

BLOOMINGTON HIGH SCHOOL SOUTH



Panthers

CEEB/ACT CODE 150-215

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MONROE COUNTY
COMMUNITY SCHOOL CORPORATION
ENGAGE. EMPOWER. EDUCATE.

2020-2021

Mission Statement

Bloomington High School South strives to meet the needs of all students in order to produce engaged and informed citizens who participate in community, excel in higher education, and succeed in the work place.

Belief Statements

1. All students deserve a safe, organized, structured, well-managed environment.
2. All students deserve high expectations based on their personal best performance or potential.
3. All students deserve fair, consistent, clear academic expectations, and grading.
4. All students deserve to know they have to follow clear rules and expectations with subsequent consequences for rule violations.
5. All students deserve caring, sharing, supportive, encouraging, nurturing, and guiding adults interested in them personally.

Four Guiding Questions

Bloomington High School South will continually share information and facilitate discussions through our Professional Learning Communities. Our guiding questions will provide data for a common foundation when making decisions about student learning.

1. What do we want students to learn?
Curricular Mapping
2. How do we know they have learned?
Common Assessments
3. What do we do when students don't learn?
Timely, Systemic and Directive Support
4. What do we do when students do learn?
Celebration

School Goals

Our faculty will engage students through a variety of relevant practices using an agreed upon curriculum. While the primary focus of student learning is course specific and aligned to core standards, it is also vital that we focus on the following goals:

1. Increase the overall passing rates for all of our students.
2. Increase percentage of students meeting college and career readiness standards.

Bloomington High School South Profile

Welcome to the **Bloomington High School South Curriculum Guide for 2020-2021**. Within these pages, you will find all that you need to know about planning your entire high school career and specifically about enrolling for courses for the next school year. The faculty, staff and administration are pledging our full support in helping you achieve your goals, and as our school mission states, we hope to provide you with an atmosphere that is conducive to your development as a high school student and as a person in later life. Your commitment, dedication, and desire to be a learner is vital to helping us achieve our mission.

Bloomington South is a comprehensive, public high school serving approximately 1700 students in grades 9-12. We have a **trimester schedule with five 60-minute classes a day**, earning one credit per class each 12 weeks for a yearly total of 15 credits. We are **accredited** by the Indiana Department of Public Instruction, Performance Based Accreditation.

South's diploma types and the requirements for each are described in this guide. In addition, the State of Indiana requires each student to participate in statewide testing Grade 10 ISTEP+. If a student is unable to pass the Algebra exam and the English exam after the first attempt they have several opportunities to try again in grades 11 and 12. All students must participate in taking the exams to be eligible for a diploma.

High school is intended to be a tremendous growth experience for you and a time that you can reflect on in later years with pleasure. Your personal growth will be greatly enhanced if you **become involved** in a variety of school activities and get to know the people at South. Without a doubt, the students, faculty, and staff are our greatest resource, and each of us needs to make an effort to support each other.

Bloomington High School South is a school rich in tradition with an outstanding reputation for success. We look forward to you adding to that tradition and taking full advantage of everything South has to offer. **Have pride in yourself and the Panthers!**

Mean SAT Scores for College Bound Seniors

Year	Reading	Math	Writing	% Seniors Tested
2018-19	613	616		79%
2017-18	589	588		
2016-17	599	569		74%
2015-16	551	564	526	73%
2014-15	545	557	522	74%
2013-14	546	553	521	78%
2012-13	549	557	531	76%
2011-12	532	542	511	81%
2010-11	537	548	519	80%
2009-10	541	548	519	67%
2008-09	539	545	517	73%
2007-08	541	544	521	67%
2006-07	535	542	513	71%

Advanced Placement Exam Data

% of Students with Score of 3 or Higher	% of 11th & 12th Graders Taking Exams
73%	48%
71.8%	45%
68.2%	46%
68%	48%
74%	45%
62%	49%
58%	41%
59%	41%
57%	42%
58%	32%
73%	25%
70%	21%
73%	12%

Class of 2019

- 410 students.
- 4 National AP Scholars, 36 AP Scholars with Honors, 36 AP Scholars, and 49 AP Scholars with Distinction
- Indiana Academic Honors Diploma recipients earned by 65% of the class
- 11 National Merit Finalist, 11 Commended Students.
- 128 Principal Scholars (11 terms of 4.0 GPA)
- 93.5% earned CORE 40 diplomas
- \$5.68 million earned in scholarship monies
- 180 National Honor Society Members

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BLOOMINGTON HIGH SCHOOL SOUTH

HOW TO USE THE CURRICULUM GUIDE

The Curriculum Guide lists and describes all courses currently offered at Bloomington High School South. When making your selections, carefully consider your status in fulfilling high school graduation requirements, your needs for college admission, and your career plans. Students are urged to keep the curriculum guide for future use; in addition to course descriptions, it contains information on items such as graduation requirements, regulations for class withdrawal, policy for repeating a course, and other facts you may need for reference and planning.

