

August 2, 2025

Dear Parent(s),

This booklet contains important information concerning your child's high school education. Various topics such as graduation requirements, the different diploma types, and GPA computations are covered. Brief descriptions of courses offered at Rising Sun High School are included as well as suggested programs of study. These course descriptions can also be found on the Indiana Department of Education website:  
<https://www.doe.in.gov/ccr/course-titles-and-descriptions>.

It is extremely important to a student's future that proper class choices are made every year. Hopefully, this booklet will help a student select the right courses throughout his or her high school career. Please use the four-year plan, which is in the folder, to help you plan your schedule for the coming years. I will meet with students at a later date to further discuss their schedules and four-year plans.

Students will be contacted by the School Counseling office to select courses for the next school year. If you have questions about particular courses, feel free to ask myself or Mr. Bostic for additional information.

Sincerely,

Caitlin Sauerhage  
School Counselor  
Rising Sun High School

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## **GENERAL INFORMATION**

GRADUATION REQUIREMENTS:

The Indiana Department of Education adopted the Graduation Pathway diploma options beginning with the class of 2023. The Graduation Pathways diploma options seek to ensure every Hoosier student graduates from high school with 1) a broad awareness of and engagement of individual career interests and associated career options, 2) a strong foundation of academic and technical skills, and 3) demonstrable employability skills that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment.

Students in the graduating class of 2023 and beyond must satisfy all three of the following Graduation Pathway requirements by completing one of the Pathway options:

Graduation Requirements	Graduation Pathway Options
<p><b>1) High School Diploma</b></p>	<p>Meet the statutorily defined diploma credit and curricular requirements.</p>
<p><b>2) Learn and Demonstrate Employability Skills<sup>1</sup></b>            (Students must complete <u>at least one</u> of the following.)</p>	<p>Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following:</p> <ul style="list-style-type: none"> <li>• <b>Project-Based Learning Experience;</b> OR</li> <li>• <b>Service-Based Learning Experience;</b> OR</li> <li>• <b>Work-Based Learning Experience.<sup>2</sup></b></li> </ul>
<p><b>3) Postsecondary-Ready Competencies<sup>3</sup></b>            (Students must complete <u>at least one</u> of the following.)</p>	<ul style="list-style-type: none"> <li>• <b>Honors Diploma:</b> Fulfill all requirements of either the Academic or Technical Honors diploma; OR</li> <li>• <b>ACT:</b> College-ready benchmarks; OR</li> <li>• <b>SAT:</b> College-ready benchmarks; OR</li> <li>• <b>ASVAB:</b> Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR</li> <li>• <b>State- and Industry-recognized Credential or Certification;</b> OR</li> <li>• <b>Federally-recognized Apprenticeship;</b> OR</li> <li>• <b>Career-Technical Education Concentrator<sup>4</sup>:</b> Must earn a <u>C average</u> in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study; OR</li> <li>• <b>AP/IB/Dual Credit/Cambridge International courses<sup>5</sup> or CLEP Exams:</b> Must earn a <u>C average</u> or higher in at least three courses; OR</li> <li>• <b>Locally created pathway</b> that meets the framework from and earns the approval of the State Board of Education.</li> </ul>

## Core 40 Curriculum Track

<b>English/Language Arts</b>	<b>8 credits</b>
*Credits must include literature, composition, and speech.	
<b>Mathematics</b>	<b>6 credits</b>
***3 years of Math MUST be completed in grades 9-12 per state requirements	
2 credits: Algebra I	
2 credits: Geometry	
2 credits: Algebra II	
<b>Science</b>	<b>6 credits</b>
2 credits: Biology	
2 credits: Integrated Chemistry/Physics or Chemistry	
2 credits: Earth & Space Science or Science Elective	
<b>Social Studies</b>	<b>6 credits</b>
2 credits: Geography and History of the World	
2 credits: U.S. History	
1 credit: U.S. Government	
1 credit: Economics	
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>Directed Electives</b>	<b>5 credits</b>
*RSHS students must take a semester of Personal Financial Responsibility	
Other courses may come from areas such as Foreign Language, Fine Arts, or Career/Technical areas.	
<b>Electives</b>	<b>6 credits</b>
*The state of Indiana recommends students use these electives for a career academic sequence.	
See page eight for suggested academic areas.	

**Total Required: 40 credits**

## EARLY COLLEGE TRACK

<b>English/Language Arts</b>	<b>8 credits</b>
2 credits: English 9 or Honors English 9	
2 credits: English 10 or Honors English 10	
2 credits: Advanced Junior English Dual Credit ENG 111/ENG 215	
2 credits: Advanced Senior English & Speech and Communications (Dual Enrollment) ENG 223/COMM 101	
<b>Mathematics</b>	<b>8 credits</b>
2 credits: Algebra I (taken in 8 <sup>th</sup> grade)	
2 credits: Honors Geometry	
2 credits: Honors Algebra II	
2 credits: Pre Calculus with Trigonometry MATH 136/MATH 137	
*Four years of math is not required but recommended.	
<b>Science</b>	<b>6 credits</b>
2 credits: Biology	
2 credits: Chemistry I	
2 credits: Chemistry II (CHEM 100), Advanced Chemistry (CHEM 105), or Physics (PHYS 101)	
<b>Social Studies</b>	<b>6 credits</b>
2 credits: Geography and History of the World	
2 credits: U.S. History	
1 credit: U.S. Government (POLS 101)	
1 credit: Economics (ECON 101)	
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>Foreign Language</b>	<b>6-8 credits</b>
2 credits: Spanish I	
2 credits: Spanish II	
2 credits: Spanish III (SPAN 101, SPAN 102)	
2 credits: Spanish IV (SPAN 201, SPAN 202)	
<b>Directed Electives</b>	<b>5 credits</b>
*RSHS students must take a semester of Personal Financial Responsibility	
Other courses may come from areas such as Foreign Language, Fine Arts, or Career/Technical areas. AHD requires 2 fine arts credits.	
<b>Electives</b>	<b>6 credits</b>
*The state of Indiana recommends students use these electives for a career academic sequence.	
See page eight for suggested academic areas.	

**Total Required: 47 credits**

### ACADEMIC HONORS

The state of Indiana awards a Core 40 with Academic Honors diploma to students who earn a Core 40 diploma and meet these additional requirements:

- Students must earn 2 additional Core 40 math credits.
- Students must take six to eight credits in a Foreign Language. They can earn six credits by taking Spanish I, II, & III. A second option is for students to take four credits in one foreign language and four credits in another foreign language.
- Students must complete two credits in the area of Fine Arts. Such classes may include Art, Band, Chorus, or another Fine Arts area.
- Only a grade of “C” or above will count towards the diploma.
- The student must have a cumulative GPA of “B” or above.
- Students must also complete **one of the following**:
  - A. Earn 4 credits in two AP courses and take their corresponding AP exams.
  - B. Earn 6 verifiable transcribed college credits in dual credit courses from priority course list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcribed college credits from the priority course list,
    2. 2 credits in AP courses and corresponding AP exams
    3. 2 credits in IB standard level courses and corresponding IB exams
  - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics, and writing sections and a minimum score of 530 each.
  - E. Earn an ACT composite score of 26 or higher and complete written section.
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

**\*The minimum number of credits required for the Core 40 with Academic Honors Diploma is 47.**

### TECHNICAL HONORS:

The state of Indiana awards a Core 40 with Technical Honors diploma to students who earn a Core 40 diploma and meet the additional requirements:

- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. Pathway designated industry-based certification or credential, or
  2. Pathway dual credits from the lists of priority courses resulting in 6 transcribed college credits
- Only a grade of “C” or above will count towards the diploma.
- Students must have a cumulative GPA of “B” or above.
- Complete **one of the following:**
  - A. Any one of the options (A-F) of the Core 40 with Academic Honors
  - B. Earn the following scores or higher on WorkKeys; Reading for Information-level 6, Applied Mathematics-level 6, and Locating Information-level 5.
  - C. Earn the following minimum score(s) on Accuplacer; Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

**\*The minimum number of credits required for the Technical Honors Diploma is 47.**

### SUGGESTED AREAS FOR THE CAREER ACADEMIC SEQUENCE:

Six credits of electives should follow a logical sequence. They may come from these areas: Fine Arts, Family and Consumer Science, Industrial Technology, Business, Spanish, Biomedical Sciences, or any program at the Southeastern Career Center.

