CURRICULUM GUIDE FOR THE 2021-2022 SCHOOL YEAR

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GREENSBURG COMMUNITY HIGH SCHOOL
MISSION STATEMENT

The mission of GCHS is to prepare students for success within

an academically challenging environment

using evidence-based curriculum and instruction.

COURSE AND PROGRAM DESCRIPTION GUIDE

This guide has been prepared for the purpose of informing students and parents of graduation requirements and possible course offerings. Each course offered at GCHS is listed by department with a brief course description. These course descriptions will assist in communicating, in a broad context, the content standards of courses. This guide will also help the students and parents determine the expectations of each course in advance. Read this guide carefully so that wise choices can be made for scheduling next year's courses of study.

Initially, students receive enrollment information in small class meetings held during Seminar periods. Students are instructed to take home all enrollment information to read, discuss, fill out, and sign by both parent and student. Then the student meets individually with his/her designated counselor to discuss and finalize the chosen course of study for the next school year and beyond.

Think carefully about possible individual course selections. Read this guide, discuss it, and ask questions of teachers and counselors. All schedule changes must be made before the designated deadline except for administrative error or academic improvement. The wiser the choices now, the better the education and fewer concerns later!

DIPLOMA REQUIREMENTS

Subject Area	*General Diploma*	*CORE 40 Diploma*	*CORE 40 with Academic Honors* (minimum 47 credits)
English/LA	8 credits: **Credits must include literature, composition, and speech**	8 credits: **Credits must include literature, composition, and speech**	**CORE 40 plus:** **-2 more Core 40 Math credits (which includes Pre-Cal/Trig or Pre-Cal/Finite Math, and** **-6 or 8 Core 40 World Language credits, and** **-2 Core 40 Fine Arts credits, and** **-"C-" or above in diploma courses, and** **-GPA of "B" or above, and** **Complete <u>one</u> of the following:** **a. 2 AP courses (4 H.S. credits) with exams** **b. Dual high school and college credit courses from the Priority Course List resulting in 6 verifiable transcripted college credits** **c. 2 of 3 options:** **= 3 verifiable transcripted college credits from the priority course list** **= 1 AP course (2 H.S. credits) with exam** **= 2 credits in an IB course with exam** **d. SAT composite score of 1250 or higher and a minimum score of 560 on math and 590 on evidence based reading and writing section** **e. ACT composite of 26 or higher and completion of the written section** **f. 4 credits in IB courses w/ exams**
Mathematics	4 credits: **2 credits: Algebra I** **2 credits: any math course** **A student is required to earn 2 Mathematics or Quantitative Reasoning credits during 11th or 12th grade.** **If Algebra I is taken in the 8th grade, then a student must earn four (4) credits of Mathematics at the high school level.**	6 credits: **2 credits: Algebra I** **2 credits: Geometry** **2 credits: Algebra II** **Plus, a student must be enrolled in Mathematics or Quantitative Reasoning course each year the student is enrolled in high school.** **If Algebra I is taken in the 8th grade, then a student must earn two (2) credits in Pre-Calculus/Trig or Pre-Calculus/Finite Math**	
Science	4 credits: **2 credits: Biology I** **2 credits: any science course**	6 credits: **2 credits: Biology I** **2 credits: Chemistry I or Physics I or Integrated Chemistry – Physics** **2 credits: any Core 40 science course**	***CORE 40 with Technical Honors*** **(minimum 47 credits)** **CORE 40 plus:** **-"C-" or above in diploma courses, and** **-GPA of "B" or above, and** **-Earn a minimum of 6 credits in the college and career preparation courses in the state-approved College & Career Pathway and earn one of the following::** **a. Pathway designated industry-based certification** **b. Pathway designated dual high school and college credit courses from the Priority Course List resulting in 6 verifiable transcripted college credits** **-Complete <u>one</u> of the following:** **a. Complete any of the options (a. – f.) listed under the Core 40 with AHD** **b. Complete WorkKeys and score at or above: Applied Math – Level 6 / score of 83, Workplace Documents – Level 6 / score of 84, & Graphic Literacy – Level 5 / score of 78** **c. Complete Accuplacer and score at or above: Writing – 80; Reading – 90; & Math - 75** **d. Complete the Compass and score at or above Algebra – 66; Writing – 70; & Reading - 80**
Social Studies	4 credits: **2 credits: U. S. History** **1 credit: U. S. Government** **1 credit: World History & Civilization or Geography & History of the World or Economics**	6 credits: **2 credits: U.S. History** **1 credit: U.S. Government** **1 credit: Economics** **2 credits: World History & Civilization or Geography & History of the World**	
Physical Education	2 credits (2 semesters)	2 credits (2 semesters)	
Health and Wellness	1 credit	1 credit	
Preparing for College and Careers	1 credit	1 credit	
College and Career Pathway	6 credits		
Flex or Directed Elective Credits	**Flex Credits** 5 credits by any combination of these: **- Additional courses to extend the College and Career Pathway** **- Courses involving workplace learning:** **- ICE; Work Based Learning** **- Advanced Career-Technical Education – College Credit** **- Additional courses in:** **- Language Arts - Science** **- Social Studies - Wd. Lang.** **- Mathematics - Fine Arts**	**Directed Elective Credits** 5 credits from any of these subject areas: **-World Languages** **-Fine Arts** **-Career-Technical** **a. Agriculture** **b. Business** **c. FACS** **d. Tech Ed**	
Electives	8 credits	8 credits **(College and Career Pathway recommended)**	

Class of 2022 ISTEP+ ASSESSMENT REQUIREMENTS

A. Students will be required to pass the ISTEP+ Assessments in Math and English / Language Arts to satisfy the graduation test requirement. Students will take the ISTEP + Assessments at the end of their sophomore year.

THREE WAYS TO MEET THE ISTEP+ ASSESSMENT REQUIREMENTS

1.) Passing both the Math and English / Language Arts ISTEP+ Assessments; or
2.) Fulfilling the requirements for an ISTEP+ "Evidence-based" Waiver (see following information); or
3.) Fulfilling the requirements for an ISTEP+ "Work-readiness Assessment" Waiver (see following information).

ISTEP+ "Evidence-based" Waiver

A student who does not achieve a passing score on the graduation examination may be eligible to graduate if the student does all of the following:
(1) Takes the required assessment in each subject area in which the student did not achieve a passing score at least one (1) time every school year after the school year in which the student first takes the graduation examination;
(2) Completes remediation opportunities provided to the student by the student's school;
(3) Maintains a school attendance rate of at least ninety-five percent (95%) with excused absences not counting against the student's attendance;
(4) Maintains at least a "C" average or the equivalent in the courses comprising the 34 credits specifically required to graduate with a General Diploma by rule of the state board;
(5) Otherwise satisfies all state and local graduation requirements; and
(6) Obtain a written recommendation from a teacher of the student in each subject area in which the student has not achieved a passing score on the graduation examination. The written recommendation must be concurred by the principal of the student's school and be supported by documentation that the student has attained the academic standard in the subject area based on: (A) tests other than the graduation examination; or (B) classroom work.

ISTEP+ "Work-readiness Assessment" Waiver

A student who does not achieve a passing score on the graduation examination may be eligible to graduate if the student does all of the following:
(1) Takes the required assessment in each subject area in which the student did not achieve a passing score at least one (1) time every school year after the school year in which the student first takes the graduation examination;
(2) Completes remediation opportunities provided to the student by the student's school;
(3) Maintains a school attendance rate of at least ninety-five percent (95%) with excused absences not counting against the student's attendance;
(4) Maintains at least a "C" average or the equivalent in the courses comprising the 34 credits specifically required to graduate with a General Diploma by rule of the state board;
(5) Otherwise satisfies all state and local graduation requirements; and
(6) Complete the course and credit requirements for a General Diploma, including a College and Career Pathway; complete a workforce readiness assessment; and complete at least one industry certification from the state board's approved industry certification list

If a student is asked to meet with the Review Committee, it is the student's responsibility to provide the necessary individual information at the assigned meeting time. The Review Committee will be made up of the following personnel:

1. English Teacher
2. Math Teacher
3. Counselor
4. Special Education Teacher
5. Assistant Principal
6. Teacher-At-Large – Student's Choice
7. Principal (votes only when a tie occurs)

The Review Committee will review all the information which the student presents and vote accordingly. It will take at least 4 votes "yes" in order for a student to receive his/her High School Diploma.

B. BIOLOGY I ISTEP+ ASSESSMENT REQUIREMENT

Students enrolled in Biology I (regardless of grade level or graduation year) are required to take the ISTEP+ Assessment in Biology I upon completion of the course. Participation in this assessment is a requirement.

GRADUATION REQUIREMENTS BEGINNING WITH THE CLASS OF 2023

GRADUATION REQUIREMENTS	GRADUATION PATHWAY OPTIONS
1.) High School Diploma (Reference Page 3)	Meet the statutorily defined diploma credit and curricular requirements. * **Core 40 designation**; OR * **Academic Honors designation**; OR * **Technical Honors designation**; OR * **General designation**
2.) Learn and Demonstrate Employability Skills *(Student must complete at least one of the following.)*	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one of the following: * **Project-Based Learning Experience =** (A) The project is a major vehicle for teaching content standards; And task is open-ended and involves student voice and choice; And typically done in collaboration with a team or outside partners, but can be done individually; And done with teacher guidance, much of it during school hours; And includes a sustained inquiry process; And authentic to the real world or to student's lives, or both (B) Take one of the following classes which includes a product: PLTW – CIM, PLTW – EDD, Entrepreneurship & New Ventures Capstone, or Robotics & Innovation * **Service-Based Learning Experience =** (A) Meaningful Service: Direct – brings student face-to-face with those they serve in the community; or Indirect – student works on a cause or group that does not put them into contact with those they serve; or Advocacy – student uses voice and talents to eliminate the causes of specific problems or raise awareness of a social problem (B) Meaningful Engagement ("at least one academic year"): Sport or Extracurricular Activities * **Work-Based Learning Experience =** (A) Clear Work-Based Learning Partnership Agreement and Plan (WBL) (B) Authentic Work Experience Component (ICE) (C) Structured Learning Component (Education Professions, Early Childhood Education, or Human & Social Services) (D) Culminating Assessment and Recognition of Skills (GWEC) (E) Course Work: Advanced Manufacturing I, Information Technology Support, Landscape Management I, Welding Technology I & II, Criminal Justice I, Construction Trades I & II, or Marketing in Hospitality & Tourism (F) Part-time Job – Summer, After-School, or Weekends

3.) Postsecondary – Ready Competencies (*Students must complete at least one of the following.*)	* **Honors Diploma**: Fulfill all requirements of either the Academic or Technical Honors diploma * **ACT**: College-ready benchmarks = Currently either the 18 in English or 22 in Reading AND either the 22 in Math or 23 in Science * **SAT**: College-ready benchmarks = currently 480 in Evidence-Based Reading and Writing (ERW) AND 530 in Math * **ASVAB**: Earn at least a minimum AFQT score (31) to qualify for placement into one of the branches of the U.S. military * **State- and Industry-recognized Credential or Certification** * **Federally-recognized Apprenticeship** * **Career-Technical Education Concentrator**: Must earn a C average or higher in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study * **AP/IB/Dual Credit/Cambridge International courses or CLEP Exams:** Must earn a C average or higher in at least three courses / one of the three courses must be in a core content area (Core Transfer List) OR All three courses must be part of a defined CTE sequence which is based on the Indiana College & Career Pathways (CTE Technical Dual Credit Crosswalk) * **Locally Created Pathways:** Must meet the framework from and earns the approval of the State Board of Education

There is a waiver process only for the Postsecondary-Ready Competencies requirement. A student must meet five specific criteria. First a student: (1) must be unsuccessful in completing a postsecondary-readiness competency by the end of the senior year and attempted to achieve at least three separate postsecondary-readiness competencies or (2) transfer to a school during the senior year from a non-accredited nonpublic school or an out-of-state school and attempted to achieve at least one postsecondary-readiness competency but was unsuccessful.

Next a student must meet the following four criteria:

- GPA Requirement of "C" average
- Attendance requirement met at 95%
- Met all state and local requirements
- Demonstrate postsecondary planning

Students who meet the graduation requirements will earn a "High School Diploma". Students who meet the credit requirements as established by the local school board, but do not meet the other requirements, will earn a "Certificate of Course Completion". Special Education Note: Students who meet IEP requirements, but do not achieve the graduation requirements as established by the local school board, will earn a "Certificate of Completion". All students earning a High School Diploma, Certificate of Course Completion, Certificate of Completion, or Certificate of Attendance may participate in the high school's graduation ceremony.

The school corporation shall note the awarding of a Core 40 Diploma, a Core 40 with Academic Honors Diploma, and/or a Core 40 with Technical Honors Diploma on the student's transcript, and may attach a special seal to the student's diploma. Postsecondary institutions will be notified that a student is following a Core 40 Diploma Curriculum, a Core 40 with Academic Honors Diploma Curriculum, and/or a Core 40 with Technical Honors Diploma Curriculum when an application for admission is made.

OTHER GRADUATION REQUIREMENTS

I. HIGH SCHOOL ATTENDANCE REQUIREMENTS

A student must attend school full time by one of the four following options:

1. Attend seven classes and one Seminar period at GCHS.
2. Attend three classes and one Seminar period at GCHS, plus participate in a Vocational School Program.
3. Attend three or more classes (one of which is ICE Class) and one Seminar period at GCHS, plus participate in the ICE Work Experience.
4. Attend three or more classes at GCHS, plus participate in a Work Based Learning Program

II. EARLY GRADUATION

A. In order to graduate in six (6) semesters, a student should meet the Core 40 Diploma requirements and pass both the Math and English/Language Arts Assessments for the class 2022. Individual students need to work very closely with their counselor in order to meet all credit and testing requirements for early graduation. Beginning with the class of 2023 all graduation pathway requirements must be met for early graduation.

B. In order to graduate in seven (7) semesters, a student may earn a General Diploma, Core 40 Diploma, Academic Honors Diploma, and/or Technical Honors Diploma. A student must pass both the Math and English/Language Arts Assessments or qualify for an ISTEP+ waiver. In order to qualify for an ISTEP+ waiver, a student must take the ISTEP+ test at least once each school year (including the senior year). Beginning with the class of 2023 all graduation pathway requirements must be met for early graduation.

OPT-OUT PROCESS

The completion of a Core 40 Diploma is an Indiana graduation requirement.

To graduate with less than a Core 40 Diploma, the following formal opt-out process must be completed.

1.) The opt-out process is initiated:
- Upon the request of a student's parent/guardian;
- If the student does not pass at least three (3) courses required under the Core 40 curriculum; or
- If a student receives a score on the graduation examination that is in the twenty-fifth percentile or lower when the student takes the graduation examination for the first time.

2.) The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) discuss the student's progress.

3.) The student's career and course plan is reviewed.
4.) The student's parent/guardian determines if the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum. If the parent/guardian determines that the best educational benefit for the child exists by completing the General Diploma curriculum, then the parent/guardian may opt the child out of the Core 40 Diploma. The student's counselor will document this opt-out request (signatures optional).
5.) 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 (College and Career Pathway) that the student will pursue is determined.