The course selection process at BHSS begins with student and parent meetings in December and spans several weeks to allow for thoughtful decision-making. Students' schedule choices must be made carefully using all available resources: family, teacher and counselor discussions, high school transcripts, the curriculum guide, career cluster information, post-secondary goals and interests.

Students may request schedule changes until the last day of the 2019-2020 school year. **No other change request will be honored unless the student has been misplaced in a course, a scheduling error has occurred, or a change is needed to ensure timely graduation.**

GENERAL GUIDELINES

A. A credit is earned by the satisfactory completion of one trimester of class work; a trimester grade of A, B, C or D denotes completion of a course. Courses that meet one class period daily award one credit per trimester. Certain courses may award credit for non-standard instructional time as permitted by waivers granted for the High Ability Program.

B. A course cannot be repeated for credit unless it is designated "repeatable" in the course selection guide.

C. Students are expected to take the following sequence of courses:

- (1) Freshman year (9th Grade)-English and Physical Education
- (2) Sophomore year (10th Grade)-English and Health
- (3) Junior year (11th Grade)-English and U.S. History
- (4) Senior year (12th Grade)-English, Government and Economics

These types of diploma designations can be earned: general, Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors.

TEXTBOOK RENTAL FEES

The State of Indiana does require students to pay a book rental fee and an activity fee. These fees vary from student to student according to the classes they are taking. Textbook/fee bills are mailed home in late September or early October for the year.

SCHEDULE CHANGES

Student schedules are developed for an entire school year based on the student's academic plan along with input from parents, teachers, and counselors. The accuracy of schedule requests is validated on multiple occasions by the student and parent(s). Any schedule adjustments for returning students are to be initiated prior to the student signing off on his/her final course request information in late December.

The school-wide scheduling plan is then put together based on these validated course requests. At this point, schedule changes will only be made if the student is misplaced, a scheduling error has occurred, or a summer school class is completed.

At the beginning of the school year, a minimal number of schedule adjustments may be considered in the following areas:

1. Schedule changes across curricular areas (e.g. changing a course in mathematics for one in language arts) must be completed by the end of the 5th school day of the trimester.

2. Schedule changes may be made after the 5th day as long as the class to be dropped and the class to be added are within the same curricular area. Permission from both teachers is required. Students need to pick up a form from a counselor and return the form with required signatures.

Any additional considerations must be approved by the principal.

WITHDRAWALS FROM COURSES

Students withdrawing from courses prior to the end of the first six weeks will not receive a grade on their official transcript. Students withdrawing from a course after the first six weeks will receive the grade WF. This grade will be entered on the student's transcript. After the first six weeks, withdrawal from a course is permitted only when special circumstances warrant a withdrawal and require administrative approval.

Any additional considerations must be approved by the principal.

REPEATING A COURSE

Any course offered at Bloomington High School South may be retaken but only those courses designated in the course selection guide as repeatable may receive credit more than one time. When a course is not designated as repeatable, each trimester grade earned in that course will appear on the transcript. Only one of those term grades, the highest grade, will be included in the GPA calculation and will be allowed to award credit. All other term grades in that course will be prefixed with an R to indicate that they were formerly used for both GPA and credit count but are no longer included in either.

DELAYED ENROLLMENT

Credit will not be awarded for any course in which a student enrolls after the first ten (10) school days of a regular trimester. This ten day time deadline for delayed enrollment does not apply to a change of sections within the same subject, to a change of levels within the same academic discipline or to students transferring from another school and taking a similar subject.

SPECIAL PROGRAMS & OPTIONS

General Overview of Bloomington High School South's Support Period (Panther Plus Period)

As we continue to expand the services in Panther Plus, our intervention time, we need to remain focused on what we are trying to affect during the time. We are trying to increase the amount of instructional time that students receive when we determine that they need support, enrichment or remediation, and we are providing it in a timely, systemic and direct way.

When students receive help in Panther Plus time, we aren't trying to reteach everything, we need to focus on one Essential Standard at a time. This isn't the only thing we are going to be providing students, so it won't fix everything.

1. Every department will have a priority day to reteach
2. Every department will have enrichment days for additional help

Priority Day activities: Reteaching and direct instruction for kids who need additional time to complete the required amount of work. This time is for kids who need a little extra help, not for kids who need an additional class for support. **Priority day is an opportunity to provide instruction when:**

1. Students have been absent.
2. Students demonstrate a weakness on an essential skill.
3. Students need additional support in becoming proficient with a concept.

Enrichment Day activities by department will be offered on days other than reteaching days. **Enrichment day is the time to provide support:**

1. Class reviews where key elements can be further discussed.
2. Test prep labs to prepare students for upcoming tests.
3. Students in need of homework support.