### GRADE CLASSIFICATIONS:

Students are classified into grade levels, depending on the number of credits earned each year. Following is a breakdown of the credits needed for grade classification:

Freshman:	0-7 credits
Sophomore:	8-15 credits
Junior:	16-23 credits
Senior:	24 or more credits

\*Students who complete Algebra I, Health, Biology and Preparing for College and Careers as 8<sup>th</sup> grade students receive high school credit for those courses.

**\*Students who take Algebra I as an 8<sup>th</sup> grader still need three additional years of math in grades 9-12 per Indiana Department of Education Requirements.**

Following are suggested yearly schedules for students to consider. One must keep in mind that none of the diploma types guarantee admission to a college or university. Colleges also look at a student's SAT/ACT scores, class rank, GPA, grades in individual classes, and involvement in school and/or community activities before granting admission.

Students who know which colleges they would like to attend well before their senior year of high school may visit the Guidance Office to learn about those colleges' admission requirements.

TYPICAL SCHEDULE FOR A NON-VOCATIONAL/NON-BAND STUDENT:

<b>FRESHMAN</b>	<b>SOPHOMORE</b>	<b>JUNIOR</b>	<b>SENIOR</b>
1. English 9	1. English 10	1. English 11	1. English 12
2. Algebra I	2. Geometry	2. Algebra II	2. Math Elective
3. Biology	3. Chem./Physics	3. Earth & Space Sci.	3. Government/ Economics
4. Geography & History	4. Physical Ed.	4. U.S. History	4. College & Career Readiness (Plus Period)
5. Health/ Personal Finance	5. Plus Period	5. Plus Period SAT/ACT Prep	5. Elective
6. Plus Period	6. Elective	6. Elective	6. Elective
7. Elective	7. Elective	7. Elective	7. Elective
8. Elective	8. Elective	8. Elective	8. Elective

TYPICAL SCHEDULE FOR A NON-VOCATIONAL/BAND STUDENT:

<b>FRESHMAN</b>	<b>SOPHOMORE</b>	<b>JUNIOR</b>	<b>SENIOR</b>
1. English 9	1. English 10	1. English 11	1. English 12
2. Algebra I	2. Geometry	2. Algebra II	2. Math Elective
3. Biology	3. Chem./Physics	3. Earth & Space Sci.	3. Government/ Economics
4. Geography & History	4. Physical Ed.	4. U.S. History	4. Band
5. Health/ Personal Finance	5. Band	5. Band	5. Plus Period
6. Band	6. Plus Period	6. Plus Period	6. Elective
7. Plus Period	7. Elective	7. Elective	7. Elective
8. Elective	8. Elective	8. Elective	8. Elective

**TYPICAL SCHEDULE FOR A VOCATIONAL/NON-BAND STUDENT:**

<b>FRESHMAN</b>	<b>SOPHOMORE</b>	<b>JUNIOR</b>	<b>SENIOR</b>
1. English 9	1. English 10	1. Career Center	1. Career Center
2. Algebra I	2. Geometry	2. Career Center	2. Career Center
3. Biology	3. Chem./Physics	3. Career Center	3. Career Center
4. Geography & History	4. Physical Ed.	4. Career Center	4. Career Center
5. Health/ Personal Finance	5. U.S. History	5. Earth & Space	5. Government/Economics
6. Plus Period	6. Plus Period	6. English 11	6. English 12
7. Elective	7. Elective	7. Plus Period	7. Plus Period
8. Elective	8. Elective	8. Algebra II	8. Math Elective

**TYPICAL SCHEDULE FOR A VOCATIONAL/BAND STUDENT: \*\*\*Students on this schedule may need to take summer school the previous summer to satisfy a core requirement.**

<b>FRESHMAN</b>	<b>SOPHOMORE</b>	<b>JUNIOR</b>	<b>SENIOR</b>
1. English 9	1. English 10	1. Career Center	1. Career Center
2. Algebra I	2. Geometry	2. Career Center	2. Career Center
3. Biology	3. Algebra II	3. Career Center	3. Career Center
4. Geography & History	4. Chem./Physics	3. Career Center	3. Career Center
5. Health/ Personal Finance	5. U.S. History	4. Career Center	4. Career Center
6. Band	6. Band	5. English 11	5. English 12
7. Plus Period			
8. Physical Education	7. Government/ Economics	6. Earth & Space Sci. or Math Elective	6. Earth & Space Sci. or Math Elective
	8. Plus Period	7. Plus Period	7. Plus Period
		8. Band	8. Band

**HONOR ROLL:**

- “A” Honor Roll—indicates those students who received all A’s on their report cards for the nine week grading period and/or for the semester.
- “A/B” Honor Roll—indicates those students who received all A’s and B’s on their report cards for the nine week grading period and/or for the semester.
- The Honor Roll is published in the newspaper at the end of each nine week grading period.

### GPA COMPUTATION:

Grade point averages for RSHS students are computed on a weighted 12.0 scale. This means that grades earned in certain courses receive more “weight” when grade point averages are computed.

**\*\*Courses taken outside Rising Sun High School can be transcribed for hs credit with prior permission from the guidance office. Classes taken outside of RSHS will not be weighted.\*\***

### WEIGHTED COURSES:

Weighted courses at RSHS include:

- Honors Geometry
- Honors Algebra II
- Pre-Calculus/Trigonometry
- Calculus
- Principles of Biomedical Engineering
- Human Body Systems
- Advanced Junior English
- Advanced Senior English
- Spanish I, II, III, IV
- Physics
- Chemistry I
- Chemistry II
- Advanced Chemistry
- All Dual Credit Courses
- All Dual Enrollment Courses Senior Year

All other courses offered are non-weighted courses.

### CUMULATIVE GRADE POINT AVERAGE (GPA):

The cumulative GPA reflects all of the course work a student has attempted throughout his or her high school career. Quality points earned from ALL classes are totaled, and the total is then divided by the number of credits the student has attempted. The cumulative GPA is the GPA that colleges and scholarship committees use when considering applicants for admission. Cumulative GPA is used to calculate class rank.

	<b>12.0 SCALE</b>		<b>4.0 SCALE</b>	
	QUALITY POINTS EARNED FROM:		QUALITY POINTS EARNED FROM:	
SEMESTER GRADE EARNED	WEIGHTED COURSES	NON-WEIGHTED COURSES	WEIGHTED COURSES	NON-WEIGHTED COURSES
A+	15.0	12.0	5.3	4.3
A	14.0	11.0	5.0	4.0
A-	13.0	10.0	4.7	3.7
B+	12.0	9.0	4.3	3.3
B	11.0	8.0	4.0	3.0
B-	10.0	7.0	3.7	2.7
C+	9.0	6.0	3.3	2.3
C	8.0	5.0	3.0	2.0
C-	7.0	4.0	2.7	1.7
D+	6.0	3.0	2.3	1.3
D	5.0	2.0	2.0	1.0
D-	4.0	1.0	1.7	0.7
F	0.0	0.0	0.0	0.0

The 4.0 scale above is a conversion of the 12.0 scale. Many colleges and scholarship committees request that the GPA be reported on a 4.0 scale.

VALEDICTORIAN AND SALUTATORIAN:

The Valedictorian and Salutatorian of the senior class will be selected in the following manner:

- The student with the highest **CUMULATIVE** grade point average after eight semesters will be the Valedictorian.
- The student with the second highest **CUMULATIVE** grade point average after eight semesters will be the Salutatorian.
- The GPA will be calculated using the 12.0 weighted scale. Averages will be carried out to the fourth decimal point.