DUAL ENROLLMENT / DUAL CREDIT

Two options to earn College Credit are available:

1. Dual Enrollment:

   A student may elect to take a college level course during the regular school day, online, or in the evening. In turn, a student earns college credit toward a college degree, as well as credit toward high school graduation. The cost for a college course taken at the Greensburg Learning Center, through the IUPUC Early College Program, or through any other approved program is the responsibility of the student. The school's counseling department will be responsible for assisting the student with the registration process.

Students should check with their high school counselor before signing up for any college course. It is extremely important to make sure the college course will transfer to the student's postsecondary school choice before the student invests time, energy, and resources into a course.

2. Dual Credit:

   A student earns college credit while taking a high school course which has a dual credit agreement with a post-secondary institution. In this process a student must meet the grade and standardize test requirements in order to earn college credit for the designated high school course. Currently, there is no cost to the student for the college credit earned in this manner.

In compliance with the Indiana Department of Education, Greensburg Community High School students in grades 9, 10, 11, & 12 may earn Dual Credit. Students will be notified of <u>possible</u> Dual Credit opportunities for the next school year when enrolling for classes.

Dual Credit Courses used to fulfill the requirement for the Core 40 with Academic Honors Diploma and Core 40 with Technical Honors Diploma must be taken from the **<u>Priority Dual Credit Course List</u>** below: (******subject to change by IDOE)

******<u>Counts for both Academic Honors Diploma & Technical Honors Diploma:</u>

1. Advanced Life Science: Animals (5070)
2. Advanced Life Science: Plants & Soils (5074)
3. Advanced Manufacturing I (5608)
4. Agribusiness Management (5002)
5. Agriculture Power, Structure, & Technology (5088)
6. Anatomy and Physiology (5276)
7. Animal Science (5008)
8. Business Law & Ethics (4560) (no longer offered)

9. Certified Medical Assistant (CMA 101)
10. Certified Nursing Assistant (HLHS 107) (Health Science Education I 5282)
11. Computer Illustration & Graphics (4516)
12. Computers in Design and Production (4800)
13. Digital Applications & Responsibility II (4528)
14. Education Professions I (5408)
15. Entrepreneurship & New Ventures Capstone (5966) (offered during the 2021-2022 school year)
16. Intro to Advanced Manufacturing & Logistics I & II (4796)
17. Landscape Management I (5136)
18. Medical Terminology (5274)
19. Natural Resources (5180) (offered during the 2021-2022 school year)
20. Plant & Soil Science (5170) (offered during the 2022-2023 school year)
21. PLTW - CIM (5534)
22. PLTW - IED (4802)
23. PLTW - POE (5644)
24. Principles of Business Management (4562)
25. Marketing Fundamentals (5914) (offered during the 2022-2023 school year)
26. WELD 100 Welding Processes (5776)
27. WELD 108 Shielded Metal Arc Welding I (5778)
28. WELD 206 Shielded Metal Arc Welding II (5778)

******Counts for Academic Honors Diploma **only:**

1. English 12/7A - 8A (1008)
2. English 12/7A - 8A Honors (1008)
3. COMM 101 Fundamentals of Public Speaking (1076)
4. French I (2020)
5. French II (2022)
6. French III (2024)
7. French IV (2026)
8. Spanish I (2120)
9. Spanish II (2122)
10. Spanish III (2124)
11. Spanish IV (2126)
12. Pre-Calculus: Algebra (2564)
13. Pre-Calculus: Trigonometry (2566)
14. Finite Math (2530)
15. Calculus (2527)
16. Advanced Science, Special Topics - Advanced Biology (3092)
17. U.S. History Honors (1542)
18. PSYC 101 Introduction to Psychology (1532)

QUANTITATIVE REASONING COURSES

Counts for All Diplomas:

1. Advanced Accounting (4522)
2. Advanced Life Science: Animals (5070)
3. Advanced Life Science: Plants & Soils (5074)
4. Agribusiness Management (5002)
5. Algebra I (2520)
6. Algebra II (2522)
7. AP Chemistry (3060)
8. AP Statistics (2570)
9. Business Math (4512)
10. Calculus (2527)
11. Chemistry I (3064)
12. Computer Science I (4801)
13. Construction Trades II (5578)
14. Finite Math (2530)
15. Geometry (2532)
16. Integrated Chemistry – Physics (3108)
17. Landscape Management I (5136)
18. Physics I (3084)
19. PLTW – CIM (5534)
20. PLTW – POE (5644)
21. PLTW – EDD (5698)
22. Personal Financial Responsibility (4540)
23. Pre-Calculus: Algebra (2564)
24. Pre-Calculus: Trigonometry (2566)
25. Robotics Design & Innovation (4728)

GPA & CLASS RANK

All courses in which a student receives a grade and credit are calculated into the GPA and class rank. A student's GPA is calculated using the following scale:

	B+ = 3.33	C+ = 2.33	D+ = 1.33	F = 0.0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	
A - = 3.67	B- = 2.67	C- = 1.67	D- = .67	

GPAs are then ranked highest to lowest for all students in their respective graduating class in order to determine class rank.

Some students may wish to audit a course for academic improvement. In order to audit a course, a student must have the recommendation of the teacher, counselor, and principal.

OPTING TO DROP A CLASS

If a student opts to drop a class once the semester has begun, a student will earn a WDF for the semester course grade. A WDF means that the student is withdrawing from the class by his/her own choice against the recommendation of Counselor and/or Administration and this action results in a failing grade for the semester. This failing grade does count into the student's cumulative grade point average.

ATHLETIC ELIGIBILTY

All athletes must pass five solid subjects to maintain eligibility. Any course in which a student receives a grade and credit is considered to be a solid subject and therefore counts for Athletic Eligibility. The exception to the previous statement is when a student audits a class for the purpose of academic improvement then the class counts for athletic eligibility.

ENGLISH / LANGUAGE ARTS

All students must earn eight English credits to meet graduation requirements. Varying levels of English are offered each year. The appropriate level for the student will be determined by the student's ability and teacher and counselor recommendations. An Honors English student who does not earn a "C" or above as a semester grade must receive the current teacher's recommendation in order to remain in Honors English Classes. Also, within the Language Arts curriculum are electives that a student may choose based upon interest and career goals.

FRESHMAN ENGLISH

ENGLISH 9/1A-2A

1002-1A
1002-2A

This two-semester college preparatory course focuses on the study of language, literature, composition, and speaking, with special emphasis on prose, poetry, and drama. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical and cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository and persuasive compositions, research reports, and business letters. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Grade 9
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 9/1-2

1002-1
1002-2

This is a two-semester course which focuses on the integration of language, literature, composition, and oral communication. The study of literature will include various genres and their elements. Students will respond to works of historical or cultural significance appropriate for Grade 9 including nonfiction. The composition component of the class will provide opportunities to create multiple types of writing, including responses to literature, expository pieces, persuasion, business letters and technical documents. Students will deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. The main focus of this course is to prepare the student to successfully enter either the workforce or post-secondary educational training.

- Grade 9
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 9/1S-2S

1002-1SP
1002-2SP

This is a two-semester integrated course which focuses on the integration of language, literature, composition, and oral communication. The study of literature will include various genres and their elements. Students will respond to works of historical or cultural significance appropriate for Grade 9 including nonfiction. The composition component of the class will provide opportunities to create multiple types of writing, including responses to literature, expository pieces, persuasion, business letters and technical documents. Students will deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. The main focus of this course is to prepare the student to successfully enter either the workforce or post-secondary educational training.

- Grade 9
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

SOPHOMORE ENGLISH

ENGLISH 10/3A-4A-HONORS

1004-3AH
1004-4AH

This is a two-semester college preparatory course which focuses on the integration of reading, writing, speaking, listening, and critical thinking. The pace of study in this English Honors Class is accelerated, and the expectations and challenges for students taking this course will be greater than those of other sophomore level English classes. Since this is the case, students earning an "A" in Freshman College Preparatory English are strongly encouraged to enroll in this course. A student who expresses an interest in pursuing this level of English and has earned less than an "A" in Freshman College Preparatory English will be counseled appropriately on an individual basis. Students in Sophomore Honors English will study vocabulary words and roots and will read, analyze, evaluate, and respond to works of literature. Students will also follow stages of the writing process to write coherent and focused essays demonstrating a well-defined point of view and tightly reasoned argument. Through the writing process, the students will also demonstrate knowledge of Standard English conventions. As a culminating project showcasing understanding of the Honors course content, students will complete a research project. **Students who sign up for this course for next school year will have assigned work to complete during the summer months and this work will be due on the first day of class.**

- Grade 10
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 10/3A-4A

1004-3A
1004-4A

This two-semester college preparatory course is designed to further develop reading, writing, vocabulary, speaking, listening, and critical thinking skills for sophomores who plan to attend college. Students will have the opportunity to respond critically, reflectively, and imaginatively to the literature studied. They will identify and employ various elements of good writing to complete a persuasive research project with a well-defined thesis, convincing and supporting evidence, and a clear conclusion. The project will illustrate coherent writing with clear and meaningful connections between ideas and will demonstrate knowledge of Standard English conventions. The project will also strengthen research, analysis, and technology skills.

- Grade 10
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 10/3-4

1004-3
1004-4

This is a two-semester integrated course which focuses on the study of language, literature, composition, oral communication, and critical thinking. The focus is on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative words of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students will work to improve their vocabulary skills during both semesters of this course. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. In this course, students prepare to successfully enter either the workforce or post-secondary educational training.

- Grade 10
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 10/3S-4S

1004-3SP
1004-4SP

This is a two-semester integrated course which focuses on the study of language, literature, composition, oral communication, and critical thinking. The focus is on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative words of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students will work to improve their vocabulary skills during both semesters of this course. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. In this course, students prepare to successfully enter either the workforce or post-secondary educational training.

- Grade 10
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

JUNIOR ENGLISH

ENGLISH 11/5A-6A-HONORS

1006-5AH
1006-6AH

This two-semester integrated college preparatory course for juniors is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information. Also, required in this course is a research-based project with includes a multimedia presentation. The pace of study in this English Honors Class is accelerated. The expectations and challenges for students taking this course will be greater than those of other junior level English classes. Students who fail to complete the research paper automatically fail the second semester of the course. **Students who sign up for this course for next school year will have assigned work to complete during the summer months and this work will be due on the first day of class.**

- Grade 11
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 11/5A-6A

1006-5A
1006-6A

This two-semester integrated college preparatory course for juniors is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Nonfiction (including speeches and essays) and fiction (short stories and selected novels) prose, as well as poetry and drama, are included. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information. This course focuses on American literature from the Colonial period to the present. During the second semester students undertake a research project to strengthen their ability to conduct research, analyze material, and utilize technology. Students who fail to complete the research paper automatically fail the second semester of the course.

- Grade 11
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 11/5-6

1006-5
1006-6

This is a two-semester course which focuses on the integration of language, literature, composition, and oral communication. Students develop criteria for judging and analyzing literary works of historical and cultural significance in American literature from the colonial period through the modern period. The composition component of the class will provide opportunities to create multiple types of writing, including responses to literature, reflective compositions, resumes, and technical documents. Students will deliver grade appropriate oral presentations and access, analyze, and evaluate online information. The main focus of this course is to prepare the student to successfully enter either the workforce or post-secondary educational training.

- Grade 11
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 11/5S-6S

1006-5SP
1006-6SP

This is a two-semester course which focuses on the integration of language, literature, composition, and oral communication. Students develop criteria for judging and analyzing literary works of historical and cultural significance in American literature from the colonial period through the modern period. The composition component of the class will provide opportunities to create multiple types of writing, including responses to literature, reflective compositions, resumes, and technical documents. Students will deliver grade appropriate oral presentations and access, analyze, and evaluate online information. The main focus of this course is to prepare the student to successfully enter either the workforce or post-secondary educational training.

- Grade 11
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

SENIOR ENGLISH

ENGLISH 12/7A-8A HONORS

1008-7AH
1008-8AH

English 12/7A-8A Honors is a two semester accelerated integrated English course passed on *College- and Career- Readiness Indiana Academic Standards for English/Language Arts for Grade 12.* This course engages students in becoming skilled readers of non-fiction prose covering a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both the writing and the reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effective writing. **Students who sign up for English 12/7A-8A Honors for next school year will have assigned work to complete during the summer months and this work will be due on the first day of school.**

- Grade 12
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 12/7A-8A

1008-7A
1008-8A

English 12, a two-semester integrated English course based on *College- and Career- Readiness Indiana Academic Standards for English/Language Arts for Grade 12,* is a study of language, literature, composition, and oral communication focusing on an exploration of perspective across a wide variety of genres. Students use literary interpretation, analysis, comparison and evaluation to read and respond to representative works of historical and cultural significance for Grade 12 in classic and contemporary literature as well as non-fiction. Students write responses to literature, expository compositions, and research-based papers incorporating a variety of sources. In tandem with their reading and writing experiences, students develop skills in accessing, analyzing and evaluating potential sources, as well as documenting those sources using MLA style. Students deliver grade-appropriate oral presentations drawing on and utilizing various media.

- Grade 12
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 12/7-8

1008-7
1008-8
This two-semester integrated course focuses on language, literature, composition, and oral communication. It also focuses on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students will develop vocabulary skills in this course. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information. In this course students prepare to successfully enter either the workforce or post-secondary educational training.

- Grade 12
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ENGLISH 12/7S-8S

1008-7SP
1008-8SP
This is a two-semester integrated course focuses on language, literature, composition, and oral communication. It focuses on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students will develop vocabulary skills in this course. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information. In this course students prepare to successfully enter either the workforce or post-secondary educational training.

- Grade 12
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

ELECTIVES

IVY TECH – COMM 101 FUNDAMENTALS OF PUBLIC SPEAKING

COMM 101 (1078)
This college course introduces fundamental concepts and skills for effective public speaking, including audience analysis, outlining, research, delivery, critical listening and evaluation, presentational aids, and use of appropriate technology. This course will be taught during the regular school day by a professor from Ivy Tech Columbus at the Greensburg Learning Center. The cost of this course for each individual student will be $75 with the remainder of the cost paid by the school corporation. Students need to be aware that not all colleges honor transfer credit.

- Grades 11-12
- Prerequisite: Testing requirements = a score of 25 or above on the Reading section and a score of 27 or above on the Writing section of the SAT OR a score of 18 or above on the Reading section and a score of 17 or above on the Writing section of the ACT OR a score of 25 or above on the Reading section and a score of 26 or above on the Writing section of the PSAT OR a score of 76 or above on the Reading section and a score of 80 or above on the Writing section of the Accuplacer Test OR a score of 70 or above on the English section of the Knowledge Assessment
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Flex Credit course
- A one credit high school course and a three credit college course

JOURNALISM / MASS MEDIA – TV BROADCASTING/TELECOMMUNICATIONS

1080-TV
1084-TV

TV Broadcasting/Telecommunications provides instruction to develop and enhance competencies in various communication, marketing, media, production, and technical functions and tasks performed by employees, including management personnel, in TV broadcasting and telecommunications occupations. Emphasis is placed on career opportunities, production, programming, promotion, sales, announcing, broadcast equipment operation, news and sports casting, broadcast regulations and laws, station organization, technical oral/written communication, and listening skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, such as the operation of an in-school radio, television, telecommunications, or distance learning studio, job shadowing, field trips, and internships.