SPECIAL EDUCATION

Special Education is an individualized support program for students that have been identified by a case conference committee with having a disability, as defined by Special Education Rule 41, which significantly impacts the students' ability to make sufficient academic progress in school. The special education program is governed by the state board of education under Special Education Rules Title 511, Article 7, Rules 32-47. Once identified, students' support, program, and services are coordinated and implemented by a case conference committee through an Individualized Education Program/Individualized Transition Plan. Students can be referred for an initial evaluation for special education services by a parent/guardian or by a licensed school professional through the following process:

1. Parent/Guardian and/or licensed professional make the request for evaluation.
2. Within 10 instructional days of the request for evaluation, the school will provide written notice of the school's intent.
3. Should the school agree to conduct an initial evaluation, a social/developmental history form will be sent home with parent/guardian, along with notification and a request of parental consent for evaluation.
4. Upon receipt of the social/developmental history form and parental consent for the evaluation, the school has 50 instructional days to complete the psychological testing, and to conduct an initial case conference to review the results and determine eligibility.
5. No later than 5 instructional days prior to the initial case conference: a.) the psychological evaluation will be available for parent guardian review, and b.) the school will provide the parent/guardian with a notice of initial findings and proposed action.
6. Final determination of eligibility for special education services is made in the initial case conference by the case conference committee.

PROJECT PRIDE

The PRIDE Program for freshmen is a transition program designed to enable students to excel in high school and beyond. Students experience a small, structured classroom environment and move through the first two trimesters of the freshman year in a math and/or English cohort. English courses focus on the development of reading and writing skills through a unique curriculum called Read 180. Math courses focus on Pre-Algebra and Algebra, providing challenge as well as extra support when needed.

HIGH SCHOOL CREDIT WHILE ENROLLED IN MIDDLE SCHOOL

Students who take courses in middle school that could count for high school credit can make determinations in consultation with their high school counselor relative to transcribed credit.

Additionally, students who travel to the high school to take advanced level courses while enrolled in middle school are advised of the following: Courses taken on the high school campus will automatically be listed on the student's transcript and will be factored into the cumulative G.P.A. of the student. Students will be required to remain in the course for the entire school year, unless they drop the class within the drop/add period at the beginning of the course.

HIGH ABILITY PROGRAM

The Monroe County School Corporation offers a range of services for High Ability Students. High Ability courses are self-selected at the high school level. The High Ability Program is designed to promote and enhance the intellectual and creative abilities of high school students in our community. Components of the High Ability Program include curriculum acceleration options and curriculum enrichment options.

Acceleration options include a variety of Advanced Placement (AP) and Honors courses offered in English, Mathematics, Science, Social Studies, World Languages, and the Fine Arts. Grades received in AP and Honors courses are weighted when figured into the student's GPA. Advanced College Project (ACP) courses in literature and composition and mathematics are also offered. Students enrolled in these courses may receive both high school and college credit.

Curriculum enrichment options include non-standard education programs such as internships, mentorships, science independent research, and clinical experiences. Other enrichment opportunities for High Ability Students include participation in Spell Bowl, Academic Super Bowl, and Science Olympiad.

The Monroe County Community School Corporation High Ability Task Force developed a procedure for High Ability Students to receive credits for graduation by meeting the criteria outlined in item 4 section 1 of Indiana law, Senate Enrolled Act No. 310, IC20-36-5. Students may earn credit by taking an Advanced Placement (AP) exam without taking the class or completing course work. Following are the stipulations for receiving credit:

1. Student's transcript will reflect the following for the AP score earned: A for a 5, B for a 4, C for a 3. Pluses and minuses will not be awarded. Scores lower than a 3 will be considered insufficient for credit.
2. Student's transcript will reflect a credit for each semester of the class. The grade will be weighted similar to AP courses and will receive an additional (1) point in the GPA calculation.
3. If the student and parent choose the AP test out option, the grade/score that is earned will appear on the transcript.
4. If the student and parent are not satisfied with the exam grade/score, the student can enroll in the class. The transcript will reflect an "R" before the test out grade and then list the subsequent class grade. The "R" grade will not be calculated in the overall GPA.
5. Students who repeat classes cannot be a Valedictorian or Salutatorian.
6. Since the test out option is for independent study, materials and review sessions scheduled for AP classes as well as teachers of those classes will not be available to the student.
7. Students must notify the AP test coordinator of their intent to test out by March 1 to meet the College Board AP exam ordering deadline for a May test.

Only courses offered at BHSS will apply to above stated AP test/credit procedure.

Students and parents interested in the courses and options available in the High Ability Program for high school students should contact their school counselor.

HONORS/ADVANCED CLASSES

Students looking for a more rigorous curriculum should take honors classes. However, honors classes are not required for an honors diploma.

What students should expect from honors/advanced classes at Bloomington South:

- Higher expectations in terms of quality of work, discussions in class, project or report content and organization
- Greater intensity and depth
- Intense class participation
- Emphasis on analysis rather than memorization
- Completion of an assignment does not guarantee a good grade
- Student-centered responsibility for learning
- Reasonable expectations for daily homework
- Outside readings mandatory
- Extensive mastery of course-specific terms and the ability to apply those terms
- Command of logic and recognition of fallacies
- Willingness to tackle extensive, close readings of complex texts
- Willingness to explore the world of discourse outside of the textbook
- Willingness to work on critical evaluation of one's work
- High degrees of energy and an open mind

An Advanced Placement Course or an Advanced College Project Course has the same expectations with the added intensity of its being a college level course.