NATIONAL HONOR SOCIETY:

Rising Sun High School's chapter of the National Honor Society encourages and promotes scholarship, leadership, service, and character. Sophomores, juniors, and seniors with at least a "B+" average (9.0 cumulative GPA) may be considered for membership. It is the student's responsibility to indicate his or her interest in NHS by completing an application for membership. Applications are available from the sponsor. Final determination of membership is based on points and faculty recommendation after reviewing eligible students. Members are evaluated each year to maintain a continued high level of membership as required by the NHS.

HONORS Reception:

The Louise E. Cooper Honors Reception is held annually in the fall of each year to honor those students who excelled in academics from the previous school year. The following awards are presented:

High Honors Certificate	awarded for <b>CUMULATIVE</b> GPA of 10.6-12.0 for the previous year.
Honors Certificate	awarded for <b>CUMULATIVE</b> GPA of 9.0-10.59 for the previous year.
Bronze Medal	awarded for <b>CUMULATIVE</b> GPA of 9.0-9.9 for the previous year.
Silver Medal	awarded for <b>CUMULATIVE</b> GPA of 10.0-10.9 for the previous year.
Gold Medal	awarded for <b>CUMULATIVE</b> GPA of 11.0-12.0 for the previous year.

### Dual Credit and Dual Enrollment

Rising Sun High School offers dual credit and dual enrollment courses through a partnership with Ivy Tech-Lawrenceburg. The following course are offered as dual credit for the 2023-2024 school year.

#### **IVY Tech Courses**

College Math/Pre-Calculus	MATH 136*	3 Credit Hours
Pre-Cal w/ Trig	MATH 137*	3 Credit Hours
Calculus	MATH 211*	4 Credit Hours
Advanced Junior English	ENG 111*	3 Credit Hours
	ENG 215	3 Credit Hours
Advanced Senior English	ENG 223*	3 Credit Hours
Chemistry II	CHEM 101*	3 Credit Hours
Advanced Chemistry	CHEM 125/126	10 Credit Hours
Physics	PHYS 101*	3 Credit Hours
Spanish III	Spanish 101* &	
	Spanish 102*	8 Credit Hours
Psychology	PSY 101*	3 Credit Hours
Sociology	SOC 111*	3 Credit Hours
Government	POLS 101*	3 Credit Hours
Economics	ECON 101*	3 Credit Hours
U.S. History	HIST 101*	6 Credit Hours
	HIST 102*	
Biology II	BIO 105/107	10 Credit Hours
Communications	COMM 101	3 Credits

**\*Denotes courses that are part of the Indiana Core**

**\*\*\*Dual Credits and Courses are subject to change from year to year**

# COURSE DESCRIPTIONS

## ENGLISH

### **1111/1112 ENGLISH 9**

(Grade 9; 2 Semesters; 2 Credits; REQUIRED)

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

### **1113/1114 HONORS ENGLISH 9**

(Grade 9; 2 Semesters; 2 credits; REQUIRED-*unless taking English 9*)

This course is an advanced study of English 9 academic standards.

### **1121/1122 ENGLISH 10**

(Grade 10; 2 Semesters; 2 Credits; REQUIRED)

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

### **1123/1124 HONORS ENGLISH 10**

(Grade 10; 2 Semesters; 2 credits; REQUIRED- *unless taking English 10*)

This course is an advanced study of English 10 academic standards.

### **1131/1132 ENGLISH 11**

(Grade 11; 2 Semesters; 2 Credits; REQUIRED-*unless taking Advanced English Language Arts*)

English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in

classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

**1141/1142 ENGLISH 12**

(Grade 12; 2 Semesters; 2 Credits; REQUIRED-*unless taking Advanced English Language Arts*)

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

**1193 ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT (ADV Junior and Senior English)**

(Grades 11 and 12; 2 semesters each year; 2 Credits; REQUIRED-*unless taking English 11 or 12*)  
(ENG 111 & ENG 215 junior year, ENG 223 senior year)(Early College Course)

Advanced English/Language Arts, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grades 11 and 12. This course title covers any English language and composition advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school.

**1086 Student Media (A)**

(STDNT MEDIA)

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

**1192 TECHNICAL COMMUNICATIONS**

(Grade 11-12; 1 Credit; 1 Semester; ELECTIVE)

Technical Communication, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the processes and conventions needed for effective technical writing-communication. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum

# MATHEMATICS

## **3431/3432 ALGEBRA I**

(Grade 9-12; 2 Semesters; 2 Credits; REQUIRED-*unless taken in the 8<sup>th</sup> grade*)

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

## **3451/3452 GEOMETRY**

(Grade 9-12; 2 Semesters; 2 Credits; REQUIRED-*unless taking Geometry Honors*)

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. 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. 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.

## **3261/3262 GEOMETRY HONORS**

(Grade 9-12; 2 Semesters; 2 Credits; REQUIRED-*unless taking Geometry*)

This course is an advanced study of Geometry.

## **3441/3442 ALGEBRA II**

(Grade 10-12; 2 Semesters; 2 Credits; REQUIRED-*unless taking Algebra II Honors*)

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 strands: Data Analysis, Statistics, and Probability; Arithmetic and Structure of Expressions; Functions; Systems of Equations and Inequalities; Quadratic Equations and Functions; Exponential and Logarithmic Equations and Functions; and Polynomial, Rational, and Other Equations and Functions. The

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

**3241/3242 ALGEBRA II HONORS**

(Grade 10-12; 2 Semesters; 2 Credits; *REQUIRED-unless taking Algebra II*)

This course is an advanced study of Algebra II.

**2550 Quantitative Reasoning (A)**

**(QUANT REAS) (Grade 11-12; 2 semesters; dual credit MATH 123)**

Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real-world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations

**3281/3282 PRE-CALCULUS WITH TRIGONOMETRY**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

(MATH 136 & MATH 137) (Early College Course)

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

**3291/3292 AP CALCULUS AB, ADVANCED PLACEMENT**

(Grade 12; 2 Semesters; 2 Credits; ELECTIVE)

(MATH 211) (Early College Course)

AP Calculus AB is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in

these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

## **SCIENCE**

### **4141/4142      BIOLOGY**

(Grade 9-12; 2 Semesters; 2 Credits; REQUIRED)

Biology I is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by the Science and Engineering Practices (SEPS) and cross-cutting concepts.

### **4211/4212      INTEGRATED CHEMISTRY/PHYSICS**

(Grade 10-12; 2 Semesters; 2 Credits; REQUIRED-*unless taking Chemistry I*)

Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity; uniform acceleration; Newton's Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation using the Science and Engineering Practices (SEPS) and cross-cutting concepts.

### **4131/4132      EARTH AND SPACE SCIENCE**

(Grade 11-12; 2 Semesters; 2 Credits) REQUIRED-*unless taking another Science listed below*

Earth and Space Science I is a course focused on the following core topics: universe; solar system; Earth cycles and systems; atmosphere and hydrosphere; solid Earth; Earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided the Science and Engineering Practices (SEPS) and cross-cutting concepts.

### **4161/4162      CHEMISTRY I**

(Grade 10-12; 2 Semesters; 2 Credits; REQUIRED-*unless taking Integrated Chemistry/Physics*)

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is

gained from observation of natural phenomena and experimentation, the Science and Engineering Practices (SEPS) and cross-cutting concepts.

### **4167/5168 CHEMISTRY II**

(Grade 11-12; 2 Semester Credits; *Counts as elective or required course for all diplomas*)  
(CHEM 101) (Early College Class)

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.

### **4169/4170 ADVANCED CHEMISTRY**

(Grades 11-12; 2 Semester Credits; *Counts as elective or required course for all diplomas*)  
(CHEM 105) (Early College Class)

Advanced Science, Special Topics is any science course that is grounded in extended laboratory, field, and literature investigations in one or more specialized science disciplines, such as anatomy/physiology, astronomy, biochemistry, botany, ecology, electromagnetism, genetics, geology, nuclear physics, organic chemistry, etc. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student's course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities.