- Grades 10-12
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

JOURNALISM / GROUP DISCUSSION – TV BROADCASTING/TELECOMMUNICATIONS

1080-TV2
1074-TV

A combination of Journalism and Group Discussion is the second year of TV Broadcasting. Skills learned in the first year of Journalism and Mass Media will be used to build a more in-depth knowledge of TV Broadcasting and Telecommunications.
Journalism and Group Discussion provides study and practice in speaking, listening, and leadership as part of group dynamics. The course places emphasis on: (1) interview techniques, (2) research skills, (3) critical listening, and (4) the formulation of questions appropriate for group discussion. Presentation skills include the development of a demographic study, the production of visual support, and the presentation of data. This class will also focus on the production of a video documentary highlighting the progress of Greensburg and the surrounding community. Students will have the opportunity to contribute ideas and edit footage obtained from various community worksites.

- Grades 11-12
- Prerequisite: Journalism / Mass Media – TV Broadcasting/Telecommunications
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

TECHNICAL COMMUNICATIONS

1096

This course is the study and application of the processes and conventions needed for effective technical writing – communication. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Technical Writing Project:
Students complete a project, such as a multi-media advertising campaign for a generic product or idea or a multi-media proposal of an action plan to implement a project or service, which demonstrates knowledge, application, and writing progress.

- Grade 12
- Prerequisites: Journalism/Mass Media-TV Broadcasting/Telecommunications and Journalism/Group Discussion-TV Broadcasting/Telecommunications
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A one credit course

CAREER INFORMATION & EXPLORATION / TV BROADCASTING

0522-TV

This course provides students opportunities to further learn about themselves and about various television occupations and careers. Students also gain an awareness of the type of occupational preparation of training needed. Students develop skills in: (1) employability; (2) understanding the economic process; and (3) decision-making and planning.

- Grade 12
- Prerequisites: Journalism/Mass Media-TV Broadcasting/Telecommunications, Journalism/Group Discussion-TV Broadcasting/Telecommunications, and Technical Communications

- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A one credit course

WORLD LANGUAGES

French and Spanish are World Language courses offered as elective choices. These elective courses provide students with the opportunity to study, develop, and learn communication and culture skills in a language other than English. World Language courses are not required for a Core 40 Diploma, but they are one option in meeting the Directed Elective Credit requirement.

There are an increasing number of post-secondary schools / programs which require or strongly recommend at least two years of World Language for admission. It is important for a student who opts to take a World Language to make a commitment to learn the language, stay on task, and to master the material. Without the necessary educational focus to study and learn the language, there exists a very limited benefit to pursuing this elective. Two years of World Language, with minimal mastery, defeats the primary reason for pursuing this elective choice. Students must be willing to make a commitment to studying in order to maximize the true benefits of pursuing a World Language as an elective choice for high school graduation and beyond.

IT IS <u>HIGHLY RECOMMENDED</u> THAT A STUDENT NOT ADVANCE TO THE NEXT YEAR OF WORLD LANGUAGE UNLESS HE/SHE HAS EARNED A <u>80% OR ABOVE</u> DURING THE PREVIOUS YEAR.

FRENCH I/1-2

2020-1
2020-2

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

- Grades 9-12
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

FRENCH II/3-4

2022-1
2022-2

<u>Please Note: Due to the demand and rigor at this next level of World Language, a student needs to achieve a grade of 80% or higher at the previous level.</u>

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.

- Grades 10-12
- Prerequisite: French I/1-2
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

FRENCH III/5-6

2024-1
2024-2

Please Note: Due to the demand and rigor at this next level of World Language, a student needs to achieve a grade of 80% or higher at the previous level.

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.

- Grades 11-12
- Prerequisite: French II/3-4
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

FRENCH IV/7-8

2026-1
2026-2

Please Note: Due to the demand and rigor at this next level of World Language, a student needs to achieve a grade of 80% or higher at the previous level. 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.

- Grade 12
- Prerequisite: French III/5-6
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

SPANISH I/1-2

2120-1
2120-2

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.

- Grades 9-12
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

SPANISH II/3-4

2122-1
2122-2

Please Note: Due to the demand and rigor at this next level of World Language, a student needs to achieve a grade of 80% or higher at the previous level.

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

- Grades 10-12
- Prerequisite: Spanish I/1-2
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

SPANISH III/5-6

2124-1
2124-2

Please Note: Due to the demand and rigor at this next level of World Language, a student needs to achieve a grade of 80% or higher at the previous level.

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

- Grades 10-12
- Prerequisite: Spanish II/3-4
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

SPANISH IV/7-8

2126-1
2126-2

Please Note: Due to the demand and rigor at this next level of World Language, a student needs to achieve a grade of 80% or higher at the previous level.

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.

- Grade 12
- Prerequisite: Spanish III/5-6
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

MATHEMATICS

Students must earn four credits in mathematics to meet the General Diploma graduation requirements. Students must earn credit in Algebra I, Geometry, and Algebra II for the Core 40 Diploma. Electives in mathematics may be chosen by interest and career goals. Students planning to pursue further education after high school graduation need to take math during their senior year of high school. Students who do not pass the Math ISTEP+ Assessment are expected to continue enrolling in math classes in order to improve their math skills.

Normal Math Progression:

Entry Level	Algebra I		
		Business Math	
Geometry & Algebra II	Geometry		
	Algebra II		
Pre-Calculus/Trig	Pre-Calculus/Trig & AP Statistics	Pre-Calculus/ Finite Math	Pre-Calculus/ Finite Math & AP Statistics
Calculus	AP Statistics		

[If an 8th grade student repeats Algebra I in the 9th grade, he/she will need to take Algebra I as an AUDIT – no credit – due to the requirement of being enrolled in a Math or Quantitative Reasoning course each year of high school.]

Algebra I is required for high school graduation. Also, students must successfully complete this course prior to taking Geometry or Algebra II. The GCHS math department is committed to raising expectations for all students. Therefore, Algebra I is designed to be taught as a quarter program that students progress through as they demonstrate at least 80% mastery of each indicator taught during the quarter (quarter = 9 weeks). Students who maintain satisfactory grades will receive course credit based on the indicators mastered. In order to receive an Algebra I first semester credit, students must master all indicators tested in quarters 1 and 2. In order to receive an Algebra I second semester credit, students must master all indicators tested in quarters 3 and 4.

A team of teachers will be working with students in Algebra I. The team of teachers is committed to rearranging students every nine weeks based on quarter completion. This means that students may be assigned to a different group with another teacher on the team at the end of each nine weeks. All teachers will use the same materials and maintain the same rules, so moving from one group to another should be an easy process. Students who do not demonstrate at least 80% mastery of each indicator per quarter will repeat that quarter the next nine weeks.

Students (in the class of 2022) must take the Math ISTEP + Assessment at the end of their sophomore year. Students must receive a passing score on the ISTEP + Assessment in order to earn a diploma.

ALGEBRA I

2520-1
2520-2

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. Six critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; Polynomial Expressions; and Data Analysis. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

- Grades 9-12
- Fulfills the Algebra I requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A two credit course

BUSINESS MATH

4512-1
4512-2

(See Business, Marketing, & Information Technology Curriculum)

GEOMETRY HONORS

2532-1H
2532-2H

Geometry formalizes and extends students' geometric experiences. Students explore more complex geometric situations and deepen their explanations of geometric relationships moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-Dimensional Solids. One project per nine weeks is assigned. In order to participate in the Geometry Honors class, a student must have completed Algebra I in the 8th grade, earned an A or B in Algebra I during the freshman year, or have teacher recommendation.

- Grades 9-12
- Prerequisite: Algebra I
- Fulfills the Geometry requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as a Math Course for the General Diploma
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

GEOMETRY

2532-1
2532-2

Geometry formalizes and extends students' geometric experiences. Students explore more complex geometric situations and deepen their explanations of geometric relationships moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-Dimensional Solids.

- Grades 9-12
- Prerequisite: Algebra I
- Fulfills the Geometry requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as a Math Course for the General Diploma
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

STUDENTS PLANNING TO TAKE PRE-CALCULUS / TRIGONOMETRY NEED TO TAKE ALGEBRA II HONORS IN ORDER TO BE PREPARED.

ALGEBRA II HONORS

2522-1H
2522-2H

Algebra II Honors 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 Honors is made up of seven stands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The use of a graphing calculator is an integral part of this math course. The pace of study in this Algebra II Honors class is accelerated and higher-level reasoning is required than in Algebra II. Each student will do a project at the end of each semester. This will be interdisciplinary and must show an understanding of the course content and its application in another area. In order to participate in the Algebra II Honors class, a student must have earned an A or B in Algebra I.

- Grades 9-12
- Prerequisites: Algebra I and Geometry or Geometry Honors
- Fulfills the Algebra II requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma or counts as a Math Course for the General Diploma
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

ALGEBRA II

2522-1
2522-2

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

- Grades 9-12
- Prerequisite: Algebra I
- Fulfills the Algebra II requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma or counts as a Math Course for the General Diploma
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

PRE-CALCULUS / TRIGONOMETRY

2564-A PRE-CALCULUS: ALGEBRA

Pre-Calculus extends the foundations of Algebra and functions developed in previous courses to new functions, including exponential ad 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 critical areas: 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 student with strong foundations of calculus and other higher-level math courses. Students will use various computer apps, which are appropriate for the material being taught. In order to participate in this level of Pre-Calculus, a student must have earned an A or B in Algebra II Honors or have the recommendation of his/her Algebra II teacher.

- Grades 11-12
- Prerequisites: Algebra I, Algebra II, and Geometry
- Counts as a Math Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A one credit course

2566 PRE-CALCULUS: TRIGONOMETRY

Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven critical areas: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. Student 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. Students will use various computer apps, which are appropriate for the material being taught. In order to participate in this level of Trigonometry, a student must have earned an A or B in Algebra II Honors or have the recommendation of his/her Algebra II teacher.

- Grades 11-12
- Prerequisites: Algebra I, Algebra II, and Geometry
- Counts as a Math Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A one credit course

PRE-CALCULUS / FINITE MATH

2564-B PRE-CALCULUS: ALGEBRA

Pre-Calculus extends the foundations of Algebra and functions developed in previous courses to new functions, including exponential ad 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 critical areas: 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 student with strong foundations of calculus and other higher-level math courses. Students will use various computer apps, which are appropriate for the material being taught. If a student chooses to use another model or version, then the student will be responsible for learning how to use it for various class applications.

- Grades 11-12
- Prerequisites: Algebra I, Algebra II, and Geometry
- Counts as a Math Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A one credit course

2530 FINITE MATHEMATICS

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Topics include: Sets, Matrics, Networks, Optimization, and probability. Technology, such as computers and graphing calculators, will be used frequently. Students will use various computer apps, which are appropriate for the material being taught.

- Grades 11-12
- Prerequisites: Algebra I, Algebra II, and Geometry
- Counts as a Math Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A one credit course

AP STATISTICS

2570-1AP
2570-2AP
Statistics, Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) exploring data; (2) planning a study; (3) anticipating patterns; and (4) statistical inference. The use of graphing calculators and computer programs is required. All students enrolled in this course will be required to take the AP exam in the spring. Cost for taking the AP exam is the responsibility of the student. Scoring on the AP Statistics examination in May will determine if college credit and/or advanced placement will be granted. All students in AP Statistics are highly recommended to have their own TI-Nspire calculator. Other calculators are acceptable, but more difficult to use. A school issued calculator will be provided if the student does not have his/her own. Questions about specific calculators should be directed to the teacher.

- Grades 11-12
- Prerequisites: Algebra I, Geometry, Algebra II (an A in Algebra II), and concurrently taking either Pre-Calculus / Trigonometry or Pre-Calculus / Finite Math OR Algebra I, Geometry, Algebra II, and either Pre-Calculus / Trigonometry or Pre-Calculus / Finite Math
- Counts as a Math Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

CALCULUS

2527-1
2527-2
Calculus will review algebra and functions, modeling, trigonometry, etc. and expand a student's knowledge on various topics. Generally, topics include: (1) functions, graphs, and limits; (2) continuity; (3) derivatives; (4) definite integrals; and (5) techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. This course also includes applications of the derivative, the integral, and theory of calculus. Students will use various computer apps, which are appropriate for the material being taught. In order to participate in this level of math, a student must have earned and A or B in Pre-Calculus / Trig or have the recommendation of his/her Pre-Calculus / Trig teacher.

- Grade 12
- Prerequisites: Algebra I, Algebra II, Geometry, and Pre-Calculus / Trigonometry
- Counts as a Math Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

SCIENCE

All students are required to successfully complete two years of science for 4 credits (including two credits of Biology I (L)). This is the minimum science requirement for graduation. Incoming freshmen should successfully complete Physical Science (L) and Life Science (L) or Earth and Space Science I (L) or Biology I (L) before taking a second year of science. Biology I (L) is required to graduate. Core 40 course requirements include Biology I (L) and Chemistry I (L) or Physics I (L), plus an additional two credits from other designated Core 40 science courses. These same science courses designated Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas will give post-secondary education students the best foundation for the future. In particular, students planning a science or science-related course of study should take as many science courses as possible.

PHYSICAL SCIENCE (L)

3102-1

Physical Science is a course in which students develop problem solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related earth and space science concepts and principles that are related to students' interests and that address everyday problems. Students enrolled in Physical Science will explore the structure and properties of matter, the nature of energy and its role in chemical reactions and the physical and chemical laws that govern Earth's interconnected systems and forces of nature.

- Grade 9
- Fulfills a Science requirement for the General Diploma only or counts as an Elective Credit for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A one credit course

LIFE SCIENCE (L)

3030-1

Life Science is an introduction to Biology. Students develop problem resolution skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles which affect their well-being as well as that of their community and other living organisms in their environment. Students enrolled in Life Science will explore the functions and processes of cells within all living organisms, the sources and patterns of genetic inheritance and variation leading to biodiversity, and the relationships of living organisms to each other and to the environment as a whole.

- Grade 9
- Fulfills a Science requirement for the General Diploma only or counts as an Elective Credit for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A one credit course

BIOLOGY I (L)

3024-1

3024-2

Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communication the results of those investigations according to accepted procedures.

- Grades 9-12
- Fulfills the Biology I requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

EARTH AND SPACE SCIENCE I (L)

3044-1

3044-2

Earth and Space Science I is a course focusing on the study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; and the solar system and earth processes. Students enrolled in Earth and Space Science I analyze and describe Earth's interconnected systems that may be changing or may be in equilibrium. Students examine energy at work in forming and modifying earth materials, landforms, and continents through geological time. Through regular laboratory and field investigations, students understand the history and development of the earth and space sciences, explore the uses of knowledge of the earth and its environment in various careers, and investigate earth and space science problems concerning personal needs and community issues related to science.

