/Credit: 1 semester/1 credit  
Grade Level: 10, 11, 12  
Prerequisite: Algebra II

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Probability and Statistics are made up of three strands: Data Analysis, Experimental Design, and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Trigonometry**

Course Number: 2566  
Length/Credit: 1 semester/1 credit  
Grade Level: 10, 11, 12  
Prerequisite: Algebra II

Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
Social Studies

AP PSYCHOLOGY
Course Number 1558
Length/Credit: 2 semesters/2 credits
Grade Level: 11, 12
Prerequisite: None

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

AP US GOVERNMENT & POLITICS
Course Number 1560
Length/Credit: 2 semesters/2 credits
Grade Level: 11, 12
Prerequisite: None

AP United States Government and Politics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Topics include: (1) constitutional underpinnings, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties.

AP US HISTORY
Course Number 1562
Length/Credit: 2 semesters/2 credits
Grade Level: 11, 12
Prerequisite: None

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

AP WORLD HISTORY
Course Number 1576
Length/Credit: 2 semesters/2 credits
Grade Level: 9
Prerequisite: None

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

Course Number 1514
Length/Credit: 2 semesters/2 credits
Grade Level: 11, 12
Prerequisite: None

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.

ETHNIC STUDIES

Course Number 1516
Length/Credit: 1 semester/1 credit
Grade Level: 9, 10, 11, 12
Prerequisite: None

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.

GEOGRAPHY & HISTORY OF THE WORLD

Course Number 1514
Length/Credit: 2 semesters/2 credits
Grade Level: 9, 10, 11, 12
Prerequisite: None

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

INDIANA STUDIES

Course Number 1518
Length/Credit: 1 semester/1 credit
Grade Level: 9, 10, 11, 12
Prerequisite: None

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.
Core Curriculum

**Social Studies**

**US GOVERNMENT**

Course Number: 1540  
Length/Credit: 1 semester/1 credit  
Grade Level: 11, 12  
Prerequisite: None

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

**SOCIOLOGY**

Course Number: 1534  
Length/Credit: 1 semester/1 credit  
Grade Level: 11, 12  
Prerequisite: None

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people’s attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today’s world.

**PSYCHOLOGY**

Course Number: 1532  
Length/Credit: 1 semester/1 credit  
Grade Level: None  
Prerequisite: None

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

**US HISTORY**

Course Number: 1542  
Length/Credit: 1 semester/1 credit  
Grade Level: 9, 10, 11, 12  
Prerequisite: None

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

Course Number 3092
Length/Credit: 2 semesters/2 credits
Grade Level: 11, 12
Prerequisite: Biology I

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. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student’s course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities.

AP BIOLOGY

Course Number 3020
Length/Credit: 2 semesters/2 credits
Grade Level: 11, 12
Prerequisite: Biology I and Chemistry I

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

AP CHEMISTRY

Course Number 3060
Length/Credit: 2 semesters/2 credits
Grade Level: 11, 12
Prerequisite: Chemistry I and Algebra II

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

AP PHYSICS

Course Number 3080
Length/Credit: 2 semesters/2 credits
Grade Level: 11, 12
Prerequisite: Algebra I

AP Physics 1 is a course based on the content established and copyrighted by the College Board. AP Physics 1: Algebra-based is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.

BIOLOGY I, HONORS BIOLOGY I

Course Number 3024
Length/Credit: 2 semesters/2 credits
Grade Level: 9, 10
Prerequisite: None

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

CHEMISTRY, HONORS CHEMISTRY

Course Number 3064
Length/Credit: 2 semesters/2 credits
Grade Level: 10, 11, 12
Prerequisite: Algebra

Chemistry I is a course based on the following core topics: properties and the states of matter; atomic structure and the periodic table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermo-chemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.
Science

EARTH & SPACE SCIENCE
Course Number: 3044
Length/Credit: 2 semesters/2 credits
Grade Level: 10, 11, 12
Prerequisite: None

Earth and Space Science I is a course focused on the following core topics: the universe; the solar system; Earth cycles and systems; the atmosphere and hydrosphere; the solid Earth; 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.