### **4171/4172 PHYSICS**

(Grade 11-12; 2 Semesters; 2 Credits; *Counts as elective or required course for all diplomas*)  
(PHYS 101) (Early College Class)  
*Requirements: a "C" average in Chemistry I and Pre-Calculus/Trigonometry*

Physics I is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation using the Science and Engineering Practices (SEPS) and cross-cutting concepts.

### **3026 Biology II (L)**

**(BIO II) (Grade 10-12; 2 semesters; 2 credits; BIO 105/BIO 107) (Early College)**

Biology II is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each

other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

## **SOCIAL STUDIES**

### **2011/2012 GEOGRAPHY AND HISTORY OF THE WORLD**

(Grade 9-12; 2 Semesters; 2 Credits; REQUIRED)

Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21<sup>st</sup> Century.

### **2131/2132 U.S. HISTORY**

(Grade 11-12; 2 Semesters; 2 Credits; REQUIRED)

(HIST 101, HIST 102) (Early College Class)

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

### **2001 U.S. GOVERNMENT**

(Grade 12; 1 Semester; 1 Credit; REQUIRED)

(POLS 101) (Early College Class)

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of

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

### **2002 ECONOMICS**

(Grade 12; 1 Semester; 1 Credit; REQUIRED)  
(ECON 101) (Early College Class)

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

### **2141 PSYCHOLOGY**

(Grade 11-12; 1 Semester; 1 Credit; ELECTIVE)  
(PSYCH 101) (Early College Class)

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. History and Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development 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.

### **2142 SOCIOLOGY**

(Grade 11-12; 1 Semester; 1 Credit; ELECTIVE)  
(SOCI 111) (Early College Class)

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development

of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

### **2163 ETHNIC STUDIES**

(Grade 10-12; 1 Semester; 1 Credit; ELECTIVE)

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

### **2162 INDIANA STUDIES**

(Grade 10-12; 1 Semester; 1 Credit; ELECTIVE)

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.

## **HEALTH/PHYSICAL EDUCATION**

### **7511 PHYSICAL EDUCATION I**

(Grade 10; 1 Semester; 1 Credit; REQUIRED)

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

### **7532 PHYSICAL EDUCATION II**

(Grade 10; 1 Semester; 1 Credit; REQUIRED)

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

### **7522 HEALTH AND WELLNESS EDUCATION**

(Grade 9; 1 Semester; 1 Credit; REQUIRED)

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

### **7561/7562 ADVANCED PHYSICAL EDUCATION**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

*Requirements: a passing grade in Physical Education I and II*

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

fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

## **FOREIGN LANGUAGE**

### **1511/1512 SPANISH I**

(Grade 10-12; 2 Semesters; 2 Credits; ELECTIVE)

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.

### **1521/1522 SPANISH II**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

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.

### **1531/1532 SPANISH III**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)  
(SPAN 101 & SPAN 102) (Early College Class)

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.

### **1533/1534 SPANISH IV**

(Grade 12; 2 Semesters; 2 Credits; ELECTIVE)  
(SPAN 201 & SPAN 202) (Early College Class)

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.

## **BUSINESS**

### **5153 PERSONAL FINANCIAL RESPONSIBILITY**

(Grade 9-12; 1 Semester; 1 Credit; REQUIRED)

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, savings, and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

### **5175 PRINCIPLES OF BUSINESS MANAGEMENT**

(Grade 10-12; 2 Semesters; 2 Credits; ELECTIVE)

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

### **4001/4002 ACCOUNTING FUNDAMENTALS**

*Introduction to Accounting* introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial

systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making.

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

### **ADVANCED ACCOUNTING**

(Grades 11-12; 2 Semesters, 2 Credits; ELECTIVE, PREREQUISITE INTRO. TO ACCOUNTING)

Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for various forms of business ownership using double-entry accounting covered in Accounting Fundamentals, including an emphasis on payroll accounting. Topics covered include calculating gross pay, withholdings, net pay, direct deposits, journalizing payroll transactions and preparing individual earnings records and payroll registers. Emphasis is placed on applying Generally Accepted Accounting Principles through hands-on practice with popular commercial accounting software packages that are currently used in business.

### **PRINCIPLES OF COMPUTING**

(Grades 9-11; 1 Semester; 1 Credits; ELECTIVE)

Principles of Computing provides students the opportunity to explore how computers can be used in a wide variety of settings. The course will begin by exploring trends of computing and the necessary skills to implement information systems. Topics include operating systems, database technology, cybersecurity, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Students will also have the opportunity to utilize basic programming skills to develop scripts designed to solve problems. Students will learn about algorithms, logic development and flowcharting.

## **FAMILY AND CONSUMER SCIENCE**

### **6101 INTERPERSONAL RELATIONSHIPS**

(Grade 9-12; 1 Semester; 1 Credit; ELECTIVE)

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

### **6102 CONSUMER ECONOMICS**

(Grade 9-12; 1 Semester; 1 Credit; ELECTIVE)

Consumer Economics enables students to achieve high standards and competencies in economic

principles in contexts of high relevancy and applicability to their individual, family, workplace, and community lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of consumer economics issues. The course focuses on interrelationships among economic principles and individual and family roles of exchanger, consumer, producer, saver, investor, and citizen. Economic principles to be studied include scarcity, supply and demand, market structure, the role of government, money and the role of financial institutions, labor productivity, economic stabilization, and trade. Depending on needs and resources, this course may be taught in a local program. In schools where it is taught, it is recommended for all students regardless of their career pathway, in order to build basic economics proficiencies. Students understand how biology, chemistry, and physics principles apply to the composition of foods, the nutrition of foods, food product development, food processing, food safety and sanitation, food packaging, and food storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics, and chemistry in the context of highly advanced industry applications of foods.

### **6103 PREPARING FOR COLLEGE AND CAREERS**

(Grade 9-12; 1 Semester; 1 Credit; ELECTIVE)

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

### **6121 NUTRITION AND WELLNESS**

(Grade 10-12; 1 Semester; 1 Credit; ELECTIVE)

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

### **ADVANCED NUTRITION AND WELLNESS**

(Grades 10-12; 1 Semester; 1 Credit; ELECTIVE)

Advanced Nutrition and Wellness is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. Advanced Nutrition and Wellness is an especially appropriate course for students interested in careers in the medical field, athletic training and dietetics. This course builds on the foundation established in Nutrition and Wellness, which is a required prerequisite. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes. Topics include extensive study of major nutrients, nutritional standards across the lifespan, and 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.

### **6122 TEXTILES AND FASHION**

(Grade 10-12; 1 Semester; 1 Credit; ELECTIVE)

This class is a beginning sewing class. Students study the principles of design, care and maintenance of clothing, and basic clothing construction. Students are required to provide their own sewing fabrics for this course, and two garments are usually constructed.

### **6141 CHILD DEVELOPMENT AND PARENTING**

(Grade 10-12; 1 Semester; 1 Credit; ELECTIVE)

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

### **6145 ADVANCED CHILD DEVELOPMENT AND PARENTING**

(Grade 10-12; 1 Semester; 1 Credit; ELECTIVE)

Advanced Child Development is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from ages four through age eight (grade three). It builds on the Child Development course, which is a prerequisite. Advanced Child Development includes the study of

professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied

### **6142 HUMAN DEVELOPMENT AND WELLNESS**

(Grade 11-12; 1 Semester; 1 Credit; ELECTIVE)

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 individual's physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of these topics. Authentic applications through service learning are encouraged.

### **6131 ADULT ROLES AND RESPONSIBILITIES**

(Grade 11-12; 1 Semester; 1 Credit; ELECTIVE)

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

### **6132 HOUSING AND INTERIORS**

(Grade 11-12; 1 Semester; 1 Credit; ELECTIVE)

Housing and Interiors emphasizes a study of the exterior and interior designs of homes from the past, present, and future. Units include principles of design, interior decorating, and drawing scale rooms. Students are required to plan, design, and decorate a scale model home.