DUAL CREDIT OPPORTUNITIES

Indiana University—Advanced College Project (ACP)

The Advanced College Project (ACP) is for high school students who have adequate preparation and desire for more advanced work. The basic premise of the ACP program is to provide an opportunity for high school students to succeed at college level work. Through the various courses available, the ACP program allows a fairly wide range of students to engage in college level work for college credit. The same general standards that apply for admission to Indiana University apply to students entering the Project. Indiana University is primarily concerned with the strength of the college preparatory (prep) program, grade trends in college prep subjects and one's academic class rank. GPA, class rank and participation in college prep courses are the major determinants to acceptance. However, acceptance in the Advanced College Project does not constitute regular admission to Indiana University. Completion of any of the courses will result in the creation of an IU transcript and a permanent record at Indiana University.

Students who are not going to Indiana University may transfer their credits and sometimes grades to the college or university of their choice, at the discretion of the institution. A list of colleges and universities that have accepted the transfer of credit earned through the Project is provided to each ACP teacher. Students may contact the ACP teacher to get transfer questions answered.

Indiana University OPEN Program

The OPEN (On-campus Precollege Enrollment-Nondegree) Program is offered by IU-Bloomington, through the Office of Summer Sessions and Special Programs, as a service to qualified high school students, giving them special access to regularly scheduled IU courses for college credit on a space-available basis. The Program is intended to meet the needs of highly motivated and high achieving pre-college students. The nonresidential commuter OPEN Program is available to eligible students each semester of the regular academic year as well as during the Second Summer Session.

Applicants must be concurrently enrolled in high school classes (pursuing a diploma) and living with a parent(s) or legal guardian(s) within commuting distance of the IUB campus. Students (juniors or seniors) must be recommended for the program by their guidance counselor or principal. Usually, the recommendation is based on the reason for taking the class and on superior performance in high school as evidence by rank in class and GPA. Applicants should have at least a 3.0 GPA to be considered. Credit earned can also be used to fulfill high school requirements in some instances. This option, if desired, should be discussed and arranged with the student's high school counselor.

Ivy Tech Community College Early College Programs

Whether you want an early start on your future career or college degree, Ivy Tech has a pathway for you. Earning college credits while in high school through one of our Early College Pathway Programs will save you time and can save you and your family money as well. After high school, students can complete their associate degree at Ivy Tech to start their career or transfer to a bachelor's degree program.

Ivy Tech offers two Early College Pathway programs: Dual Credit and Dual Enrollment (ivytech.edu/startcollegearly).

Ivy Tech Dual Credit Program

Through Ivy Tech's Dual Credit Early College program high school students can earn college credits by enrolling in certain dual credit courses offered at their high school, taught by Ivy Tech credentialed high school faculty or Ivy Tech faculty.

Cost — There is no cost for dual credit classes taken at your high school taught by high school faculty.

Who Can Enroll? Students must meet any prerequisites to enroll in a dual credit course. To earn college credit for the course, students must demonstrate a readiness for college-level work, determined by tests such as the ACT, PSAT, SAT, or Ivy Tech's assessment test. Students who do not acquire the necessary test score(s) for eligibility purposes will not receive college credit for the course.

How to Enroll? Ask your high school guidance counselor about dual credit courses offered, and enroll through your school. The high school will assist students in completing the Dual Credit enrollment process, which will include an application (ivytech.edu/dualcreditapplication).

Ivy Tech Dual Enrollment Program

Through Ivy Tech's Dual Enrollment program high school students can make substantial progress toward their college education by enrolling in courses offered at Ivy Tech Community College. Take classes online or on Ivy Tech's campus for the full college experience and immersive, hands-on learning.

Cost — Ivy Tech offers the lowest college tuition in the state. Regular tuition (ivytech.edu/tuition) and fees apply for courses taken through dual enrollment.

Who Can Enroll? Any high school age student currently enrolled in fall or spring semester, who demonstrates a readiness for college-level work. Readiness is determined for college-level work. Readiness is determined by tests such as ACT, PSAT, SAT, or Ivy Tech's assessment test. If a course is taken on Ivy Tech's campus during the high school day, students must have permission from their high school guidance counselor.

Advanced Placement Courses (AP)

Since 1955, the College Board's Advanced Placement Program® (AP®) — the collaborative community of AP teachers and students, states, districts, schools, colleges, and universities committed to the daily work of developing college-level knowledge and skills — has been delivering excellence in education to millions of students across the country. AP enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school.

Through AP courses, each culminating in a rigorous assessment, students learn how to:

- Examine texts
- Interpret data
- Evaluate evidence
- Construct solid arguments
- See multiple sides of an issue

College faculty who teach the corresponding introductory courses on campus are involved in every step of the course and exam development process as well as in exam scoring and score setting. Regular surveys of college curricula in addition to comparability studies—in which portions of the exams are administered to college students—are undertaken for each course and exam to ensure that they cover the information, skills and assignments found in the corresponding college courses.