- Grades 9-12
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

CHEMISTRY I HONORS (L)

3064-1H
3064-2H

Chemistry I Honors is a course based on the following core topics: Periodic Table; properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gasses; and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry; (2) explore the uses of chemistry in various careers; (3) investigate chemical questions and problems related to personal needs and societal issues; and (4) learn and practice laboratory safety. Additional labs and/or projects will be required as part of this course.

- Grades 10-12
- Prerequisite: Successfully completed Algebra I at the 8th grade level or successfully completed Biology I at the 8th grade level
- Counts as a Science Course for the General Diploma
- Fulfills the Chemistry I requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

CHEMISTRY I (L)

3064-1
3064-2

Chemistry I is a course based on the following core topics: Periodic Table; properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gasses; and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry; (2) explore the uses of chemistry in various careers; (3) investigate chemical questions and problems related to personal needs and societal issues; and (4) learn and practice laboratory safety.

- Grades 10-12
- Prerequisites: Algebra I and Biology I (L) or Earth and Space Science I (L)
- Counts as a Science Course for the General Diploma
- Fulfills the Chemistry I requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

INTEGRATED CHEMSITRY-PHYSICS (L)

3108-1
3108-2

Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity; uniform acceleration; Newton's laws of motion; energy; particle theory or 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 signing and conduction investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Grades 10-12
- Prerequisites: Algebra I and Biology I (L)
- Counts as a Science Course for the General Diploma
- Fulfills the Chemistry I requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

ADVANCED SCIENCE, SPECIAL TOPICS (L) - ZOOLOGY

3092-1ZOO
3092-2ZOO

Zoology is the study of animal life. Throughout this course students will investigate many aspects of the different animal groups present on Earth, including evolutionary relationships, anatomy and physiology, habitat, behavior, and reproduction. Students will develop a greater appreciation for the diversity of animal life, as well as a solid knowledge of animals from all the major taxonomic groups. Possible Units may include: Introduction to Zoology; Protists, Porifera, Cnidarians, Ctenophores, and Flatworms; Mollusks; Annelids and related taxa; Arthropods; Echinoderms and Invertebrate Chordates; Fishes; Amphibians and Reptiles; Birds; and Mammals.

- Grades 11-12
- Prerequisite: Biology I (L)
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

PHYSICS I (L)

3084-1
3084-2

Physics I is a laboratory-based course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light, electricity, magnetism, atomic and subatomic physics. Through regular laboratory study using such quantities as velocity, acceleration, force, energy, momentum, and charge, students: (1) examine the nature and scope of physics, including its relationship to other sciences and its ability to describe phenomena using physical laws; (2) describe the history of physics and its role in the birth of technology; (3) explore the uses of its models, theories, and laws in various careers; and (4) investigate physics questions and problems related to personal needs and societal issues. A scientific calculator will be used in this course.

- Grades 11-12
- Prerequisites: Chemistry I (L), Algebra I, Geometry, and is concurrently taking Algebra II or has successfully completed Algebra II or Teacher Recommendation
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

ANATOMY & PHYSIOLOGY (L)

5276-1
5276-2

Anatomy & Physiology is a course in which students investigate concepts related to the Health Sciences. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Studies include the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems. Students will understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields. Students enrolled in this course should have a basic understanding of the Principles of Biology including: Molecules and Cells, Developmental and Organismal Biology, and Genetics. Students should also know the principles of atomic structure, bonding, molecules, and structural formulas, types of chemical reactions, principles of acids and bases, and molarity. This course will include ample laboratory experiences that illustrate the application of the standards to the appropriate cells, tissues, organs, and organ systems. Dissection will be involved and a research project will be required. Students enrolled in this course will be required to do a science fair project.

- Grades 11-12
- Prerequisites: Biology I (L) and Chemistry I (L)
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

AP CHEMISTRY (L)

3060-1AP
3060-2AP

Chemistry, Advanced Placement is a course that follows the College Board's Advanced Placement course outline. Topics include: (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. All students enrolled in this course will be required to take the AP exam in the spring. Cost for taking the AP exam is the responsibility of the student. Scoring on the AP Chemistry examination in May will determine if college credit and/or advanced placement will be granted. **Students who sign up for AP Chemistry for next school year will have assigned work (in the form of a packet to be used in conjunction with the science textbook) to complete during the summer months and this work will be due on the first day of school.**

- Grades 11-12
- Prerequisites: Biology I (L), Chemistry I (L) - must have earned an A or B in Chemistry I or Teacher Recommendation, and Algebra II
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

ADVANCED SCIENCE, SPECIAL TOPICS (L) – ADVANCED BIOLOGY

3092-1AB
3092-2AB

Advanced Science, Special Topics – Advanced Biology is a science course with several major themes. 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. Under the direction of a science advisor, students enrolled in this course will complete a science fair project. **Students who sign up for Advanced Biology for next school year will have assigned work (in the form of a packet to be used in conjunction with the science textbook) to complete during the summer months and this work will be due on the first day of school.**

- Grades 11-12
- Prerequisites: Biology I (L), Chemistry I (L), and is concurrently taking either Anatomy & Physiology or PLTW - Human Body systems OR has successfully completed Anatomy & Physiology or PLTW - Human Body Systems
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A two credit course

PLTW - PRINCIPLES OF THE BIOMEDICAL SCIENCES

5218-1
5218-2

Principles of the Biomedical Sciences provides an introduction to this field through "hands-on" projects and problems. Students work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.

- Grades 9-12
- Prerequisite: Biology I (L)
- Counts as a Science Course for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas with the successful completion of Biology I and Chemistry I
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

- A Flex Credit course

- A College and Career Pathway course
- A two credit course

PLTW - HUMAN BODY SYSTEMS

5216-1
5216-2

Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions.

- Grades 10-12
- Prerequisite: PLTW - Principles of the Biomedical Sciences
- Counts as a Science Course for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

PLTW - MEDICAL INTERVENTIONS

5217-1
5217-2

PLTW Medical Interventions is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments.

- Grades 11-12
- Prerequisites: Principles of the Biomedical Sciences and Human Body Systems or Anatomy and Physiology
- Counts as a Science Course for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

MEDICAL TERMINOLOGY

HLHS 101 (5274)

Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings, all taught within the context of body systems. The course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information in the healthcare industry. Students have the opportunity to acquire essential skills for accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation of medical vocabulary including: appropriate and accurate meaning, spelling, and pronunciation of medical terms, and abbreviations, signs, and symbols. The cost of this course for each individual student will be $75 with the remainder of the cost paid by the school corporation. Students need to be aware that not all colleges honor transfer credit.

- Grades 11-12
- Prerequisite: Biology I (L) and have taken or be concurrently taking Chemistry I (L) or Integrated Chemistry-Physics (L)

- Testing requirements = a score of 25 or above on the Reading section and a score of 27 or above on the Writing section of
- the SAT OR a score of 18 or above on the Reading section and a score of 17 or above on the Writing section of the ACT OR a score of 25 or above on the Reading section and a score of 26 or above on the Writing section of the PSAT OR a score

of 76 or above on the Reading section and a score of 80 or above on the Writing section of the Accuplacer Test OR a score of 70 or above on the English section of the Knowledge Assessment
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A one credit high school course and a three credit college course

HEALTH SCIENCES EDUCATION I

CERTIFIED NURSING ASSISTANT (CNA)

HLHS 107 (5282)
This course consists of two components: (1) 30 hours of classroom instruction and (2) 75 hours of clinical time in a long-term healthcare facility. Upon successful completion a student would take the Certification Exam, complete the Drug Screen, and Background Check. Most CNAs are employed at long-term healthcare facilities. This course will also be an excellent educational opportunity for any student interested in pursuing a future degree of any type in the medical field. This course will be taught during the regular school day by a professor from Ivy Tech Columbus at the Greensburg Learning Center. The cost of this course for each individual student will be $125 with the remainder of the cost paid by the school corporation (5 credit hours). There will be a limited number of positions available each semester for this training. Criteria for acceptance will be based on the following criteria: pathway of study, commitment, interest level, work ethic, attendance, discipline record, and grade point average. Plus, a student must participate in a CNA job shadow experience before finalizing course selection.
- Grades 11-12
- Prerequisites: Biology I & have taken or be taking Chemistry I or Integrated Chemistry-Physics
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.
- A Flex Credit course
- A College and Career Pathway course
- A one semester course / A double blocked course
- A two credit high school course

CERTIFIED MEDICAL ASSISTANT (CMA)

CMA 101 (5274)
Certified Medical Assistants are multi-skilled health professionals who demonstrate competency in three core areas: medical treatment, clinical skills, and administrative responsibility. Employment opportunities include hospitals and doctor offices. A student will take college courses at Ivy Tech Columbus. This program requires a total of 33 college credit hours to be completed in two semesters during senior year. Ideally, a student would want to have all high school course work completed before senior year begins.

Targeted class times are:

	Mon	Tues	Wed	Thurs	Fri
First 8 weeks	9 – 5	X	9 – 2	9 – 5	X
Second 8 weeks	8 – 5	X	9 – 12	8 – 5	X
Third 8 weeks	9 – 5	X	9 – 12	9 – 5	X
Fourth 8 weeks	8 – 5	8 – 5	8 – 5	8 – 5	8 - 5

The cost to participate in this program for each individual student will be $500 with the remainder of the cost paid by the school corporation. (Ivy Tech's approximate cost for this program is $4,800 per student.) Upon successful completion of the courses the student will be responsible to pay the Certification Exam Fee (approximately $125). There will be a limited number of positions available each semester for this training. Criteria for acceptance will be based on the following criteria: pathway of study, commitment, interest level, work ethic, attendance, discipline record, and grade point average.
- Grade 12
- Prerequisites: Biology I, Chemistry I or Integrated Chemistry-Physics, and Anatomy & Physiology

- Testing requirements = a score of 25 or above on the Reading section and a score of 27 or above on the Writing section of the SAT OR a score of 18 or above on the Reading section and a score of 17 or above on the Writing section of the ACT OR a score of 25 or above on the Reading section and a score of 26 or above on the Writing section of the PSAT OR a score

of 76 or above on the Reading section and a score of 80 or above on the Writing section of the Accuplacer Test OR a score of 70 or above on the English section of the Knowledge Assessment
- An Elective Credit for the General, Core 40, Core 40 with Academic honors, and Core 40 with Technical Honors diplomas.
- A Flex Credit courses
- A College and Career Pathway course(s)
- A two semester program
- An eleven credit high school program

SOCIAL STUDIES

Students are required to successfully complete United States History, United States Government, and additional Social Studies classes based on the type of diploma each student is pursuing.

GEOGRAPHY AND HISTORY OF THE WORLD

1570-1
1570-2

Geography and History of the World is designed to enable students to use the geographic "way of looking at the world" to deepen their understanding of major global themes that have manifested themselves over time – for example, the origin and spread of world religions; exploration; conquest and imperialism; urbanization; and innovations and revolutions.

Specific geographic and historical skills and concepts of historical geography are used to explore these global themes primarily but not exclusively for the period beginning in 1000 CE. The skills are grouped into five sets, each representing a fundamental step in a comprehensive investigative/inquiry procedure. They are: forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing.

The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. By using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments, Geography and History of the World is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

- Grades 9-12
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective Credit for any diploma
- A Flex Credit course
- A two credit course

AP WORLD HISTORY: MODERN

1612-1AP
1612-2AP

Please Note: Students who sign up for this course need to exhibit a commitment to learning and possess respectable reading skills, with an emphasis on reading comprehension. Students must earn an A or B in their freshman college prep English class or have teacher recommendation with counselor approval.

World History, Advanced Placement is a course that provides students with the content established by the College Board. The course will have a chronological frame from the periods 1200 C.E. to the present. AP World History: Modern will study the civilizations in Africa, the Americas, Asia, and Europe that are foundational to the modern era. Topics of study include: trade networks; state building in the Americas and in Africa; ways of Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism shaped societies in Africa, Asia and Europe; the emergence of new Hindu and Buddhist states in South and Southeast Asia; intellectual, scientific, and technological innovations and transfers across states and empires; rise and expansion of the Mongol Empire, agricultural societies, feudalism, and the manorial system in Europe, political and economic developments; and global travelers. A comprehensive description of this course can be found on the College Board AP Central Course

Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html. All students enrolled in this course will be required to take the AP exam in the spring. Cost for taking the AP exam is the responsibility of the

student. **Students who sign up for AP World History: Modern for next school year will have assigned work (in the form of a packet to be used in conjunction with the history textbook) to complete during the summer months and this work will be due on the first day of school.**

- Grades 10-12
- Fulfills a Social Studies requirement for the General, Core 40 Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective Credit for any diploma
- A Flex Credit course
- A two credit course

WORLD HISTORY AND CIVILIZATION

1548-1
1548-2

World History emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice skills and process of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

- Grades 9-12
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective Credit for any diploma
- A Flex Credit course
- A two credit course

UNITED STATES HISTORY HONORS

1542-1H
1542-2H

It is an expectation of this class that students will have read their assigned textbook reading and will come to class prepared to be assessed on that content based solely on the reading.

United States History Honors is a course which will have a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in United States history are to be examined from multiple perspectives. **Students who sign up for U.S. History Honors for next school year will have assigned work to complete during the summer months and this work will be due on the first day of school.**

- Grade 11
- Fulfills the U.S. History requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

UNITED STATES HISTORY

1542-1
1542-2

United States History emphasizes national development in the nineteenth, twentieth, and early twenty-first centuries and builds upon concepts developed in previous studies of American history. Students in this course also identify and review significant events, figures, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of historical events and geographic, social, and economic influences on national development in the nineteenth, twentieth, and early twenty-first centuries. A chronological, topical, or comparative approach can be used in developing themes from America's past as they relate to life in Indiana and the United States today.

Students demonstrate the ability to trace and analyze chronological periods and examine the relationships of significant themes and concepts in United States History. Students will be able to sequence historical events, examine cause and effect, identify different perspectives, and relate historical situations to current issues. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources,

accounts, and documents. Investigation of themes and issues include analysis of the importance of cultural pluralism and diversity of opinion in American society. Students learn to exercise their skills as citizens in a democratic society by engaging in problem-solving and civic decision-making in the classroom, school, and community settings.

- Grade 11
- Fulfills the U.S. History requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A two credit course

UNITED STATES GOVERNMENT

1540

United States Government provides a framework for understanding the nature and importance of responsible civic participation and for learning the rights and responsibilities of individuals in a constitutional democracy. The course enables students to explore the historic origins and evolution of political philosophies into contemporary political and legal systems. Constitutional structure and the processes of the legislative, executive, and judicial branches of the national, state, and local levels of government are examined. Students learn to draw conclusions about the impact and interrelationships of history, geography, and economics upon our system of government. They also learn to demonstrate an understanding of the governmental structures of the United States and other political systems, as well as the relationship of American government to world affairs. Students learn to analyze the roles of individuals and groups in the political process by identifying and analyzing political issues. They also learn to access data from primary and secondary resources and use current technology to access relevant resource materials and as a tool for producing documents in support of learning projects. Students have opportunities to take, defend, and evaluate positions on current issues that impact political decision-making. They should understand their ability to influence policies and decisions as individuals and in groups. Related learning experiences in the school and community enable students to learn how to participate effectively in the political process. The study of United States Government also offers students opportunities to develop knowledge, inquiry skills, and the means to preserve and improve our constitutional democracy.