### **6143/6144 Principles of Human Services**

(Grade 9-11;2 Semester; 2 Credits; ELECTIVE)

Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. The course includes a required job shadowing project in a Human Services setting (a suggested four-hour minimum to meet Ivy Tech requirements). This course will also encourage cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

**5438 Introduction to Culinary Arts and Hospitality**

(Grades 9-10); 2 Semesters; 2 credits; ELECTIVE

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

**UNDERSTANDING DIVERSITY**

(Grades 10-12; 2 Semesters; 2 Credits; ELECTIVE)

Understanding Diversity encourages cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

## **INDUSTRIAL TECHNOLOGY**

### **6581/6582 INTRODUCTION TO CONSTRUCTION**

(Grade 10-12; 2 Semesters; 2 Credits; ELECTIVE)

Introduction to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course.

### **6591/6592 INTRODUCTION TO TRANSPORTATION**

(Grade 9-12; 2 Semesters; 2 Credits; ELECTIVE)

Introduction to Transportation is an introductory course designed to help students become familiar with fundamental principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation of people, cargo, and goods. Students will gain and apply

knowledge and skills in the safe application, design, production, and assessment of products, services, and systems as it relates to the transportation industries. Content of this course includes the study of how transportation impacts individuals, society, and the environment. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant transportation related activities, problems, and settings.

**7108 Principles of Advanced Manufacturing**  
(Grades 9-11); 2 semesters, 2 Credits, ELECTIVE

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, lean manufacturing, design principles, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

## **PROJECT LEAD THE WAY**

**4501/4502 PLTW PRINCIPLES OF BIOMEDICAL SCIENCES**  
(Grades 9-12; 2 Semester Course, 2 Credits; Counts as core science class or ELECTIVE)  
*\*\*\*Must have already taken Biology or can take Biology concurrently.*

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

**4511/45121 PLTW HUMAN BODY SYSTEMS**

(Grades 10-12; 2 Semester Course, 2 Credits; Counts as core science class or ELECTIVE)  
5216 (HUMAN SYST)

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

#### **4513/4514 PLTW MEDICAL INTERVENTIONS**

(Grades 11-12; 2 Semester Course, 2 Credits; Counts as a core science class or ELECTIVE)

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.

## **ART**

#### **7411 INTRODUCTION TO TWO-DIMENSIONAL ART**

(Grade 10-12; 1 Semester; 1 Credit; ELECTIVE)

*Offered in conjunction with Introduction to Three-dimensional Art*

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

#### **7412 INTRODUCTION TO THREE-DIMENSIONAL ART**

(Grade 10-12; 1 Semester; 1 Credit; ELECTIVE)

*Offered in conjunction with Introduction to Two-dimensional Art*

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

**7421 ADVANCED TWO-DIMENSIONAL ART**

(Grade 11-12; 1 Semester; 1 Credit; ELECTIVE)

*Offered in conjunction with Advanced Three-dimensional Art*

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

**7422 ADVANCED THREE-DIMENSIONAL ART**

(Grade 11-12; 1 Semester; 1 Credit, ELECTIVE)

*Offered in conjunction with Advanced Two-dimensional Art*

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

## MUSIC

### **7213/7214 BEGINNING CONCERT BAND**

(Grade 9-12; 2 Semesters; 2 Credits; ELECTIVE)

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

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.

**7215/7216 INTERMEDIATE CONCERT BAND**

(Grade 10-12; 2 Semesters; 2 Credits; ELECTIVE)

*Prerequisite: Beginning Concert Band and recommendation of instrumental instructor*

Intermediate Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have opportunities 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.

In addition, students perform, with expression and technical accuracy, a large and varied repertoire of concert band literature that is developmentally appropriate. Evaluation of music and music performances is included.

**7211/7212 ADVANCED CONCERT BAND**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

*Prerequisites: Beginning Concert Band and Intermediate Concert Band and recommendation of instrumental instructor*

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

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading.

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. 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.

Band repertoire must be of the highest caliber. Mastery of advanced wind band technique must be evident. Areas of refinement consist of advanced techniques including, but not limited to: (1) intonation, (2) balance and blend, (3) breathing, (4) tone production, (5) tone quality, (6) technique, (7) rhythm, (8) sight-reading, and (9) critical listening skills. Evaluation of music and music performances is included.

### **7221 DANCE PERFORMANCE**

(Grade 9-12; 1 Semester; 1 Credit; ELECTIVE)

*Requirements: an audition to determine dancing abilities*

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

### **7441/7442 BEGINNING CHORUS**

(Grade 9-12; 2 Semesters; 2 Credits; ELECTIVE)

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

### **7443/7444 INTERMEDIATE CHORUS**

(Grade 10-12; 2 Semesters; 2 Credits; ELECTIVE)

*Prerequisite: Beginning Chorus and recommendation of vocal music instructor*

Intermediate Chorus is based on the Indiana Academic Standards for High School Choral Music. Students

taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music.

Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

**7445/7446      ADVANCED CHORUS**  
(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

*Prerequisites: Beginning Chorus and Intermediate Chorus and recommendation of vocal music instructor*

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

## **SPECIAL EDUCATION**

Special education classes are designed for students who have been tested and placed in a special education program. All classes consist of small group and individual units, geared to meet the needs of a variety of abilities. Students work at their own speed and level. The main emphasis of these classes is to adjust teaching styles for those students who have learning disabilities. A requirement for enrollment in the special education classes is placement in the special education program. All special education students are mainstreamed in Health Education and Physical Education. A student with a physical handicap may require an adaptive physical education class.

The current list of pre-vocational classes include:

- 0101/0123 English 9
- 0121/0122 English 10
- 0131/0132 English 11
- 0141/0142 English 12
- 0367/0368 Algebra I
- 0369/0370 Geometry
- 0371/0372 Algebra II
- 0391/0392 Finite Math
- 0455/0456 Earth and Space Science
- 0457/0458 Biology

- 0461/0462            Integrated Chemistry & Physics
- 0501/0502            U.S. History
- 0503/0504            World History
- 0701/0702            Government/Economics
- 0711/0712            Geography & History of the World
- 0171/0172            Functional Academics
- 0611/0612            Daily Living Skills
- 0801/0802            Job Training

## **SOUTHEASTERN CAREER CENTER**

The Southeastern Career Center is located in Versailles, Indiana. A variety of one- and two-year programs in vocational or technical education are offered. These programs help students prepare for the workforce or for post-secondary education after high school. Twelve area high schools, including Rising Sun, send students to SCC.

Juniors and seniors are allowed to attend SCC. Students leave the high school daily at 8:05am and travel by bus to Versailles. ALL students, with the exception of those in the cosmetology program, are required to ride the bus. Students return to the high school at 11:35 am. Students remain at RSHS for the remainder of the day, taking the additional classes required for graduation.

Tuition is free to attend SCC. Fees for books and supplies may be required, but they are similar to book fees required at the high school. For some programs, college credit may be available. Students who complete a two-year program in any one area will be awarded a certificate of completion from the Career Center. Any interested student may be considered for vocational school. Credits earned at SCC will be counted towards electives. Students who are pursuing the Technical Honors Diploma may also attend SCC.

The following pages contain course descriptions for programs at the Southeastern Career Center.

## **MANUFACTURING AND PROCESSING**

**9331/9332 (first year)**

**9341/9342 (second year)**                      **COMPUTER-AIDED DRAFTING**

(Grade 11-12; 2 Semesters; 12 Credits; ELECTIVE)

In the **Computer Aided Drafting** class, students will learn both basic, manual drafting on the board, and computer aided drafting. Experience will be gained in the latest 2D and 3D computer design tools. Students will get to use the latest version of Autodesk and many of its sub-programs such as AutoCAD Inventor, Revit, Landscape, and others. AutoCAD continues to be the professional choice for Engineering and Architecture. Game Design students learn Rhino, 3DS Max, NURBS modeling, Bongo, and Maya 3D animation programs-used on movies such as Spiderman and Ice Age, and even in commercials-like the Geico Gecko. Other programs may include Microsoft Office (including Windows Movie Maker). Dual college credits are available.