To ensure alignment with current best practices in college-level learning, AP has been redesigning AP courses and exams. The redesign process moves beyond standard content updates, instead focusing on course objectives and teaching methods that align with current practice on college and university campuses.

AP Exam scores are a weighted combination of student scores on the multiple-choice and free-response sections.

The final score is on a five-point scale:

AP Exam Score	Recommendation	College Course Grade Equivalent
5	Extremely well qualified	A+ or A
4	Very well qualified	A-, B+ or B
3	Qualified	B-, C+ or C
2	Possibly qualified	
1	No recommendation	

Definitions of the knowledge and skills required to earn scores of 1, 2, 3, 4 and 5 on an AP Exam are derived from standard settings and college comparability studies. These processes ensure that AP Exam outcomes align with college faculty expectations. First, committees of college faculty who teach the comparable college course develop detailed descriptions of the performance required to earn each score — these are called achievement-level descriptors (ALDs). During a standard-setting study, a panel of 15 faculty and teachers reviews the ALDs and determines how many questions a student would need to answer correctly at each ALD. These raw scores become the cut scores for each AP Exam score. To conduct college comparability studies, the same committees administer portions of an AP Exam to students in their related college course; student AP scores are correlated to their final course grades. The results of both studies establish the standards and inform the cut scores for the relevant AP Exam.

GRADE 10 ISTEP+ ASSESSMENT

Beginning in 2015-16, the Grade 10 ISTEP+ test replaced End of Course Assessments in Algebra 1 and English 10 as the assessment used for accountability in high school English/Language Arts and Mathematics.

The purpose of the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) Grade 10 program is to measure student achievement in the subject areas of English/Language Arts and Mathematics. An Applied Skills (open-ended)

Assessment (Part 1) and a Multiple-Choice and Technology-Enhanced item Assessment (Part 2), which are required components of the ISTEP+ program, are used to measure these standards.

ILEARN BIOLOGY ASSESSMENT

Beginning in 2018-2019, the ILEARN Biology ECA replaced the ISTEP+ Grade 10 Biology assessment. The purpose of the summative assessment is to assess knowledge of standards through both open-ended and objective questions on a technology-based, fixed-form test.

ENGLISH AS A NEW LANGUAGE

English as a New Language (ENL) is the study of language, literature, composition and oral communication and is designed to help English learners develop proficiency with academic language foundations. The eligibility of participation in this course is determined based on the Indiana state English proficiency assessment results. The ENL provides English learners with instruction in English to improve their proficiency in listening, speaking, reading, writing, and comprehension of standard English. Emphasis is placed on helping students to function within the regular school setting and within an English-speaking society through conversation, discussion, readings appropriate to their proficiency levels, and writing activities. The skills addressed in the courses are based on Indiana's Academic Standards for English/Language Arts in grades 9-12 and the WIDA English Language Development (ELD) standards. This course allows for successive semesters of instruction at advanced levels up to a maximum of four credits.

HOME SCHOOLING

Any student involved in home schooling must be enrolled in a program with licensed teachers that award credits for classes completed if they plan on transferring credits to BHSS at some point. If the home schooling program does not award credits for courses completed, the student will have to retake any required course upon re-enrollment. To earn a diploma in Indiana, all students must meet all minimum credits required by the state and the local school corporation. A licensed teacher must teach the course for it to be accredited.

NATIONAL HONOR SOCIETY

The Bloomington High School Chapter of the National Honor Society is one of the oldest clubs in our school. Membership in the honor society is based upon election by member of the faculty council.

After seven trimesters of work for juniors and nine trimesters of academic work by seniors, students who have cumulative grade point averages of 3.5 are notified by the chapter advisor that they are academically eligible for election to the society. However, academic eligibility is only one of four criteria that the faculty council must consider.

In addition to the academic requirement, participation and leadership in school and / or community activities are required. Our school service component requires that you shall have participated in two school activities or one school and one community activity.

Another component of the selection criteria is character.

Character will be viewed as possessing integrity, demonstrating positive behavior, and exhibiting a posture of cooperation and a sense of ethics. Teachers who have you in classes and in activities will rate you on a scale of 1-4 in the areas of leadership and character. You must receive an average score of 2.0 in leadership and a score of 2.7 in character to qualify for membership.

In examining character, the faculty council will consider whether you have recorded incidents of cheating or intentional dishonesty and whether you have a record of skipping classes or of knowingly violating school rules. You must also have no record of civil offenses within the community. In examining leadership, the faculty council will determine whether you have demonstrated leadership in promoting school activities and whether you have been dependable in responsibilities which you have accepted.

We encourage you at all times to achieve academically and to volunteer your service to both your school and community. In your junior or senior year, we want to have you as a member of the Bloomington High School South National Honor Society.