- Grade 12
- Fulfills the U.S. Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A one credit course

ECONOMICS

1514

Economics includes a study of the allocation of resources and their uses for satisfying human needs and wants. This course examines basic models of decision-making at various levels and in different areas including: (1) decisions made as a consumer, producer, saver, investor, and voter; (2) business decisions to maximize profits; and (3) public policy decisions in specific markets dealing with output and prices in the national economy. Key elements of the course include a study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices in all aspects of daily life and demonstrate understanding of the role that supply, demand, prices, and profits play in a market economy. Students will examine the functions of government in a market economy and study market structures, including the organization and role of businesses. Students will understand the role of economic performance, money, stabilization policies, and trade of the United States.

- Grades 11-12
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas; fulfills a Social Studies requirement for the General Diploma; or counts as an Elective Credit for the General Diploma
- Fulfills a Quantitative Reasoning Course requirement for any diploma if taken before the 2021-2022 school year
- A Flex Credit course
- A one credit course

PSYCHOLOGY

1532

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas: History and Scientific Method, Biological Basis for Behavior, Development, Cognition, Personality and Assessment, Abnormal Psychology, Socio-Cultural Dimensions of Behavior, and Psychological Thinking. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development

analyzes the changes through one's life including the physical, cognitive, emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment explains 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.

- Grades 11-12
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A one credit course

IVY TECH – PSYC 101 INTRODUCTION TO PSYCHOLOGY

PSYC 101

This college course surveys behavior and cognitive processes as they affect the individual. The course focuses on biological foundations, learning processes, research methodologies, personality, human development and abnormal and social psychology. This course will be taught during the regular school day by a professor from Ivy Tech Columbus at the Greensburg Learning Center. The cost of this course for each individual student will be $75 with the remainder of the cost paid by the school corporation. Students need to be aware that not all colleges honor transfer credit.

- Grades 11-12
- Prerequisite: Testing requirements = a score of 25 or above on the Reading section and a score of 27 or above on the Writing section of the SAT OR a score of 18 or above on the Reading section and a score of 17 or above on the Writing section of the ACT OR a score of 25 or above on the Reading section and a score of 26 or above on the Writing section of the PSAT OR a score of 76 or above on the Reading section and a score of 80 or above on the Writing section of the Accuplacer Test OR a score of 70 or above on the English section of the Knowledge Assessment
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Flex Credit course
- A one credit high school course and a three credit college course [Please Note: If a student has already taken Psychology at GCHS before signing up for the PSYC 101 course, then the student cannot earn high school credit for the PSYC 101 course.]

SOCIOLOGY

1534

Sociology provides opportunities for students to study human social behavior from a group perspective. The sociological perspective is a distinct method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students will describe the development of sociology as a social science and identify methods and strategies of research. Students will examine society, group behavior, and social structures. The influence of culture on group behavior will be addressed by examining various social institutions. Students will also explore the impacts of social groups and social institutions on individual and group behavior and examine the changing nature of society. The development of group organizations and interactions, the factors that influence group behavior and social problems, and the impact of cultural change on society are included in this course. Students will analyze a range of social problems in today's world and examine the role of the individual as a member of the community.

- Grades 11-12
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A one credit course

ETHNIC STUDIES

1516

Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will ether focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.

- Grades 11-12
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

- A Flex Credit course
- A one credit course

INDIANA STUDIES

1518

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 students 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.

- Grades 11-12
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A one credit course

PHYSICAL EDUCATION AND HEALTH

All students are required to successfully complete two semesters of Physical Education and one semester of Health and Wellness Education in order to meet the requirements for graduation. Beginning with the class of 2018, a student may take one semester of Aquatics Conditioning and Games to fulfill one of his/her two Physical Education credits required for graduation. Students who opt to take Aquatics Conditioning and Games as one of their two Physical Education credits for graduation will still be allowed to earn six (6) credits in the areas of Advanced Physical Education.

PHYSICAL EDUCATION I (L)

3542

Physical Education I focuses and emphasizes health-related activities and developing the skills and habits necessary for a lifetime of activity and fitness. This program includes skill development and the application of rules and strategies which provide students with opportunities to actively participate in at least four of the following areas: (1) team sports; (2) individual physical activities; (3) dual sports activities; (4) gymnastics; (5) outdoor pursuits; (6) self-defense and martial arts; (7) aquatics; and (8) dance. Ongoing assessment includes both written and performance-based skill evaluations.

- Grades 9-12
- Fulfills one semester of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A one credit course

PHYSICAL EDUCATION I (L) – AQUATICS

3542-AQUA

Physical Education/Aquatic Conditioning and Games promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. Activities should be included: team sports; dual sports activities; individual physical activities; and aquatics. A student may take one semester of Aquatics Conditioning and Games to fulfill one of his/her two Physical Education credits required for graduation. Students who opt to take Aquatics Conditioning and Games as one of their two Physical Education credits for graduation will still be allowed to earn six (6) credits in the areas of Advanced Physical Education.

- Grades 9-12
- Fulfills one semester of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A one credit course

PHYSICAL EDUCATION II (L)

3544

Physical Education II emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. Instruction strategies are planned, sequential, and comprehensive when providing students with opportunities to actually participate in four of the following areas which were not in Physical Education I: (1) team sports; (2) individual physical activities; (3) dual sports activities; (4) gymnastics; (5) outdoor pursuits; (6) self-defense and martial arts; (7) aquatics; and (8) dance. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers.

- Grades 9-12
- Fulfills one semester of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A one credit course

HEALTH AND WELLNESS EDUCATION

3506-6

Health & Wellness provides the basis to help students adopt and maintain healthy behaviors. Health education contributes 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 activities, healthy eating, promoting safety and preventing and unintentional injury and violence, promoting mental and emotional health, suicide awareness and prevention, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development 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. Also, this course will include instruction on CPR and AED.

- Grades 9-12
- Fulfills the Health requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A one credit course

ELECTIVE PHYSICAL EDUCATION (L)/ADVANCED PHYSICAL EDUCATION

3560-1

3560-2

Elective Physical Education/Advanced Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and marital arts; aquatics; gymnastics, and dance. It includes the study of physical development concepts and principles of sport and exercises as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. The goal of a physical education 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.

Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Such things as speed development, plyometrics, coordination, nutrition, lifelong fitness and health, and muscular balance are included. Ongoing assessment includes both written and performance-based skill evaluations. Performance-based skills are assessed on a daily basis and students MUST PARTICIPATE accordingly.

- Grades 10-12
- Prerequisites: Physical Education I and II
- A maximum of six credits can be earned in the "Elective Physical Education" area provided that there is no course or skill level duplication.
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A one credit course / semester

ELECTIVE PHYSICAL EDUCATION(L)/AQUATIC CONDITIONING AND GAMES

3560-4

Elective Physical Education/Aquatic Conditioning and Games promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; and aquatics. It includes the study of physical development concepts and principles of sport and exercises as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. The goal of a physical education 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.

Students will have an opportunity to develop their skills and knowledge in planning a swim training season, designing and implementing an aquatic conditioning session, and swimming workouts. Students will be able to swim several strokes more efficiently and improve swimming times as well as learn the rules and skills of aquatic games.

- Grades 10-12
- Prerequisites: Physical Education I and II
- A maximum of six credits can be earned in the "Elective Physical Education" area provided that there is no course or skill level duplication.
- An Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A one credit course / semester

AGRICULTURAL EDUCATION

Agricultural Education enables students to value and understand the vital role of agriculture, food, fiber, and natural resource systems in advancing personal and global well-being. It prepares students for successful careers and a lifetime of informed choices in agriculture. Agricultural Science and Business and the FFA programs have a long history of successfully preparing students for entry level careers and further education and training in the science, business, and technology of agriculture. The programs combine classroom instruction and hands-on career focused learning to develop students' potential for premier leadership, personal growth, and career success.

Potential Course Offerings – Four Year Plan:

2021-2022	2022-2023	2023-2024	2024-2025
Animal Science	Animal Science	Animal Science	Animal Science
Landscape Management I	Landscape Management I	Landscape Management I	Landscape Management I
Principles of Agriculture	Principles of Agriculture	Principles of Agriculture	Principles of Agriculture
Ag Power	Ag Power	Ag Power	Ag Power
Agribusiness Management	Agribusiness Management	Agribusiness Management	Agribusiness Management
Natural Resources	Plant & Soil Science	Natural Resources	Plant & Soil Science
ALS: Plants & Soils	ALS: Animals	ALS: Plants & Soils	ALS: Animals

5002-2
Agribusiness Management provides foundational concepts in agricultural business. This course introduces students to the principles of business organization and management from a local and global perspective while incorporating technology. Concepts covered in the course include food and fiber, forms of business, finance, marketing, management, sales, leadership development, supervised agricultural experience career opportunities in the area of agribusiness management.

- Grades 10-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

ANIMAL SCIENCE

5008-1
5008-2
Animal Science provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. 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.

- Grades 10-12
- Prerequisite: Principles of Agriculture (beginning with the class of 2025)
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Counts as a Science Course for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

IVY TECH – ADVANCED LIFE SCIENCE: ANIMALS (L)

AGRI 107 (5070)
Advanced Life Science: Animals is a one semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students will explore concepts related to history and trends in animal agriculture as related to animal welfare, husbandry, diseases and parasites, laws and practices relating to handling, housing, environmental impact, global sustainable practices of animal agriculture, genetics, breeding practices, biotechnology uses, and comparative knowledge of anatomy and physiology of animals used in animal agriculture. This course will be offered alternate school years. (This course will be offered during the 2022-2023 school year.) This course will be taught during the regular school day by a professor from Ivy Tech Columbus at GCHS. The cost of this course for each individual student will be $75 with the remainder of the cost paid by the school corporation. Students need to be aware that not all colleges honor transfer credits.

- Grades 11-12
- Prerequisite: Animal Science, Biology, and Chemistry or Integrated Chemistry Physics
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit Course
- A College and Career Pathway course
- A one credit course

PRINCIPLES OF AGRICULTURE

7117-1
7117-2
Principles of Agriculture is a two-semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding and the role of agriculture in the United States and globally. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, as well as careers.

- Grades 9-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY

5088-1
5088-2
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.

- Grades 10-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

LANDSCAPE MANAGEMENT I

5136-1
5136-2
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.

- Grades 10-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

PLANT & SOIL SCIENCE

5170-1
5170-2
Plant and Soil Science provides students with opportunities to participate in a variety of activities which includes laboratory work. The following topics are found in this course: Plant taxonomy, components, and their functions; plant growth, reproduction and propagation; photosynthesis and respiration; environmental factors effecting plant growth, management of

plant diseases and pests; biotechnology; the basic components and types of soil; calculation of fertilizer application rates and procedures for application; soil tillage and conservation; irrigation and drainage; land measurement, cropping systems,

precision agriculture, principles and benefits of global positioning systems; and harvesting. Leadership development, supervised agricultural experience and career exploration opportunities in the field of plant and soil science are also included. This course will be offered alternate school years. (This course will be offered during the 2022-2023 school year.)

- Grades 10-12
- Prerequisite: Principles of Agriculture (beginning with the class of 2025)
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Counts as a Science Course for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

IVY TECH – ADVANCED LIFE SCIENCE: PLANTS AND SOILS (L)

AGRI 109 (5074)

Advanced Life Science: Plants and Soils is a one semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students study concepts, principles, and theories associated with plants and soils. Knowledge gained enables them to better understand the workings of agricultural and horticultural practices. They recognize how plants are classified, grow, function, and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratories and fieldwork, how plants function and how soil influences plant life. This course will be offered alternate school years. (This course will be offered during the 2021-2022 school year.) This course will be taught during the regular school day by a professor from Ivy Tech Columbus at GCHS. The cost of this course for each individual student will be $75 with the remainder of the cost paid by the school corporation. Students need to be aware that not all colleges honor transfer credits.

- Grades 11 - 12
- Prerequisites: Plant and Soil Science, Biology, and Chemistry
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit Course
- A College and Career Pathway course
- A one credit course

NATURAL RESOURCES

5180-1
5180-2

Natural Resources provide 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. This course will be offered during alternate school years. (This course will be offered during the 2021-2022 school year.)

- Grades 10-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Counts as a Science Course for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

ART

These elective courses enable students to learn, develop, and pursue individual interests and career goals. Required individual projects allow students to enhance their artistic skills. A student may only take one art course per semester.*

INTRODUCTION TO TWO-DIMENSIONAL ART (L)

4000

Introduction to Two-Dimensional Art is designed to acquaint students with art elements and principles in the areas of two-dimensional design. This course engages in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and integrated studies and lead to the creation of portfolio quality works. Students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. At this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Additionally, students: (1) create two-dimensional works of art; (2) reflect upon the outcomes; (3) revise their work; (4) explore historical connections; (5) write about the process; (6) make presentations about their progress at regular intervals; (7) work individually and in groups; (8) find direct correlations to other disciplines and discover opportunities for integration; and (9) explore career options in visual art.

- Grades 9-12
- Fulfills the requirement for one of the two Fine Arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A one credit course

ADVANCED TWO-DIMENSIONAL ART (L) I, II, III

4004-I
4004-II*
4004-III**

(*Advanced 2D II and **Advanced 2D III will be offered during the 2021-2022 school year.)

Students in Advanced Two-Dimensional Art build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Additionally, students: (1) create two-dimensional works of art; (2) reflect upon the outcomes of those experiences; (3) revise their work; (4) explore historical connections; (5) write about the process; (6) make presentations about their progress at regular intervals; (7) work individually and in groups; (8) find a direct correlation to other disciplines and discover opportunities for integration; and (9) explore career options in visual art.

- Grades 9-12
- Prerequisites: Intro to Two-Dimensional Art (L)
- Fulfills the requirement for one of the two Fine Arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A one credit course

DRAWING (L) I, II, III

4060-I
4060-II*
4060-III**

(*Advanced Drawing II and **Advanced Drawing III will be offered during the 2022-2023 school year.)

Students in Drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their art work. In addition, students: (1) use organizational principles and functions to solve specific visual problems; (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning; and (3) use a variety of media such as pencil, chalk pastels, charcoal, and pen and ink. Students at this level produce works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems. Students create drawings utilizing processes such as sketching, rendering,

contour, gesture, and perspective drawing. Additionally, students: (1) reflect upon the outcome of these experiences and refine their work; (2) explore cultural and historical connections; (3) write about the process; (4) make presentations about their progress at regular intervals; (5) work individually and in groups; (6) find a direct correlation to other disciplines and discover opportunities for integration; and (7) explore career options related to drawing.

- Grades 10-12
- Prerequisites: Intro to Two-Dimensional Art (L) and Advanced Two-Dimensional Art (L) I
- Fulfills the requirement for one of the two Fine Arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A one credit course

PAINTING (L)

4064-I

Students taking Painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their art work. In addition students: (1) use organizational principles and functions to solve specific visual problems; (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning; and (3) use a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. Students at this level produce works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems. Within this context, students: (1) create abstract and realistic paintings; (2) reflect upon the outcome of these experiences and refine their work; (3) explore cultural and historical connections; (4) write about the process; (5) make presentations about their progress at regular intervals; (6) work individually and in groups; (7) find direct correlations to other disciplines and discover opportunities for integration; and (8) explore career options related to painting.