**PRINCIPLES OF PRECISION MACHINING**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

Principles of Precision Machining will provide students with a basic understanding of the processes used to produce industrial goods. Classroom instruction and labs will focus on shop safety, measurement, layout, blueprint reading, shop math, metallurgy, basic hand tools, milling, turning, grinding, and sawing

operations. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Measurement, Materials, & Safety certification that may be required for college dual credit.

**9351/9352 (first year)**

**9361/9362 (second year)      PRECISION MACHINE TECHNOLOGY**

(Grade 11-12; 4 Semesters; 12 Credits; ELECTIVE)

**Precision Machine Technology**-The machining industry is one of the best paying industries in the U.S. today with a high demand for skilled workers in many fields, like aerospace and automotive. As a machinist, the student will learn how to interpret blueprints and use machine tools to shape metal to precise dimensions. The student will apply knowledge of machine operations, metal properties, layout, precision measurement tools, and machining procedures to create machined parts. Students will become familiar with operations on lathes, grinders, and milling machines. They will learn elements of design, process layout, and CAD systems. They will also learn to program CNC machines both manually and by using MasterCam Software. Dual credits are available. Many machinists use their education and time in industry to transition their careers into management, engineering, sales, business start-ups, and other technical avenues of higher opportunity.

**ADVANCED PRECISION MACHINING**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

Advanced Precision Machining will build upon the Turning and Milling processes learned in Precision Machining Fundamentals and will build a foundation in abrasive process machines. Students will be instructed in the classroom on topics of shop safety, theory, industrial terminology, and calculations associated with abrasives. Lab work will consist of the setup and operation of bench grinders and surface grinders. Additionally students will be introduced to Computerized Numeric Controlled (CNC) setup, operations and programming. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Grinding I certification that may be required for college dual credit.

**PRECISION MACHINING CAPSTONE**

(Grade 11-12; 2 Semesters; 6 Credits; ELECTIVE)

Precision Machining Capstone is an in-depth study of skills learned in Precision Machining I, with a stronger focus on CNC setup/operation/programming. Students will be introduced to two axis CNC lathe programming and three axis CNC milling machine programming. Develops the theory of programming in the classroom with applications of the program accomplished on industry-type machines. Studies terminology of coordinates, cutter paths, angle cutting, and linear and circular interpolation. Classroom activities will concentrate on precision set-up and inspection work, as well as machine shop calculations. Students will develop skills in advanced machining and measuring parts involving tighter tolerances and

more complex geometry. A continued focus on safety will also be presented.

### **SHIELDED METAL ARC WELDING**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

Shielded Metal Arc Welding involves the theory and application of the Shielded Metal Arc Welding process. Process theory will include basic electricity, power sources, electrode selection, and all aspects pertaining to equipment operation and maintenance. Laboratory welds will be performed in basic weld joints with a variety of electrodes in the flat, horizontal and vertical positions. Emphasis will be placed on developing the basic skills necessary to comply with AWS industry standards.

### **GAS WELDING PROCESSES**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

Gas Welding Processes is designed to cover the operation of Gas Metal Arc Welding (MIG) equipment. This will include all settings, adjustments and maintenance needed to weld with a wire feed system. Instruction on both short-arc and spray-arc transfer methods will be covered. Tee, lap, and open groove joints will be done in all positions with solid, fluxcore, and aluminum wire. Test plates will be made for progress evaluation. Schools may choose to offer the course as a comprehensive MIG Welding course or a combination of introductory MIG and TIG Welding operations.

### **9371/9372 (first year)**

### **9381/9382 (second year) WELDING TECHNOLOGY**

(Grade 11-12; 4 Semesters; 12 Credits; ELECTIVE)

Welders can work indoors, outdoors, and even under water. In this two-year **Welding** program, students will learn about various types of welds such as MIG, TIG, and Stick and how to perform each of them. They will also learn the properties of metals, multiple welding symbols, and all about safety. Students are provided with the skills and preparation to become AWS (American Welding Society) certified through classroom and laboratory learning. Multiple dual college credits are available.

## **HEALTH SERVICES**

**9451/9452 (first year)**

**9461/9462 (second year)      HEALTH CAREERS**

(Grade 11-12; 2 Semesters; 12 Credits; ELECTIVE)

**Health Careers**-Course content for this two-year program includes anatomy and physiology, medical terminology, CNA, CPR and First Aid Certification, health maintenance, disease prevention, and health career exploration. Students spend the 2nd semester of the 2nd year interning at various medical facilities which provides opportunities for job placement and post-secondary education. Dual college credits are available in this program.

*\* A one-year intensive program is open to seniors.*

**PRINCIPLES OF DENTAL CAREERS**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

Principles of Dental Careers will provide the foundational knowledge and skills necessary to pursue a career in the Dental Field. A focus will be placed on the role of the modern dental assistant and will cover key pre-clinical procedures and beginning dental terminology.

## **DENTAL CAREERS II**

(Grade 11-12; 2 Semesters: 6 Credits; ELECTIVE)

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

### **9931/9932 (first year)**

### **9941/9942 (second year) DENTAL ASSISTING**

(Grade 11-12; 2 Semesters: 6 Credits; ELECTIVE)

Students who enroll in the two-year **Dental Careers** course will be introduced to the various roles that are available in the dental field. Course content includes dental anatomy, dental charting, oral hygiene, and identification & utilization of dental instruments. Students also learn various laboratory skills during the program. The second year of the program offers an internship in the course of the second semester, which allows students the opportunity for real-life experience. Dual college credits are available.

## **HEALTHCARE SPECIALIST CAPSTONE**

(Grade 11-12; 2 Semesters: 6 Credits; ELECTIVE)

The capstone course will provide Healthcare students acquire additional knowledge and skills necessary to work in a variety of health care settings beyond a long term care facility, including hospitals, doctor's offices and clinics. Students can accomplish this goal by completing coursework that will cover topics such as Medical Law and Ethics, Electronic Health Records, and/or Behavioral Health. Schools may offer additional healthcare certifications such as the Certified Clinical Medical Assistant or Phlebotomy along with the coursework or in place of the coursework.

## **BUILDING AND CONSTRUCTION**

### **9211/9212 (first year)**

### **9221/9222 (second year) BUILDING TRADES**

(Grade 11-12; 4 Semesters; 12 Credits; ELECTIVE)

**Building Trades** students learn construction skills through a residential and light commercial building approach. First-year students work on models contained within their shop and minor building projects. Second-year students take on large-scale, real-life building projects (homes, garages, pole barns, light commercial, remodels, etc.). Specific techniques learned include framing, roofing, exterior finish, interior finish, plumbing, concrete, and masonry skills. Dual college credits are available, and apprenticeship opportunities are available to graduates upon completion of the program.

### **9241/9242 (first year)**

### **9251/9252 (second year) ELECTRICAL TRADES**

(Grade 11-12; 4 Semesters; 12 Credits; ELECTIVE)

Skills taught in the two-year **Electrical Trades** program include residential wiring, industrial and commercial maintenance, electrical troubleshooting, blueprint reading, AC/DC theory, and PLCs. Wiring of the SCC Building Trades projects, electrical maintenance of SCC, and a large, hands-on lab provide our students with real-life experience. Students in the Electrical Trades curriculum will have the opportunity to complete level one of the classroom portion of the NCCER Electric Trades Apprenticeship

program, OSHA 10-Hour Certification, and the opportunity to participate in SkillsUSA. Dual credits are available in this class.