SUMMER READING REQUIREMENT

All students who take Honors, AP, or ACP classes in the Language Arts Department must complete summer reading. The requirements for each course are outlined in the Language Arts Section of the BHSS website.



EARNING A HIGH SCHOOL DIPLOMA IN MCCSC - CLASS OF 2023 AND BEYOND

Effective with the 2019-2020 school year, the new Indiana Graduation Pathways allow MCCSC students to demonstrate their preparation for their life after high school - college, a job, the military, advanced training, and more.

The pathways provide every MCCSC student with:

- knowledge and engagement of individual career interests and career options
- a strong foundation of academic and technical skills
- the skills needed to be successful in whatever they choose to do after high school

In conversation with your guidance counselor, customize your education by completing an option in each of the three requirements.

1. EARN A DIPLOMA—select the course requirements for diploma designation.		
General OR Core 40 OR Academic Honors OR Technical Honors		
2. EMPLOYABILITY SKILLS—select one option to show your employability skills.		
Project-Based Learning School-approved, authentic project that leads to sustained inquiry around a challenging problem. OR Service-Based Learning School-approved, on-going service that connects to your coursework. OR Work-Based Learning School approved, work-based partnerships that use the concepts, skills, and dispositions from coursework.		
3. POST-SECONDARY READY—select one option to show you are ready for life after high school.		
Honors Diploma Fulfill the requirements to earn an Academic or Technical Honors Diploma OR Industry Credential and Workforce Readiness Use at least one option: -State & industry recognized Credential or Certification -State, federal, or industry recognized apprenticeship -Career Technical Education Concentrator (6 credit hrs) OR Pre-College Credit Complete at least three: -Dual credit courses and earn a C average of higher and/or -Advanced Placement (AP) exams with a score of 3 or higher OR College and Career Readiness Test Use at least one option to meet college-ready benchmarks or placement qualification.		
SAT (in English and math) English – 480 Math – 530	ACT (in two of the four subjects: Eng. or reading and math or sci.) English – 18 or Reading – 22 AND Math – 22 or Science – 23	ASVAB (min. score in one area) 31 Army 31 Marines 35 Navy 36 Air Force 45 Coast Guard



BLOOMINGTON HIGH SCHOOL SOUTH • MCCSC

DIPLOMA DESIGNATIONS



ENGAGE. EMPOWER. EDUCATE.

AREA	CORE 40	CORE 40 W/ ACADEMIC HONORS	CORE 40 W/ TECH. HONORS	GENERAL DIPLOMA *
ENGLISH	10 CREDITS	9-10 CREDITS	9-10 CREDITS	10 CREDITS
MATH	8 CREDITS <ul style="list-style-type: none"> 3 Credits: Algebra I 2 Credits: Geometry 3 Credits: Algebra II 2 additional math credits are recommended for admission to a four-year college. <p><i>Students must take a math or quantitative reasoning course each year in high school.</i></p>	10 CREDITS <ul style="list-style-type: none"> 3 Credits: Algebra I 2 Credits: Geometry 3 Credits: Algebra II 2 Additional Core 40 math credits <p><i>Students must take a math or quantitative reasoning course each year in high school.</i></p>	8 CREDITS <ul style="list-style-type: none"> 3 Credits: Algebra I 2 Credits: Geometry 3 Credits: Algebra II 2 additional math credits are recommended for admission to a four-year college. <p><i>Students must take a math or quantitative reasoning course each year in high school.</i></p>	5 CREDITS <ul style="list-style-type: none"> 3 Credits: Algebra I 2 Credits: Any math course <p><i>General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</i></p>
SCIENCE	6 CREDITS <ul style="list-style-type: none"> 2 Credits: Biology I 2 Credits: Chemistry I, Physics I, or Integrated Chemistry-Physics 2 Credits: Any Core 40 science course 	6 CREDITS <ul style="list-style-type: none"> 2 Credits: Biology I 2 Credits: Chemistry I, Physics I, or Integrated Chemistry-Physics 2 Credits: Any Core 40 science course 	6 CREDITS <ul style="list-style-type: none"> 2 Credits: Biology I 2 Credits: Chemistry I, Physics I, or Integrated Chemistry-Physics 2 Credits: Any Core 40 science course 	4 CREDITS <ul style="list-style-type: none"> 2 Credits: Biology I 2 Credits: Any science course <p><i>At least one credit must be from a Physical Science or Earth and Space Science course</i></p>
SOCIAL STUDIES	6 CREDITS <ul style="list-style-type: none"> 2 Credits: World History, AP World History, or Geography/History of the World 2 Credits: US History 1 Credit: US Government 1 Credit: Economics 	6 CREDITS <ul style="list-style-type: none"> 2 Credits: World History, AP World History, or Geography/History of the World 2 Credits: US History 1 Credit: US Government 1 Credit: Economics 	6 CREDITS <ul style="list-style-type: none"> 2 Credits: World History, AP World History, or Geography/History of the World 2 Credits: US History 1 Credit: US Government 1 Credit: Economics 	4 CREDITS <ul style="list-style-type: none"> 2 Credits: US History 1 Credit: Government 1 Credit: Any social studies course
WORLD LANGUAGE	N/A <ul style="list-style-type: none"> 4-8 Credits recommended for admission to a four-year college 	6-8 CREDITS <ul style="list-style-type: none"> 6 credits in one language or 4 credits each in two languages 	N/A <ul style="list-style-type: none"> 4-8 credits recommended for admission to a four-year college 	N/A
PHYSICAL EDUCATION	2 CREDITS	2 CREDITS	2 CREDITS	2 CREDITS
HEALTH	1 CREDIT	1 CREDIT	1 CREDIT	1 CREDIT
FINE ARTS	N/A	2 CREDITS	N/A	N/A
DIRECTED ELECTIVES	5 CREDITS <p><i>Any combination from World Languages, Fine Arts and Career & Technical Education.</i></p>	5 CREDITS <p><i>Any combination from World Languages, Fine Arts and Career & Technical Education.</i></p>	5 CREDITS <p><i>Any combination from World Languages, Fine Arts and Career & Technical Education.</i></p>	N/A