- Grades 10-12
- Prerequisites: Intro to Two-Dimensional Art (L) and Advanced Two-Dimensional Art (L) I
- Fulfills the requirement for one of the two Fine Arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A one credit course

INTRODUCTION TO THREE-DIMENSIONAL ART (L)

4002

Please Note: This course is only open to students who are pursuing an Art Pathway for graduation.

Introduction to Three-Dimensional Art is designed to acquaint students with art elements and principles in the areas of three-dimensional design. This course engages in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students search for meaning, significance, and direction in their own work by producing works of art in a variety of three-dimensional media. At this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Additionally, students: (1) create three-dimensional works of art; (2) reflect upon the outcomes of those experiences; (3) revise their work; (4) explore historical connections; (5) write about the process; (6) make presentations about their progress at regular intervals; (7) work individually and in groups; (8) find a direct correlation to other disciplines and discover opportunities for integration; and (9) explore career options in visual art.

- Grades 10-12
- Prerequisite: Intro to Two-Dimensional Art (L) and Advanced Two-Dimensional Art I
- Fulfills the requirement for one of two Fine Arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A one credit course

AP STUDIO ART

Studio Art, Advanced Placement is a course based on the content established by the College Board. Portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. The AP program is a cooperative endeavor that

helps high school students complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and placement. **Students who sign up for AP Studio Art for next school year will have assigned work (in the form of reading the syllabus, pre-planning, and developing an outline of projects for the course) to complete during the summer months and this work will be due on the first day of school.**

AP DRAWING

4048-1AP
4048-2AP
AP Drawing is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. The portfolio will have two sections: Sustained Investigation and Selected works
The requirement of this AP class is to produce and submit a portfolio. The AP Portfolio fee will be the responsibility of the student. **Students who sign up for AP Drawing for next school year will have assigned work (in the form of reading the syllabus, pre-planning, and developing an outline of projects for the course) to complete during the summer months and this work will be due on the first day of class.** This course will be offered alternate school years. (It will be offered during the 2022-2023 school year.)

- Grades 11 -12
- Prerequisites: Intro to Two-Dimensional Art (L), Advanced Two-Dimensional Art (L), Drawing I, and Painting I
- Fulfills the requirement for two Fine Arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed /Elective Credit for the General, Core 40, Core 40 with Academic honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

AP 2-D ART AND DESIGN

4050-1AP
4050-2AP
AP 2-D Design is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Art portfolios are designed for students who are seriously interested in the practical experience of art. The portfolios correspond to most college foundation courses. Students submit portfolios for evaluation at the end of the school year. Students may choose to submit any or all of the Drawing, 2-Dimensional Design, or 3-Dimensional design portfolios. AP Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. The portfolio will have two sections: Sustained Investigation and Selected works.
The requirement of this AP class is to produce and submit a portfolio. The AP Portfolio fee will be the responsibility of the student. **Students who sign up for AP Drawing for next school year will have assigned work (in the form of reading the syllabus, pre-planning, and developing an outline of projects for the course) to complete during the summer months and this work will be due on the first day of class.** This course will be offered alternate school years. (It will be offered during the 2021-2022 school year.)

- Grades 11 -12
- Prerequisites: Intro to Two-Dimensional Art (L), Advanced Two-Dimensional Art (L), Drawing I, and Painting I
- Fulfills the requirement for two Fine Arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed /Elective Credit for the General, Core 40, Core 40 with Academic honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

BUSINESS, MARKETING & INFORMATION TECHNOLOGY

Business and industry indicate that economic survival in the 21st century demands that students know and understand both fundamental and technical concepts of business, as well as possess the ability to execute these concepts in nearly any setting. Today's global society challenges the talents and imaginations of Indiana's students. Like never before, they face a competitive environment that demands creative, innovative, market-driven solutions to new problems and new opportunities.
High school graduates must be prepared to understand the needs and demands of others, to analyze rapidly changing events, and to formulate responsive, rational, and proactive approaches to decision-making. Business, Marketing, & Information Technology is designed to develop financial literacy, business knowledge, and technology skills essential for success in personal, academic, and professional endeavors.

Potential Course Offerings – Four Year Plan:

2021-2022	2022-2023	2023-2024	2024-2025
Accounting Fundamentals	Accounting Fundamentals	Accounting Fundamentals	Accounting Fundamentals
Advanced Accounting		Advanced Accounting	
Personal Financial Responsibility	Personal Financial Responsibility	Personal Financial Responsibility	Personal Financial Responsibility
DAR I & II	DAR I & II	DAR I & II	DAR I & II
Computer Illustration & Graphics	Computer Illustration & Graphics	Computer Illustration & Graphics	Computer Illustration & Graphics
Computer Science I	Computer Science I	Computer Science I	Computer Science I
Principles of Business Management	Principles of Business Management	Principles of Business Management	Principles of Business Management
	Marketing Fundamentals		Marketing Fundamentals
Entrepreneurship & New Ventures		Entrepreneurship & New Ventures	

PERSONAL FINANCIAL RESPONSIBILITY

4540

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.

- Grades 10-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A College and Career Pathway course
- A one credit course

BUSINESS MATH

4512-1
4512-2
Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trades area. 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.

- Grades 10-12
- Recommended Prerequisite: Algebra I
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills two credits of the minimum Mathematics requirement for a General Diploma
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A two credit course

ACCOUNTING FUNDAMENTALS

4524-1
4524-2
Accounting Fundamentals introduces the language of business using General 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 reposts as a basis for decision-making.

- Grades 10-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

ADVANCED ACCOUNTING

4522-1
4522-2
Advanced Accounting introduces the language of business using General Accepted Accounting Principles (GAAP) and procedures for proprietorships, partnerships, and corporations 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 reposts as a basis for decision-making. This course will be offered alternate school years. (It will be offered during the 2021-2022 school year.)

- Grades 11-12
- Prerequisite: Introduction to Accounting or Accounting Fundamentals
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

MARKETING FUNDAMENTALS

5914-1
5914-2
Marketing Fundamentals is a business course that provides a basic introduction to the scope and important of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising / promotion / selling, distribution, financing, marketing-information

management, pricing, and product / service management. Instructional strategies may include a school-based enterprise, computer / technology applications, real and/or simulated occupational experiences, and projects focused on the marketing

functions such as those available through the activities in BPA (Business Professionals of America) co-curricular programs. This course will be offered alternate years. (This course will be offered during the 2022-2023 school year.)

- Grades 10-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE

5966-1
5966-2

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. This course will be offered alternate school years. (It will be offered during the 2021-2022 school year.)

- Grades 11-12
- Prerequisites: 4 credits from Principles of Business Management, Principles of Marketing, or Introduction to Accounting
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

DIGITAL APPLICATIONS & RESPONSIBILITY I & II

4528-I
4528-II

Digital Applications and Responsibility I prepares students to use technology in an effective and appropriate manner in school, in the job, or everyday life. Students develop basic skills related to work processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills.

Digital Applications and Responsibility II prepares students to use technology in an effective and appropriate manner in school, in the job, or everyday life. Students develop advanced skills related to work processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. It is highly recommended that a student earn a C or above in Digital Applications & Responsibilities I in order for the student to have the best opportunity for class success.

- Grades 9-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

COMPUTER ILLUSTRATION AND GRAPHICS

4516-1

4516-2
Computer Illustration and Graphics introduces students to the computer's use in visual communication. The focus of the course is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. Students will incorporate journalistic principles in design and layout of print and Web publications including integration of text graphics and use sophisticated hardware and software to develop and create quality materials for business related tasks. Students will incorporate the process of analyzing information and audience and choosing the appropriate visual signals to communicate the desired message effectively. Applied principles are used to analyze and organize information, set up a design structure, and produce special visual expressions. Instructional strategies may include computer/technology applications, teacher demonstrations, collaborative instruction, interdisciplinary and/or culminating projects, problem-solving and critical thinking activities, simulations and project-based learning activities. It is highly recommended that a student earn a C or above in the prerequisite courses required for this class in order for the student to have the best opportunity for class success.

- Grades 10-12
- Prerequisites: Digital Applications and Responsibility I & II
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

PRINCIPLES OF BUSINESS MANAGEMENT

4562-1
4562-2
Business Management is an advanced-level business course that focuses on the opportunities and challenges of ethically managing a business in the free enterprise system. Students will attain an understanding of management theories and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized. Instructional strategies may include job shadowing, simulations, guest speakers, tours, Internet research, and business experiences.

- Grades 11-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

COMPUTER SCIENCE I

4801-1
4801-2
Computer Science I introduces the structured techniques necessary for the 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.

- Grades 10-12
- Prerequisites: Digital Applications and Responsibility I
- An Elective Credit or Directed Elective Credit for the General, Core 40, core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

ENGINEERING & TECHNOLOGY EDUCATION

Engineering & Technology Education courses offer students an opportunity to gain knowledge in a wide variety of technological areas of industry. While enrolled in Engineering & Technology Education courses, students will gain knowledge which will enable them to develop thinking skills, personal management skills, and hands-on skills. All Engineering & Technology Education courses will offer the students an opportunity to investigate career opportunities and develop a foundation for future vocational training. **A major emphasis is placed on attitude, work ethic, problem-solving, safety, and general job skills in each course.**

MANUFACTURING COURSES

Participating in the Manufacturing Courses enables a student to earn multiple dual credits and pursue an Advanced Manufacturing internship as a senior through the Work Based Learning Program

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PRINCIPLES OF ADVANCED MANUFACTURING

7108-1
7108-2

Principles of Advanced Manufacturing is a course that includes classroom and laboratory experiences in Industrial Technology and Manufacturing Trends. Domains include safety and impact, manufacturing essentials, electricity, fluid power principles, mechanical principles, lean manufacturing, drafting principles, manufacturing programming, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies.

- Grades 9-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS I & II

4796-1
4796-2

Introduction to Advanced Manufacturing & Logistics I & II introduces students to the technology skills and knowledge needed in today's modern, high-tech advanced manufacturing and logistics environments. Using the Hire Technology curriculum, which was developed by Indiana industry members, students will gain a working knowledge in classroom projects. Emphasis is placed on understanding manufacturing and logistics processes as a whole. In addition, students will gain a basic understanding of computer-numerical control devices, electrical skills, operations processes, inventory principles, and basic business principles. Students have the opportunity to develop characteristics employers seek, earn nationally-recognized industry certificates and get college credit. Students will receive Ivy Tech credit, if the student successfully completes with a "C" or higher. No college tuition is charged for these courses.

- Grades 10-12
- Prerequisite: Introduction to Manufacturing I & II
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course
- Potential Dual Credit – IVY Tech: MPRO 100 Plant Floor (3 credits) & MPRO 106 Safety (3 credits)
- Potential Certifications: APICS Certificate – Logistics, APICS Certificate – Operations, & MSSC Certification – Safety

ADVANCED MANUFACTURING I

5608-1
5608-2

Advanced Manufacturing I prepares students for careers in Indiana's largest industry: Advanced Manufacturing. This course uses Indiana's industry HIRE Technology curriculum, which features online instruction, virtual simulators, and classroom projects. Student will build on the basic concepts and skills covered in the Introduction to Advanced Manufacturing / Logistics I & II. This class offers an in-depth look at electronics, schematics, programmable controllers and robotics. Key manufacturing processes and principles, such as quality, safety, continuous improvement, and lean manufacturing are also woven into the class. Students will apply what they learned and work directly with members of the industry, tackling projects, learning how the business works, and building relationships. Students will receive Ivy Tech credit, if the student successfully completes with a "C" or higher. No tuition is charged for these credits.

- Grades 11-12
- Prerequisite: Introduction to Manufacturing I, Introduction to Manufacturing II, and Introduction to Advanced Manufacturing / Logistics I & II
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course per semester / four credits for school year
- Potential Dual credit – IVY Tech: MPRO 102 Print Reading (3 credits), MPRO 122 Mechatronics Electrical (3 credits), & MPRO 201 Lean (3 credits)
- Potential Certifications: MSSC Certification – Production

CONSTRUCTION COURSES

Greensburg Community School Corporation and the United Brotherhood of Carpenters (UBC) have an agreement to provide GCHS students an opportunity for Direct Entry with up to 6 months credit into the Carpenters Apprenticeship Program. This is an excellent opportunity for GCHS students interested in entering any of the carpentry / construction professions. Students, whether or not they are interested in carpentry as a career, will develop and become proficient in basic use of carpentry skills.

PRINCIPLES OF CONSTRUCTION TRADES

7130-1
7130-2

Principles of Construction Trades will introduce the student to the Construction Curriculum developed by the United Brotherhood of Carpenters. Students, whether or not they are interested in carpentry as a career, will develop and become proficient in basic use of carpentry skills. The student will learn and apply knowledge in the care and safe use of hand and power tools utilized in the Construction Trades. Skills challenges and projects will help the student develop the competencies employers seek. The development of competencies in the safe use of hand and power tools is emphasized. Students are taught the responsibility to read project plans and construct projects from the acquired information.

- Grades 9-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

CONSTRUCTION TRADES I

5580-1
5580-2
The Construction Trades I course is a full year course. This course is also a continuation of the United Brotherhood of Carpenters Curriculum. The first semester students will complete required skills challenges and projects. The second semester the students are introduced to common building trades. The students will learn the basic fundamentals and complete hands-on activities from the fields of electrical, plumbing, concrete, framing, vinyl siding, and ceramic tile. The development of quality craftsmanship skills are emphasized throughout the year.

- Grades 10-12
- Prerequisites: Introduction to Construction I & II or Principles of Construction Trades (beginning with the class of 2025)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

CONSTRUCTION TRADES II

5578-1
5578-2
The Construction Trades II course is a full year course. This course is also a continuation of the United Brotherhood of Carpenters Curriculum. The students will utilize the skills acquired from the prerequisite Construction Curriculum to plan and build a shed. This activity will provide instruction in reading building plans and transforming those drawings into a structure. The students will lean the basic framing practices utilized in residential home construction. The development of quality craftsmanship skills is emphasized throughout the year.

- Grades 11-12
- Prerequisite: Introduction to Construction I, Introduction to Construction II, and Construction Technology I
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

PROJECT LEAD THE WAY COURSES

PLTW - INTRODUCTION TO ENGINEERING DESIGN

4802-1
4802-2
This is an introductory course that develops student problem-solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem-solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned and equipment used are state of the art and are currently being used by engineers throughout the United States.

- Grades 9-12
- Prerequisite: Is concurrently taking Algebra I or has successfully completed Algebra I
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

PLTW - PRINCIPLES OF ENGINEERING

5644-1

5644-2

Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in postsecondary education programs and engineering career. They will also learn how engineers address concerns about the social and political consequences of technological change. This course will be offered alternate school years. (It will be offered during the 2021-2022 school year.)