INTEGRATED CHEMISTRY-PHYSICS
Course Number: 3108
Length/Credit: 2 semesters/2 credits
Grade Level: 9
Prerequisite: None

Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity; uniform acceleration; Newton's laws of motion; energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. 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.

PHYSICS I
Course Number: 3084
Length/Credit: 2 semesters/2 credits
Grade Level: 10, 11, 12
Prerequisite: Algebra I

Physics I is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. 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.
Global Electives
Health & Physical Education
Music Arts
World Languages

Watch for these symbols in the course descriptions

- The "pillars" by a course description indicates the course offers college credit or potential credit through AP or PLTW testing opportunities.
- The "star" by a course description indicates the course counts towards the CCHS "Arts" credit requirement for graduation.
Global Electives

ADVANCED CHORUS: CITY HEAT
Course Number: 4188
Length/Credit: 2 semesters/2 credits
Grade Level: 9, 10, 11, 12
Prerequisite: A solo and dance workshop, then audition and selection by the director.

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

AMERICAN SIGN LANGUAGE I
Course Number 2156
Length/Credit: 2 semesters/2 credits
Grade Level: 9, 10, 11, 12
Prerequisite: None

American Sign Language I is a course that introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional-notional approach, and discusses cultural features of the deaf community. Emphasis is placed on development of receptive and expressive language skills. Through this course, students are given the opportunity to watch and understand short stories, dialogues and poetry in ASL; continue to develop visual discrimination skills; begin to understand various dialects of ASL by interacting with ASL users within the deaf community; begin to use classifiers appropriately; continue the mastery of the current GLOSSING system used in texts to write ASL; and begin to write in GLOSS their own simple dialogues, poetry and translations. Students will also learn to examine some of the political issues associated with the deaf community, and will further develop an understanding of the relationship between languages and cultures as a whole.

AMERICAN SIGN LANGUAGE II
Course Number 2158
Length/Credit: 2 semesters/2 credits
Grade Level: 9, 10, 11, 12
Prerequisite: ASL I

American Sign Language II is a course that continues the focus on frequently used signs through a functional-notional approach and the discussion of the cultural features of the deaf community. Emphasis is placed on further development of receptive and expressive communication skills in American Sign Language (ASL). Through this course, students are given the opportunity to watch and understand short stories, dialogues and poetry in ASL; continue to develop visual discrimination skills; begin to understand various dialects of ASL by interacting with ASL users within the deaf community; begin to use classifiers appropriately; continue the mastery of the current GLOSSING system used in texts to write ASL; and begin to write in GLOSS their own simple dialogues, poetry and translations. Students will also learn to examine some of the political issues associated with the deaf community, and will further develop an understanding of the relationship between languages and cultures as a whole.

AMERICAN SIGN LANGUAGE III
Course Number 2162
Length/Credit: 2 semesters/2 credits
Grade Level: 11, 12
Prerequisite: ASL II

American Sign Language III is a course that continues to focus on the students' non-verbal communication skills at advanced levels of competency. American Sign Language is used exclusively in the class as students communicate using more complex structures of the language on a variety of topics, moving from concrete to more abstract concepts. This course provides opportunities for students to learn to express themselves in advanced situations, using more sophisticated vocabulary and structure; apply advanced grammatical features, such as descriptors, classifier use and various numbering systems; and develop the ability to discuss topics related to historical and contemporary events and issues within the hearing-impaired community. Students will also build on narrative skills and learn to relay information they've read or heard through explanation of more complex ideas. This course further emphasizes the development of spontaneous language responsive behaviors through activities designed for this purpose.
BEGINNING CHORUS: CONCERT CHOIR
Course Number: 4182
Length/Credit: 1 semester/1 credit
Grade Level: 9, 10, 11, 12
Prerequisite: None