AREA	CORE 40	CORE 40 W/ ACADEMIC HONORS	CORE 40 W/ TECH. HONORS	GENERAL DIPLOMA *
ELECTIVES	6 CREDITS College and Career Pathway courses recommended.	6 CREDITS College and Career Pathway courses recommended.	6 CREDITS College and Career Pathway courses recommended.	6 CREDITS College and Career Pathway courses recommended.
COLLEGE & CAREER PATHWAYS			6 CREDITS in state-approved pathway: 1) State approved, industry recognized certification or credential, or 2) Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits	6 CREDITS Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities.
ADDITIONAL REQUIREMENTS	N/A	COMPLETE ONE: 1) Earn 4 credits in two or more AP courses and take corresponding AP exams. 2) Earn 6 verifiable, transcribed college credits in dual credit courses from the approved dual credit list. 3) Earn two of the following: a) A minimum of 3 verifiable transcribed college credits from the approved dual credit list, b) 2 credits in AP courses and corresponding AP exams, c) 2 credits in IB standard level courses and corresponding IB exams. 4) Earn a combined score of 1250 or higher on the SAT and a minimum score of 560 on math and 590 on evidenced based on the reading and writing section. 5) Earn an ACT composite score of 26 or higher and complete written section. 6) Earn 4 credits in IB courses and take corresponding IB exams.	COMPLETE ONE: 1) Any one of the options (1-6) of the Core 40 with Academic Honors 2) Earn the following scores or higher on WorkKeys: Reading for Information - Level 6, Applied Mathematics - Level 5, and Locating Information - Level 5. 3) Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75. 4) Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.	COMPLETE: 1) Opt-out form
FLEX CREDIT	N/A	N/A	N/A	5 CREDITS 1) Additional elective courses in a College and Career Pathway 2) Courses involving workplace learning such as Cooperative Education or Internship courses 3) High school/college dual credit courses 4) Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
REQUIRED GRADES		No individual grades below "C" and an overall GPA of "B" or higher.	No individual grades below "C" and an overall GPA of "B" or higher.	
TOTAL†	40 CREDITS	47 CREDITS	47 CREDITS	40 CREDITS

* = To graduate with less than Core 40, an opt-out process must be completed. See next page for details.

† = Minimum total credits required by state. Due to additional supports in Math and English, total number of credits earned at BHSS may be higher than the state minimum.

CORE 40 Opt-Out Process

To graduate with less than Core 40, the following formal opt-out process must be completed. **Per Indiana Code 20-32-4-7, 8, 9, 10, beginning with students who enter high school in 2007-2008, the completion of Core 40 becomes an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.**

If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Please note: The 4-year colleges in Indiana will not accept this diploma for admission to their respective universities directly after graduating from high school. A student who receives this type of diploma would first have to attend a 2-year college or trade school before attempting to transfer to a 4-year university.

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

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

Core 40 Triggers

The following conditions may trigger a discussion about opting-out of Core 40:

1. A parent may request that a student be exempted from the Core 40 curriculum and be required to complete the general diploma to graduate, or
2. The student does not pass at least three (3) courses required under the Core 40 curriculum, or
3. The student receives a score on the graduation examination that is in the twenty-fifth percentile or lower when the student takes the graduation examination for the first time.

In each case, the student's parent and the student's counselor (or another staff member who assists students in course selection) shall meet to discuss the student's progress. Following the meeting, the student's parent shall determine whether the student will achieve greater educational benefits by:

1. continuing the general curriculum; or
2. completing the Core 40 curriculum

SPECIFIC COURSES THAT MEET REQUIREMENTS FOR ACADEMIC HONORS DIPLOMA

A. English – 9-10 credits

- English 9 or English 9 H (3 credits)
- English 10 (3 credits) or English 10 H (2 credits)
- English 11 or English Language and Composition, Advanced Placement (2 credits)
- Take 2 of the following – English 12-1 [Career Skills] or English 12-2 [Ivy Tech Eng III] or English/Language Arts, College Credit [W131] or English/Language Arts, College Credit [L202] or Ethnic Literature [African-American Literature] or Speech or English Literature or Literature and Composition, Advanced Placement (2 credits)
- Journalism may be counted as (1) one 12th grade English credit if student has taken a two-credit English AP course and test, or a two-credit English dual credit course.
- Creative writing may be counted as (1) one 12th grade English credit.