### **ELECTRICAL FUNDAMENTALS**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

This course covers NCCER Electrical Level 1. Its modules cover topics such as orientation to the electrical trade, electrical safety, introduction to electrical circuits, electrical theory, introduction to the National Electrical Code, device boxes, hand bending, raceways and fittings, conductors and cables, basic electrical construction drawings, residential electrical services, and electrical test equipment. The NCCER Electrical Level 1 certificate and wallet card will also be awarded upon successful completion of this course.

### **9771/9772 HEAVY EQUIPMENT**

(Grade 11-12; 2 Semesters; 6 Credits; ELECTIVE)

The **Heavy Equipment** program is designed to introduce students to all aspects in the major classifications of earth moving. Students will receive training in the operation of backhoes, excavators, bobcats, dump trucks, and forklifts. We are also currently seeking new and updated equipment to further student exposure (loader, dozer, mini-excavator). Students will also be introduced to pipe laying, job estimating and bidding, blue print reading, preventative maintenance (fuel/lubricants), and grade operations. Equipment operations are taught from on-the-job references, along with book training through NCCER (National Center for Construction Education & Research). We work to provide on-the-job experience whenever possible. Program completers can expect to find employment in entry level highway construction along with the opportunity to seek employment in the Operating Engineers (union) Local 181. Students are also prepared to test for their CDLs, for forklift certification, and for OSHA 10-Hour Certification. This is a one-year program with students being encouraged to begin with a year of study in Diesel or Building Trades. A valid driver's license is required.

### **HEAVY EQUIPMENT FUNDAMENTALS**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

Heavy Equipment Fundamentals orients students to the Heavy Equipment industry and the basics operational techniques required to be a Heavy Equipment Operator. Topics include safety, identification of heavy equipment, utility tractors, earthmoving and grades. This course prepares students for the NCCER Heavy Equipment Level 1 certification.

### **PRINCIPLES OF CONSTRUCTION TRADES**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

Principles of Construction Trades prepares students with the basic skills needed to continue in a construction trade field. Topics will include an introduction to the types and uses for common hand and power tools, learn the types and basic terminology associated with construction drawings, and basic safety. Additionally students will study the roles of individuals and companies within the construction industry and reinforce mathematical and communication skills necessary to be successful in the construction field.

### **BUILDING AND FACILITIES MAINTENANCE FUNDAMENTALS**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

Building and Facilities Maintenance Fundamentals prepares students to complete basic maintenance tasks like minor construction repairs and be able to repair and/or replace various SIflooring materials including flooring, wall covering, hardware, lighting and plumbing fixtures.

### **BUILDING AND FACILITIES MAINTENANCE CAPSTONE**

(Grade 11-12; 2 Semesters; 6 Credits; ELECTIVE)

Building and Facilities Maintenance Capstone will continue to develop students' maintenance skills ideally through a work-based learning experience. Students will also explore additional topics like processing work orders, fair housing regulation compliance, environmental and regulation compliance, reporting and documentation of maintenance activities, and implementation of a preventive maintenance schedule.

### **ADVANCED BUILDING AND FACILITIES MAINTENANCE**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

Advanced Building and Facilities Maintenance prepares students to complete more advanced repairs involving a buildings mechanical system including electrical, HVAC, and plumbing.

### **CONSTRUCTION TRADES ELECTRICAL CAPSTONE**

(Grade 11-12; 2 Semesters; 6 Credits; ELECTIVE)

Construction Trades Electrical Capstone builds upon the skills learned in Electrical Fundamentals and Advanced Electrical. Topics include load calculations – branch and feeder circuits, conductor selection and calculations, practical applications of lighting. This course will also cover commercial electrical services including distribution equipment, transformers, and voice, data and video. Completion of this course will prepare students for the NCCER Electrical Level 3 certificate. Students may also complete an Ivy Tech CT by completing coursework in general carpentry.

### **CONSTRUCTION TRADES: GENERAL CARPENTRY**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

Construction Trades: General Carpentry builds upon the skills learned in the Principles of Construction Trades and examines the basics of framing. This includes studying the procedures for laying out and constructing floor systems, wall systems, ceiling joist and roof framing, and basic stair layout. Additionally, students will be introduced to building envelope DEsystems.

## **PROTECTIVE SERVICES**

### **9751/9752 LAW ENFORCEMENT**

(Grade 11-12; 2 Semesters; 6 Credits; ELECTIVE)

**Law Enforcement** is a one-year program that introduces students to procedures in the legal field such as arrest techniques, self defense, search and seizure, crime scene evaluation, weapon identification, weapon safety, marksmanship, and situational shooting (we now have a weapon simulator). Class time is spent learning about the law, the Bill of Rights and the Constitution, serial killers, and drugs and their effect on the body. PT (physical training) is also a part of this class. Graduates pursue careers in criminal justice, law enforcement, conservation studies, and other protective services. Dual credits are available.

### **9881/9882 EMERGENCY SERVICES**

(Grade 11-12; 2 Semester; 6 Credits; ELECTIVE)

**Emergency Services** offers students the opportunity to explore the areas of fire service and emergency medicine. Students experience hands-on training with firefighting, emergency medical services, and tactical rescue operations. This one-year program utilizes the entire school building and grounds, the Versailles Fire Station, and the Versailles Fire Department Training Tower as an extended classroom. Students are provided the opportunity to test for certification in several different areas, including, but not

limited to: Hazardous Materials Awareness and Operations levels, NIMS (National Incident Management System), Indiana State Mandatory Firefighter, NFPA Firefighter I & II, DOT Emergency Medical First Responder, and CPR. Dual credits are available.

## INFORMATION TECHNOLOGY ACADEMY

### 9611/9612    COMPUTER REPAIR

(Grade 11-12; 2 Semesters; 6 Credits; ELECTIVE)

A+ **Computer Repair** allows students to dive inside the personal computer. From repairing hardware to troubleshooting operating systems, the course covers a wide variety of technology topics. Upon completion of the course, students will have covered all of the objectives required for the CompTIA A+ Certification Exam. This certification is a standard for IT workers across the globe. Computer Repair is a pre-requisite for Computer Networking. Dual credits are available.

### 9621/9622    COMPUTER NETWORKING

(Grade 11-12; 2 Semesters; 6 Credits; ELECTIVE)

**Computer Networking** students get direct experience working with today's networking technology. From home and small business wireless networks to large, enterprise- scale routers, students will get direct experience using a wide variety of hardware down to the bare wire. The course also includes exercises in installing, maintaining, and administering servers. Upon completion of the course, students will have covered all the objectives required for the CompTIA Network+ Certification exam. This certification is a standard for network technicians across the globe. Dual credits are available.

## **NETWORKING CAPSTONE**

(Grade 11-12; 2 Semesters; 6 Credits; ELECTIVE)

Networking Capstone includes hands-on lab work, and a wide array of assessment types and tools. The course covers the architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security concepts. Students learn how to configure and troubleshoot routers and switches for advanced functionality using security best practices and resolve common issues with protocols in both IPv4 and IPv6 networks. The course also emphasizes network security concepts and introduces network virtualization and automation. Students learn how to configure, troubleshoot, and secure enterprise network devices and understand how application programming interfaces (API) and configuration management tools enable network automation.

## **9311/9312 DIGITAL MEDIA**

(Grade 11-12; 2 Semesters; 6 Credits; ELECTIVE)

Adobe Creative Suite 4 Production Premier, Design Premium, and Microsoft Office software products provide the Digital Media students with web authoring, multimedia and graphics animation, and digital video technologies. Students use these software packages to create enhanced websites, interactive media, and digital video projects for a wide variety of technical activities. IC<sup>3</sup> Certification and dual credits are also available in the two-year curriculum. With additional schooling, program completers could expect to find employment as: Animators, Artists, Cartoonists, Creative Consultants, Digital Media Specialists, Graphic Designers, Interior Designers, Multimedia Consultants, Photographers, Visual Arts Consultants, and Web Designers

## **PRINCIPLES OF DIGITAL DESIGN**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

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

## **PRINCIPLES OF COMPUTING**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

Principles of Computing provides students the opportunity to explore how computers can be used in a wide variety of settings. The course will begin by exploring trends of computing and the necessary skills to implement information systems. Topics include operating systems, database technology, cybersecurity, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Students will also have the opportunity to utilize basic programming skills to develop scripts designed to solve problems. Students will learn about algorithms, logic development and flowcharting.