- Grades 10-12
- Prerequisite: PLTW – Introduction to Engineering Design (beginning with the class of 2025)
- Prerequisites: Has successfully completed Geometry
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

PLTW - COMPUTER INTEGRATED MANUFACTURING

5534-1

5534-2

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 alternate school years. (It will be offered during the 2022-2023 school year.)

- Grades 10-12
- Prerequisite: PLTW - Introduction to Engineering Design and have taken or be concurrently taking PLTW Principles of Engineering
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

PLTW - ENGINEERING DESIGN AND DEVELOPMENT

5698-1

5698-2

Engineering Design and Development is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous pre-engineering courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in critical thinking and problem-solving skills, time management and teamwork skills, a valuable set for students' future careers.

- Grade 12
- Prerequisites: PLTW - Introduction to Engineering Design, PLTW - Principles of Engineering Design, and PLTW - Computer Integrated Manufacturing OR PLTW – Introduction to Engineering Design and concurrently be taking PLTW Principles of Engineering Design and PLTW – Computer Integrated Manufacturing
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

OTHER ELECTIVE ENGINEERING & TECHNOLOGY EDUCATION COURSES

COMPUTER IN DESIGN AND PRODUCTION

4800-1
4800-2

Computers in Design and Production is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills for electronics, manufacturing, and architecture career pathways. Students apply ingenuity using tools, materials, processes, and resources to create solutions as it applies in the electronics, manufacturing, and architecture. Course content may address major technological content related to topics such as: architectural drawing and print design; design documentation using CAD systems, such as AutoCAD and Inventor 2019; assignments involving the interface of CAD technologies; computer simulation of products and systems; 3-D modeling of products or structures; digital creation; control technologies; and automation in the modern workplace. This course will be offered alternate school years. (It will be offered during the 2021-2022 school year.)

- Grades 10-12
- Prerequisite: PLTW – Introduction to Engineering Design, Introduction to Manufacturing I, or Introduction to Design Processes
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

INTRODUCTION TO DESIGN PROCESSES

4794-1
4794-2

This two-semester specialized course explores the technical processes and employs creative problem-solving in developing, engineering, testing, and communicating designs for products, structures, and systems. Classroom activities help students to understand the steps used to move an idea from a designer's mind into a specified artifact, process, or system. Students will participate in design activities using critical and creative thinking skills that require them to: identify problems; generate alternative solutions; select and refine the most plausible solution; develop specifications for the solution; model and test the solution; and present the final solution for approval. Activities may incorporate the use of sketching techniques, technical drawing, computer use, CAD software Inventor 2019, and hand tools and machines. Some of the possible activities during the year include the key tag design, cardboard chair design, Rube Goldberg and CO2 dragster design. There are no prerequisites for this class other than being self-motivated and willing to think creatively. This course will be offered alternate school years. (It will be offered during the 2022-2023 school year.)

- Grades 10-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

ROBOTICS DESIGN AND INNOVATION I & II

4728-1
4728-2

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

- Grades 10-12
- Prerequisite: Principles of Advanced Manufacturing (beginning with the class of 2025)
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Fulfills a Quantitative Reasoning Course requirement for any diploma (beginning in the 2021-2022 school year)

- A Flex Credit course
- A College and Career Pathway course
- A two credit course

IVY TECH COLUMBUS COURSES

WELD 100 WELDING PROCESSES

WELD 100 (5776)

This college course provides general study of oxy-fuel, shielded metal arc, gas tungsten arc, gas metal arc, submerged arc, plasma arc, resistance, flash and upset, friction, electron bean, and laser welding processes. Instruction on equipment, techniques, electrodes, fuel gases and/or shielding gases, weld joint design, advantages and limitations, process applications, process variables and operational costs is included in this course. Students will have the opportunity to earn an OSHA 10 Certification in this class. The cost of this course for each individual student will be $75 with the remainder of the cost paid by the school corporation. Students need to be aware that not all welding programs honor transfer credit.

- Grades 11-12
- Prerequisite: GPA of 2.0 or above
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A one credit high school course and a three credit college course

WELD 108 SHIELDED METAL ARC WELDING I

WELD 108 (5778)

Provides students with knowledge of shielded metal arc welding operations and equipment. Provides extensive practice time to produce the skills to make satisfactory welds with this process. Emphasizes safety hazards and safety practices in arc welding. The cost of this course for each individual student will be $75 with the remainder of the cost paid by the school corporation. Students need to be aware that not all welding programs honor transfer credit.

- Grades 12
- Prerequisite: WELD 100 - Welding Processes
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit high school course and a three credit college course
- Course will meet every day for one semester (double blocked course)

WELD 206 SHIELDED METAL ARC WELDING II

WELD 206 (5778)

Covers SMAW welding equipment and products used to produce groove type butt and fillet welds. Provides extensive practice to develop the skills to achieve satisfactory welds of this type. Safety hazards and safe practices in arc welding are emphasized. The cost of this course for each individual student will be $75 with the remainder of the cost paid by the school corporation. Students need to be aware that not all welding programs honor transfer credit.

- Grades 12
- Prerequisite: WELD 100 – Welding Processes and WELD 108 – Shielded Metal Arc Welding I
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit high school course and a three credit college course
- Course will meet every day for one semester (double blocked course)

FAMILY AND CONSUMER SCIENCES

The discipline of Family and Consumer Sciences (FACS) has as its central focus preparing individuals to become independent, to transfer personal skills to the workplace, to assume family roles, to balance work and family, and to contribute to the good of the community and society. Family and Consumer Sciences Education has roots in both academic and career and technical education and easily reaches beyond the education system into the community as it focuses on the needs of individuals and families. Essential FACS preparation includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied work and family contexts. It is the aim of FACS courses that all students increase their ability to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives.

PREPARING FOR COLLEGE AND CAREERS

5394-1

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 skill; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach will be used, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences.

- Grade 9
- This course is required for graduation.
- A College and Career Pathway course
- A one credit course

ADVANCED NUTRITION AND WELLNESS I & II

5340-I

5340-II

Advanced Nutrition and Wellness I 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 high 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.

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

- Grades 9-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

ADVANCED CHILD DEVELOPMENT I & II

5360-I
5360-II
Advanced Child Development I 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. The 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 high 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 will occur such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

Advanced Child Development II 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). This course 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 high order thinking, communication, leadership, management, and fundamentals to college and career success will be used in order to integrate these topics into to the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning will occur in introductory laboratory/field experiences with child in preschool and early elementary school settings. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

- Grades 10-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

INTERPERSONAL RELATIONSHIPS

5364
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 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 will be included. This course provides a foundation for continuing and postsecondary education for all career areas that involve interacting with people both inside and outside of a business / organization, including team members, clients, patients, customers, and the general public. This course will be offered alternate school years. (This course will be offered during the 2022- 2023 school year.)

- Grades 10-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma
- A Flex Credit course
- A College and Career Pathway course
- A one credit course

HUMAN DEVELOPMENT AND WELLNESS

5366
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. This course provides the foundation for continuing and post-secondary education in all career areas related to human development and wellness. This course is offered alternate years. (This course will be offered during the 2021-2022 school year.)

- Grades 10-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A one credit course

INTRODUCTION TO HOUSING AND INTERIOR DESIGN

5350-6

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

- Grades 11-12
- Fulfills the requirement for one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A one credit course

INTRODUCTION TO FASHION AND TEXTILES I & II

5380-16I

5830-16II

Introduction to Fashion and Textiles I 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, 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; 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. Visual arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

Introduction Fashion and Textiles II expands on the fashion topics introduced to students in Introduction to Fashion and Textiles I. Areas included are advanced sewing skills, purchasing and shopping options, fibers, fabrics, manufacturing and construction techniques; wardrobe costs, care, along with purchasing and the historical growth of the textile, apparel and manufacturing industry and workers' rights; in depth career and job exploration, expanded and more mature roles and responsibility in planning and coordinating large sewing projects. This project-based course integrates instruction with laboratory experiences. Direct, concrete mathematic proficiencies will be applied. This advanced course builds on the foundation learned in Introduction to Fashion and Textiles I to provide continuing and postsecondary education in fashion, textile, and apparel-related careers.

- Grades 10-12
- Fulfills the requirement for one of two fine arts credits for Core 40 with Academic Honors Diploma

- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

HUMAN AND SOCIAL SERVICES I

5336-1
5336-2

Human and Social Services I is an introductory / exploratory course for students interested in careers in human and community services and other helping professions, as well as in variety of other career areas of interest. This course will help students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in a variety of career options. Students will also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students will complete weekly log sheets and varying assignments throughout each semester. Students will participate in two difference experiences, one each semester. Priority for placement will be given to seniors. **Students who participate in this class must provide their own transportation to and from their career exploration site.**

- Grades 11-12
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

EDUCATION PROFESSIONS I

5408-1
5408-2

Education Professions I prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. 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. The focus of study includes Kindergarten (K) through Grade 12 and classroom placement will be made in Kindergarten (K) through Grade 8. 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 teacher.

- Grades 11-12
  Prerequisites: Child Development and Advanced Child Development
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

EARLY CHILDHOOD EDUCATION I

5412-1
5412-2

Early Childhood Education I prepares students for employment in early childhood and related services and provides foundations for study in higher education that leads to early childhood education, and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of early childhood education and other child-related careers. The course of study includes, but is not limited to: planning and guiding developmentally appropriate activities for young children; developmentally appropriate practices of guidance and discipline; application of basic health and safety principles when working with children; overview of management and operation of licensed child care facilities or educational settings; Indiana state child care regulations and licensing requirements or regulations related to education of young; and employability skills.

Related theory instruction and intensive experiences in one or more child care/preschool or school laboratories, resumes, and career portfolios are required components. A standards-based plan for each student guides the student's laboratory/field

experiences. Students are monitored in their laboratory/field experiences by the teacher. This course is recommended for students with interests in early childhood education and related career paths and provides the foundation for study in higher education that leads to early childhood education and/or child-related careers. Students will be placed with a teacher in a Pre-School setting (ages 2 through 5). Study topics and background reading provide the students information concerning the teaching profession and the nature of the student's assignments. Evaluation is based upon the student's cooperation, day-to-day practical performance, class work, and required portfolio.

- Grades 11-12
- Prerequisites: Child Development and Advanced Child Development
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

MUSIC

These elective courses enable students to develop their individual talents and abilities. STUDENTS WHO ELECT THESE CLASSES MUST BE WILLING TO PARTICIPATE IN OUTSIDE SCHOOL PRACTICES, PERFORMANCES, CONTESTS, ETC.

INTERMEDIATE CONCERT BAND (L)

4168-1
4168-2

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. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production; (2) technical skills; (3) intonation; (4) music reading skills; (5) listening skills; (6) analyzing music; and (7) studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students study a varied repertoire of developmentally appropriate concert band literature. Also, students are given opportunities to develop the ability to understand and convey the composer's intent in order to connect the performer with the audience.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress 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. Summer rehearsals and performances are REQUIRED as part of the class expectations. **This is a full year course.**

- Grades 9-12
- Fulfills the requirement for one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- This course may be taken for successive semesters
- A one credit course / semester

INSTRUMENTAL PERCUSSION ENSEMBLE

4162-1
4162-2

Instrumental Percussion Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber ensemble and solo literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress 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. Summer rehearsals and performances are REQUIRED as part of the class expectations. **This is a full year course.**

- Grades 9-12
- Fulfills the requirement of one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- This course may be taken for successive semesters
- A one credit course / semester

JAZZ ENSEMBLE

4164-1
4164-2

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 setting 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 me be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. **Student participates must be concurrently taking Intermediate Concert Band. Students are REQUIRED to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.**

- Grades 10 -12
- Prerequisite: Concurrently taking Intermediate Concert Band
- Fulfills the requirement for one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- This course may be taken for successive semesters
- A one credit course / semester

INTERMEDIATE CHORUS (L)

4186-1
4186-2

Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus; (2) female chorus; (3) mixed chorus, or any combination thereof. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students MUST participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Choral repertoire should be developmentally appropriate. Additional emphasis is placed on sight-reading, critical listening skills, and vocal technique.

- Grades 9-12
- Fulfills the requirement for one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

- A Flex Credit course
- A College and Career Pathway course
- This course may be taken for successive semesters
- A one credit course / semester

INTERMEDIATE CHORUS (L) / WOMEN'S CHOIR

4186-1W
4186-2W

Intermediate Chorus provides female students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. Activities create the development of quality repertoire in the diverse styles of choral literature that is appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students MUST participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

Choral repertoire should be developmentally appropriate. Additional emphasis is placed on sight-reading, critical listening skills, and vocal technique. A student must AUDITION with the high school vocal teacher prior to enrollment. A list of students will be given to the guidance counselors following the auditions held before the end of the first semester.

- Grades 9-12
- Fulfills the requirement for one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- This course may be taken for successive semesters
- A one credit course / semester

ADVANCED CHORUS (L) / SHOW CHOIR

4188-1
4188-2

Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of (1) male chorus; (2) female chorus; (3) mixed chorus or any combination thereof. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students MUST participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

The choral repertoire must be of the highest caliber. Mastery of basic choral technique must be evident. Areas of refinement include a cappella singing, sight-reading, and critical listening skills. Each member must AUDITION before March 1st on vocal techniques as well as dancing abilities.

- Grades 9-12
- Prerequisite: Beginning Chorus, Intermediate Chorus/Concert Choir, Intermediate Chorus/Women's Choir, or by the Director's Approval
- Fulfills the requirement for one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- This course may be taken for successive semesters
- A one credit course / semester

APPLIED MUSIC (L) - GUITAR

4200

Applied Music is based on the Indiana Academic Standards for High School Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music. This beginning guitar class may include students who read music and want to learn to play the guitar and may also include students who can play the guitar and want to learn to read music.

- Grades 11-12
- Fulfills the requirement of one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A one credit course

MUSIC HISTORY AND APPRECIATION

4206

Students taking this course receive instruction designed to explore music and major musical style periods through understanding music in relation to both Western and Non-Western history and culture. Activities include but are not limited to: (1) listening to, analyzing, and describing music; (2) evaluating music and music performances; and (3) understanding relationships between music and the other arts, as well as disciplines outside of the arts. Interactive discussions are a critical part of this course.

- Grades 9-12
- Fulfills the requirement for one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A one credit course

AP MUSIC THEORY

4210-1AP

4210-2AP

AP Music Theory is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

- Grades 10-12
- Fulfills the requirement for one of two fine arts credits for Core 40 with Academic Honors Diploma
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

PUBLIC SAFETY

CRIMINAL JUSTICE I

5822-1
5822-2
Criminal Justice I introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. This course provides an introduction to the purposes, functions, and history of the three primary parts of the criminal justice system as well as an introduction to the investigative process. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports.

- Grades 11-12
- An elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course

CAREER EDUCATION PROGRAMS

Students may participate in one of the different types of career education opportunities during their junior and/or senior years. Students need to plan ahead and concentrate on meeting requirements in order to make their junior and/or senior year schedule available for such vocational choices. **Note**: If a student participates in the ICE program, he/she must belong to BPA at a cost to the student. (This fee may be subject to change based on an increase in membership dues).