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

BEGINNING CONCERT BAND
Course Number: 4160
Length/Credit: 2 semesters/2 credits
Grade Level: 9, 10, 11, 12
Prerequisite: None

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

ELECTRONIC MUSIC
Course Number: 4202
Length/Credit: 1 semester/1 credit
Grade Level: 9, 10, 11, 12
Prerequisite: None

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

FRENCH II
Course Number: 2022
Length/Credit: 2 semesters/2 credits
Grade Level: 10, 11, 12
Prerequisite: French I

French II, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for French language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of French-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom.
Global Electives

FRENCH III
Course Number 2024
Length/Credit: 2 semesters/2 credits
Grade Level: 11, 12
Prerequisite: French II

French III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for French language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of French-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding French language and culture outside of the classroom.

FRENCH IV
Course Number 2026
Length/Credit: 2 semesters/2 credits
Grade Level: 12
Prerequisite: French III

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

HEALTH & WELLNESS
Course Number 3506
Length/Credit: 1 semester/1 credit
Grade Level: 9, 10, 11, 12
Prerequisite: None

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

**Course Number:** 4186  
**Length/Credit:** 2 semesters/2 credits  
**Grade Level:** 9, 10, 11, 12  
**Prerequisite:** A solo and dance workshop, then audition and selection by the director

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

**INTERMEDIATE CONCERT BAND**

**Course Number:** 4168  
**Length/Credit:** 2 semesters/2 credits  
**Grade Level:** 10, 11, 12  
**Prerequisite:** Audition & Selection by the Director

Intermediate Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Students participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.

**JAZZ ENSEMBLE**

**Course Number:** 4164  
**Length/Credit:** 1-2 semesters/1-2 credits  
**Grade Level:** 9, 10, 11, 12  
**Prerequisite:** None

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

**MUSIC HISTORY & APPRECIATION**

**Course Number:** 4206  
**Length/Credit:** 1 semesters/1 credits  
**Grade Level:** 9, 10, 11, 12  
**Prerequisite:** None

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

Course Number: 4208  
Length/Credit: 1 semester/1 credit  
Grade Level: 9, 10, 11, 12  
Prerequisite: None

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

**PHYSICAL EDUCATION I**

Course Number: 3542  
Length/Credit: 1 semester/1 credit  
Grade Level: 9, 10, 11, 12  
Prerequisite: None

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

**PHYSICAL EDUCATION II**

Course Number: 3544  
Length/Credit: 1 semester/1 credit  
Grade Level: 9, 10, 11, 12  
Prerequisite: Physical Education I

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not covered in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation.

**PHYSICAL EDUCATION: ADVANCED PE (ELECTIVE)**

Course Number: 3560  
Length/Credit: 1 semester/1 credit  
Grade Level: 10, 11, 12  
Prerequisite: Physical Education I and II

Elective Physical Education, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation.

**PHYSICAL EDUCATION: STRENGTH & CONDITIONING (ELECTIVE)**

Course Number: 3560ST  
Length/Credit: 1 semester/1 credit  
Grade Level: 10, 11, 12  
Prerequisite: Physical Education I and II

Elective Physical Education, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.
SPANISH I
Course Number 2120
Length/Credit: 2 semesters/2 credits
Grade Level: 9, 10, 11, 12
Prerequisite: None

Spanish I, a course based on Indiana’s Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

SPANISH II
Course Number 2122
Length/Credit: 2 semesters/2 credits
Grade Level: 10, 11, 12
Prerequisite: Spanish I

Spanish II, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain, and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well as the application of understanding Spanish language and culture outside of the classroom.

SPANISH III
Course Number 2122
Length/Credit: 2 semesters/2 credits
Grade Level: 11, 12
Prerequisite: Spanish II

Spanish III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain, and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well as the application of understanding Spanish language and culture outside of the classroom.
SPANISH IV

Course Number: 2126
Length/Credit: 2 semesters/2 credits
Grade Level: 12
Prerequisite: Spanish III

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