### **DIGITAL DESIGN CAPSTONE**

(Grade 11-12; 2 Semesters; 6 Credits; ELECTIVE)

The Digital Design Capstone course provides students the opportunity to dive deeper into advanced concepts of Visual Communication including user experience/user interface design, video production editing, animation and/or web design. Depending on the length of the course, students may focus their efforts on one area or explore multiple aspects.

### **DIGITAL DESIGN GRAPHICS**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

Digital Design Graphics will help students to understand and create the most common types of computer graphics used in visual communications. Skills are developed through work with professional vector-based and page layout software used in the industry. Additionally, students will be introduced to a full range of image input technology and manipulation including conventional photography, digital imaging, and computer scanners. Students will learn to communicate concepts and ideas through various imaging devices.

## **MECHANICAL REPAIR AND CRAFTS**

### **9131/9132 (first year)**

### **9141/9142 (second year)      AUTO SERVICE TECHNOLOGY**

(Grade 11-12; 4 Semesters; 12 Credits; ELECTIVE)

Prerequisite of a “C” or better in Algebra I

Students in the two-year **Automotive Technology** program will develop the basic knowledge and skills in all 8 of the ASE (Automotive Service Excellence) testing areas. These areas of study include: engine repair, electrical & electronics, automatic transmission (general services), brakes & braking systems, steering & suspension systems, manual drivetrains (general svcs.), heating & A/C (general svcs.), and engine performance. Together these encompass the new ASE Student Certification that can be achieved upon successful completion of the course and the passing of the Maintenance and Light Repair certification test. Our instructors are ASE certified and teach the industry’s latest technology with some of the latest equipment. Strong math skills are highly recommended and necessary to succeed. The program is NATEF (National Automotive Technicians Education Foundation) certified and follows their rigorous curriculum to offer students the best in automotive instruction. Dual credits are available.

### **PRINCIPLES OF DIESEL TECHNOLOGY**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

This course introduces the maintenance requirements and procedures of modern diesel engines and medium and heavy-duty trucks. Proper procedures and requirements for the Federal Highway Safety

Inspection (DOT) will be discussed and practiced. In addition, this course gives students an overview of the electrical operating systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the electrical diagnosis and repair in the automotive electrical industry. Students will study the fundamentals of electricity and automotive electronics.

**9151/9152 (first year)**

**9161/9162 (second year) DIESEL TECHNOLOGY**

(Grade 11-12; 4 Semesters; 12 Credits; ELECTIVE)

**Diesel Service Technology** students train on 18-wheelers, buses, construction and implement equipment, and Cummins engines. Students receive hands-on experience in every aspect of training from ASE certified instructors with industry standard vehicles and tools. Specifically, curriculum includes instruction in diesel engines and repair, pneumatic/hydraulic truck brakes, electronics, suspension and steering, fuel systems, electronic diagnosis, drivetrain, preventative maintenance, and inspection. Diesel is a two-year program with dual college credits available.

**DIESEL SERVICES CAPSTONE**

(Grade 11-12; 2 Semesters; 6 Credits; ELECTIVE)

This course further explores important skills and competencies within the Diesel Technology Pathway. Topics such as Truck Climate Control Systems, Diesel Engine Performance, HT Electrical Systems, Hd Truck Auto. Transmission and Heavy Truck Electronics. Additionally, Co-Op and Internship opportunities will be available for students.

**PRINCIPLES OF AUTOMOTIVE SERVICES**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

This course gives students an overview of the operating and general maintenance systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the automotive industry. Students will study the maintenance and light repair of automotive systems. Also, this course gives students an overview of the electrical operating systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the electrical diagnosis and repair in the automotive electrical industry. Students will study the fundamentals of electricity and automotive electronics.

**AUTOMOTIVE SERVICE CAPSTONE**

(Grade 11-12; 2 Semesters; 6 Credits; ELECTIVE)

This course further explores important skills and competencies within the Automotive Service Technology Pathway. Topics such as Steering & Suspension, Engine Repair, Climate Control, and Driveline Service. Additionally, Co-Op and Internship opportunities will be available for students.

**STEERING AND SUSPENSIONS**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

This course takes an in-depth look at engine performance, including concepts in the diagnosis and repair of ignition, fuel, emission and related computer networks. This course presents engine theory and

operation and studies the various engine designs utilized today. This course also takes an in-depth look at engine performance, including advanced concepts in the diagnosis and repair of ignition, fuel, emission and related computer networks. This course presents engine theory and operation and studies the various engine designs utilized today. Hybrid/Alternative fuel technology will also be introduced.

## **PERSONAL AND COMMERCIAL SERVICES**

### **9511/9512 (first year)**

### **9521/9522 (second year) COSMETOLOGY I**

(Grade 11-12; 4 Semesters; 16 Credits; ELECTIVE)

Students attending the popular two-year **Cosmetology** program learn the skills needed to perform services on the hair, skin, and nails. Upon completion of the program, students will be eligible to take the Indiana State Board Exam and be licensed to perform haircuts, hair color, chemical texture services, and spa services (such as facial and scalp massages, waxing, manicures, and pedicures). Students begin their training on mannequins (with real human hair). During their senior year, students will work in the Career Center's Salon & Spa on real clients. Cosmetology students must complete 1500 hours to graduate, and they must provide their own transportation. Dual college credits are available.

### **COSMETOLOGY II**

Grade 11-12; 2 Semesters; 6 Credits; ELECTIVE)

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

### **ADVANCED COSMETOLOGY**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

Advanced Cosmetology will emphasize the development of advanced skills in styling, hair coloring, permanent waving, facials and manicuring. Students will also study anatomy and physiology as it applies to cosmetology. Successful completion of the course requires at least 375 Cosmetology studio hours.

### **BARBERING AND COSMETOLOGY FUNDAMENTALS**

(Grade 11-12; 2 Semesters; 2 Credits; ELECTIVE)

Barbering and Cosmetology Fundamentals focuses on the development of practical skills introduced in Principles of Cosmetology. Clinical application and theory in the science of cosmetology are introduced. Successful completion of the course requires at least 375 Cosmetology studio hours.

### **9411/9412 (first year)**

### **9421/9422 (second year) CULINARY ARTS**

(Grade 11-12; 4 Semesters; 12 Credits; ELECTIVE)

Culinary Arts teaches students how to prepare the four major stocks, the five mother sauces (in addition to smaller sauces) and various soups. Additional emphasis is placed on the further development of the classical cooking methods. This course will also present the fundamentals of baking science including terminology, ingredients, weights and measures, and proper use and care of equipment. Students will produce yeast goods, pies, cakes, cookies, and quick breads.

## **PRE-VOCATIONAL EDUCATION**

### **9871/9872 FACILITY MAINTENCE**

The Southeastern Career Center offers a pre-vocational (PVE) program that provides opportunities for students in special education to acquire marketable work habits. This program is flexible for students, allowing them to progress at their ability levels. Students are mainstreamed during the shop or lab portion of the program. Approximately two-thirds of class time is spent in shop or lab. The remaining time is spent in related instruction. To be eligible for the PVE program, students must be receiving special education services from RSHS, be referred by the guidance counselor and the special education department, and be recommended by a person at the Ripley-Ohio-Dearborn Special Education Cooperative.

## **NON-CREDIT COURSES**

### **9991/9992      STUDY HALL**

(Grade 9-12; 1 or 2 Semesters; NO CREDIT)

Students may take a study hall any time in grades 9-12; however, students do not receive credit for this class. The course is designed to let students do homework, study for tests, and visit the library. Students are only allowed to take one study hall per semester during the school year.