WORK BASED LEARNING CAPSTONE

5974-1
5974-2
Work Based Learning (WBL) Capstone is an instructional strategy that can be implemented as a stand-alone course that prepares students for college and/or career. This strategy builds students' skills and knowledge in their chosen career path and furthers their study within the area of interest. Work Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating achievement and performance. 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. Students are monitored in their experiences by the content-related CTE teacher.

- Grade 12
- Prerequisites: Preparing for College and Careers and 3 credits of courses related to a student's pathway OR have completed a CTE Pathway OR be concurrently completing a CTE Pathway OR have complete at least one advanced career and technical education course from a program or program of study.
- Student's worksite placement must align to the student pathway.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course per semester / four credits for school year
- Participation in this program requires recommendation of appropriate CTE Teacher(s) and an Interview

WORK BASED LEARNING PRODUCTION

5974-1PRO
5974-2PRO
This Work Based Learning Production Program will follow the CATAPULT Program. This program is divided into two equal areas of Advanced Manufacturing: Theories and Talents. Topics of learning include: Lean Manufacturing, Problem Solving – Critical Thinking, Safety, Workplace Environment, Production Simulation, Fundamental Skills, Mastering Materials, and

Physical Wellness. Plus, each student will have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world industry settings. First semester this course is a double block and a student will earn two credits for successful completion.

Upon successful completion of the first semester, a student will have the opportunity to work second semester in a manufacturing company. A student will be placed in a four hour per day/evening manufacturing job. A student will work Monday thru Friday each week and be paid by the manufacturing company at a respectable hourly rate. A student will earn two credits for this second semester work opportunity.

Upon successful completion of the second semester, a student will have the opportunity to be hired as a full time permanent employee with full wages and benefits by the manufacturing company upon high school graduation.

- Grade 12
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A two credit course per semester / four credits for school year

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

6162-1
6162-2

Cooperative Education is an approach to employment training that spans all career and technical education program areas through school-based instruction and on-the-job training. Time allocations are a minimum of fifteen hours per work of on-the-job training and approximately five hours per week of school-based instruction, focused on employability skills development. Additionally, all state and federal laws and regulations related to school employment and cooperative education will be followed. On credit per semester will be earned for successfully completing Related Instruction in the classroom. Two credits per semester will be earned for successful on-the-job training.

Time sheets are mandatory component. Not turning in time sheets will result in a semester failure. Each semester grade is a combination of three components: Work Evaluations, Work Hours, and Work Reports.

- Grade 12
- Recommended Prerequisites: Courses from program areas related to the student's career objective
- Parent or guardian approval required for consideration into this program
- An Elective Credit or Directed Elective Credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Flex Credit course
- A College and Career Pathway course
- A three credit course per semester / six credits for the school year

C4 VOCATIONAL SCHOOL - COSMETOLOGY

The Columbus Area Vocational School offers a Cosmetology Program. This educational opportunity is available to juniors and seniors, and requires an application and interview for acceptance. A student must enroll in three courses plus Seminar at the high school and then enroll in the Cosmetology Program at C4. This C4 Program is an Elective Credit or Directed Elective Credit course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma. Also, it is a Flex Credit course and a College and Career pathway course. A student will earn four credits per semester upon successful Completion. A student will be responsible for his/her own transportation due to the fact that this C4 class runs on an extended day schedule. A student will also be responsible to purchase his/her Cosmetology Kit. Tuition is paid by the school.

INDIANA CERTIFICATE OF COMPLETION

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP).

English/Language Arts	**8 credits/applied units**
	Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	**4 credits/applied units**
	Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. Student must take a math or applied math course each year in high school.
Science	**4 credits/applied units**
	Including a balance of physical, earth/nature, life, engineering and technology
Social Studies	**4 credits/applied units**
	Including a balance of history, civics and government, geography, economics
Physical Education	**2 credits/applied units**
Health & Wellness	**1 credit/applied unit**
Employability	**10 credits/applied units**
	Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, intro to post-secondary options
	Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self-advocacy
Electives	**7 credits/applied units**

Certificate of Completion Transition Portfolio

Students earning a certificate of completion fulfill <u>at least one</u> of the following (aligned with transition goals):

1. **Career Credential:** Complete an industry-recognized certification, one-year certificate or state-approved alternative
2. **Career Experience:** Complete project- or work-based learning experience or part time employment
3. **Work Ethic Certificate:** Earn a Work Ethic Certificate (criteria to be locally determined)
4. **Other Work Related Activities:** As determined by the case conference committee

Minimum total 40 credits/applied units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned, and special education courses in which non-credit applied units are earned.

CERTIFICATE OF COMPLETION

2021-2022 School Year	**2022-2023 School Year**
1. (A) ENGLISH 12	1. (A) ENGLISH 9
2. (A) ALGEBRA I	2. (A) BUSINESS MATH
3. (A) EARTH & SPACE SCIENCE	3. (A) PHYSCIAL / LIFE SCIENCE
4. (A) GOVERNMENT / ECONOMICS	4. (A) HEALTH
5. (A) CAREER INFO & EXPLORATION	5. (A) ADULT ROLES
6. (A) EMPLOYABILITY / WORK CLASS OR ELECTIVE (PE/PE) (Depends upon Student's Cohort Year / what is required)	6. (A) EMPLOYABILITY / WORK CLASS OR ELECTIVE (Depends upon Student's Cohort Year / what is required)
7. ELECTIVE	7. ELECTIVE
8. ELECTIVE OR (A) BASIC SKILLS	8. ELECTIVE OR (A) BASIC SKILLS

2023-2024 School Year	**2024-2025 School Year**
1. (A) ENGLISH 10	1. (A) ENGLISH 11
2. (A) BUSINESS MATH	2. (A) ALGEBRA I
3. (A) BIOLOGY I	3. (A) PHYSICAL / LIFE SCIENCE
4. (A) GEOGRAPHY	4. (A) U.S. HISTORY
5. (A) PREPARING FOR CAREERS	5. (A) INTERPERSONAL RELATIONSHIPS
6. ELECTIVE OR (A) EMPLOYABILITY / WORK CLASS (Depends upon Student's Cohort Year / what is required)	6. ELECTIVE OR (A) EMPLOYABILITY / WORK CLASS (Depends upon Student's Cohort Year / what is required)
7. ELECTIVE	7. ELECTIVE
8. ELECTIVE OR (A) BASIC SKILLS	8. ELECTIVE OR (A) BASIC SKILLS

(A) = Applied / Taught by a Special Education Teacher

Employability Courses = IPR, PCC, Adult Roles, Career Info & Exploration, Employability / Work Class

Other Work Related Activities = Coffee Cart, Recycling, Job Shadow, Community Service

POSSIBLE ELECTIVES EACH YEAR

NUTRITION (after one year of (A) Adult Roles)

CHILD DEVELOPMENT (Jr. or Sr.)

HUMAN DEVELOPMENT

INTRO TO 2D

ADVANCED 2D ART

INTERMEDIATE CHOIR

PHYSICAL EDUCATION

AQUATICS (approval needed)

ADVANCED PHYSICAL EDUCATION (after one year of PE)

PRINCIPLES OF MANUFACTURING

PREPARING FOR COLLEGE & CAREERS (after one year of (A) PCC)

INTRO TO FASHION & TEXTILES I

INTRO TO HOUSING & DESIGN

PRINCIPLES OF CONSTRUCTION

PRINCIPLES OF AGRICULTURE

INTERPERSONAL RELATIONSHIPS (after one year of (A) IPR)

EARLY COLLEGE PROGRAM

VISION STATEMENT:

Greensburg Community High School's Early College Program will advocate for all students through collaborating with parents, community, and educators to support student achievements.

MISSION STATEMENT:

Greensburg Community High School's Early College Program strives to empower students to develop their maximum academic abilities throughout high school and create a highly effective foundation for success at the post-secondary education level.

POST-SECONDARY EDUCATIONAL PARTNER:

1. Ivy Tech Community College - Columbus

GRADUATION REQUIREMENTS

A High School Diploma is a certificate of graduation used by the governing body of the school corporation certifying that the student has satisfied the minimum requirements for graduation from a high school corporation. Early College students may graduate with a Core 40 Diploma, Core 40 with Academic Honors, or Core 40 with Technical Honors. **Core 40** is a high school curriculum that helps prepare students for college. It includes a series of academically challenging courses in English, Math, Science, and Social Studies. A student also must complete Directed Electives selected from World Language, Fine Arts, or a Career-Technical area of: Agriculture, Business, FACS, or Technology Education. The **Core 40 with Academic Honors** has the traditional Core 40 requirements as the base, with rigorous requirements above and beyond those required for the traditional Core 40 Diploma. The **Corer 40 with Technical Honors** has the traditional Core 40 requirements as the base, with rigorous requirements in technical achievement above and beyond those required for the traditional Core 40 Diploma.

To graduate with an Ivy Tech Community College Technical Certificate, the student must:

1. Earn a High School Diploma
2. Attain a minimum grade point average of 2.00 in the required technical and general education courses.
3. Successfully complete the required number of credits, with credits earned through Ivy Tech Columbus and Dual Credit opportunities at GCHS, and not through test-out or others means of Advanced Placement. Transfer General Education Core Pathways include: TGEC General Pathway and TGEC Science / Math Pathway.
4. Satisfy all financial obligations due to Ivy Tech Columbus (Greensburg Community High School's Early College Program students may be charged a fee for courses taught within the Program), and
5. Satisfy Program accreditation standards that may have additional requirements.

Each student entering the final semester prior to graduation must complete an Application for Graduation. This will be completed at the high school with the help of the high school counselors

IVY TECH COMMUNITY COLLEGE'S TRANSFER GENERAL EDUCATION CERTIFICATE

Ivy Tech Community College's Transfer General Education Certificate (TGEC) – both the General Pathway and the Science / Math Pathway - are incorporated into all transfer curriculums unless program accreditation requirements dictate a different selection of courses. This certificate is designed to prepare students for successful transfer to the baccalaureate-degree granting institution of their choice. Students who complete the TGEC requirements for either the General Pathway or the Science / Math Pathway will have met the requirements for the TGEC and will have this noted on their high school transcript.

Students who earn a TGEC will receive Ivy Tech transcript request information from GCHS upon high school graduation. This information will enable proper transfer of college credits.

Ivy Tech Community College Courses
Fulfilling Indiana Transfer General Education Core Pathways

[Possibility of earning a High School Diploma and also earning a Technical Certificate from Ivy Tech]

		TGEC General Pathway
Written Communication		3 credits
ENGL 111 English Composition	(3 credits)	
Speaking and Listening		3 credits
COMM 101 Fundamentals of Public Speaking	(3 credits)	
Quantitative Reasoning		3 - 12 credits
MATH 135 Finite Math	(3 credits)	
MATH 136 College Algebra	(3 credits)	
MATH 137 Trig with Analytic Geometry	(3 credits)	
MATH 211 Calculus I	(4 credits)	
Scientific Ways of Knowing		3 - 12 credits
BIOL 101 Biology I	(3 credits)	
SCIN 100 EARTH SPACE SCIENCE	(4 credits)	
FOR TGEC MATH / SCIENCE PATHWAY WILL NEED TO COMPLETE AN IVY TECH SCIENCE COURSE (3 credits) ON OWN **		
Social and Behavioral Ways of Knowing		
HIST 101 Survey of American History I	(3 credits)	3 - 12 credits
HIST 102 Survey of American History II	(3 credits)	
PSYC 101 Introduction to Psychology	(3 credits)	
Humanistic and Artistic Ways of Knowing		
SPAN 101 Spanish Level I	(4 credits)	3 - 12 credits
SPAN 102 Spanish Level II	(4 credits)	
SPAN 201 Spanish Level III	(3 credits)	
SPAN 202 Spanish Level IV	(3 credits)	
FREN 101 French Level I	(4 credits)	
FREN 102 French Level II	(4 credits)	
FREN 201 French Level III	(3 credits)	
FREN 202 French Level IV	(3 credits)	
Total Transfer General Education Core:		**30 minimum credits**

Students have the opportunity to pursue specific dual credits in two designated pathways which may lead to possible college degrees. These two pathways are:

Business Administration Certificate (one year degree)
Associate of Applied Science in Agriculture (two year degree).

As outlined in the following information for each pathway, a student has the opportunity to earn specific dual credits at GCHS and then finish the intended degree at Ivy Tech after high school graduation. This opportunity is a tremendous savings of energy, time, and money for students who have a desire to pursue a degree in business or agriculture.

Ivy Tech Community College
BUSINESS ADMINISTRATION PATHWAY

[Possibility of earning a High School Diploma and also earning 21 credits toward a Technical Certificate in Business Administration; completing the remaining 10 credits at Ivy Tech Campus]

COURSES OFFERED AT GREENSBURG COMMUNITY HIGH SCHOOL

ENGL 111 English Composition	3 credits
BUSN 105 Principles of Management	3 credits
CINS 101 Introduction to Microcomputers	3 credits
ENTR 101 The Entrepreneur & The Enterprise	3 credits
MKTG 101 Principles of Marketing	3 credits
Social & Behavior Science Elective (HIST 101 or 102 or PSYC 101)	3 credits
	18 credits

COURSES OFFERED AT IVY TECH CAMPUS

(after high school graduation)

IVYT 114 Student Success in Business	1 credit
BUSN 101 Introduction to Business	3 credits
BUSN 201 Business Law	3 credits
XXX Business Administration Technical Elective	3 credits
XXX Business Administration Technical Elective	3 credits
	13 credits

Technical Certificate in Business Administration	**30 minimum credits**

Ivy Tech Community College
ASSOCIATE OF APPLIED SCIENCE AGRICULTURE PATHWAY

[Possibility of earning a High School Diploma and also earning 33 credits toward an Associate of Applied Science in Agriculture; completing the remaining 27-30 credits at Ivy Tech]

COURSES OFFERED AT GREENSBURG COMMUNITY HIGH SCHOOL

Written Communication	3 credits
ENGL 111 English Composition	
Speaking and Listening	3 credits
COMM 101 Fundamentals of Public Speaking	
Quantitative Reasoning	3 credits
MATH 136 College Algebra	
Scientific Ways of Knowing	3 credits
BIOL 101 Biology I	
SCIN 100 Earth Science	
Social and Behavioral Ways of Knowing	3 credits
HIST 101 Survey of American History I	
HIST 102 Survey of American History II	
PSYC 101 Introduction to Psychology	
Agriculture	18 credits
AGRI 102 Agricultural Business & Farm Management	
AGRI 103 Animal Science	
AGRI 106 Agricultural Mechanization	
AGRI 115 Natural Resource Management	
AGRI 105 Plant and Soil Science	
AGRI 164 Landscape Management	
	33 credits

COURSES AT IVY TECH CAMPUS

(after high school graduation) 27 – 30 credits

AGRI 104 Food Science
AGRI 116 Survey of Horticulture
IVYT 113 Student Success in Technology
AGRI 100 Introduction to Agriculture
AGRI 101 Agricultural Data Management
AGRI 117 Soil Science
AGRI 204 Agriculture Salesmanship
AGRI 210 Management Methods for Agricultural Business
AGRI 208 Co-Op / Internship
AGRI 290 Agriculture Seminar