B. World Languages – 6 credits in one language or 4 credits each in two languages

- French – I, II, III, IV, V, VI
- German – I, II, III, IV, V, VI
- Latin – I, II, III
- Spanish – I, II, III, IV, V, VI
- Chinese – I, II, III, IV, V

C. Mathematics – 10 credits, depending upon entering math course

- Algebra I (3 credits)
- Geometry or Geometry H (2 credits)
- Algebra II or Algebra II H (3 credits)
- Pre-Calculus/Trigonometry (2 credits)
- Calculus AB, Advanced Placement (2 or 3 credits)
- Calculus BC, Advanced Placement (2 credits)
- Mathematics, College Credit [Finite] (2 credits)
- Statistics, Advanced Placement (2 credits)

D. Science – 6 credits

- Biology or Biology H (2 credits)
- Biology, Advanced Placement (3 credits)
- Chemistry or Chemistry H (2 credits)
- Chemistry, Advanced Placement (3 credits)
- Earth Space Science (2 credits)
- Environmental Science, AP (3 credits)

- Integrated Chemistry-Physics (2 credits)
- Environmental Science, Advanced (2 credits)
- Advanced Science, Special Topics [Organic Chemistry] (1 credit)
- Principles of Biomedical Science (2 credits)
- Physics H (2 credits)
- Physics Advanced Placement (3 credits)
- Human Body Systems (2 credits)
- Medical Interventions (2 credits)
- Anatomy & Physiology (2 credits)

E. Social Studies – 6 credits

- World History and Civilization or World History and Civilization H (2 credits)
- European History, Advanced Placement (2 credits)
- United States History (2 credits)
- United States History, Advanced Placement (3 credits)
- Government (1 credit) or AP Government (1 credit)
- Economics (1 credit)

F. Fine Arts – 2 credits

- Any two credits in art, drama, and music

G. Health – 1 credit

- Regular 10th grade Health and Wellness Issues or 3 credits in the following – Child Development and Parenting, Human Development and Family Wellness, Interpersonal Relationships, Adult Roles and Responsibilities, Nutrition and Wellness, or Orientation to Life and Careers. (Note: 3 credits must be in 3 different classes.)

H. Physical Education – 2 credits

- I. Electives – 4 – 11 credits** depending on mathematics and world languages requirements to make up the 47 credit requirement

POST SECONDARY PREPARATION

Students need to prepare for the variety of options that are available to them once they earn their diploma from Bloomington High School South. They must select their courses carefully using all the information and services offered to them: the career interest inventory where students identify their career cluster, discussions with family, school counselors and teachers, the Learn More Resource Center 1-800-992-2076, as well as shadowing, mentoring and internship opportunities.

Because entry requirements vary among colleges there is not a specific college preparatory curriculum. A recommendation for maximum preparation permits very little flexibility in high school course selection while a recommendation for minimum preparation would not qualify students for admission to highly selective institutions. Many BHSS students attend Indiana University. **It is important to note that Indiana University's admission standards require a minimum of at least 34 credits of college preparatory courses as follows: eight credits of English; seven credits of mathematics (including first and second year Algebra, one year of geometry, and one credit precalculus; six credits of social science (including two credits of U.S. History, two credits of world history/civilization/geography, and two additional credits in government, economics, sociology, history or similar topics); six credits of sciences (including at least 4 credits of laboratory sciences: biology, chemistry, or physics); four credits of world languages; and three or more credits of additional college preparatory courses. Additional math credits are recommended for students intending to pursue a science degree and additional world language credits are recommended for all students. Ball State and Purdue University requires at least two years of a foreign language taken at the high school.** This preparation does not guarantee admission; it merely makes the student eligible for consideration at Indiana University. It is likely that such a program of study would be appropriate preparation for many other colleges or universities; however, it must be emphasized that it is the student's responsibility to be aware of entrance requirements for specific colleges of interest and to choose his/her high school courses accordingly. SAT/ACT required. Scores should be sent directly to colleges.

A student may prepare for a two-year Associate Degree program, obtain an Associate Degree and then continue to complete a four-year program. In some cases student may enter the workforce immediately following graduation. BHSS offers coursework which includes a suggested sequence of academic courses and designated electives which are based on the student's career interest and educational goal. BHSS provides a strong link between the high school and the two-year technical institution or the four-year institution where applicable. There are currently several courses that transfer from Bloomington's Ivy Tech State College to other institutions. These institutions currently include the University of Southern Indiana, Vincennes University, Anderson University, Rose-Hulman, Saint Mary of the Woods College, Murray State University, Indiana Wesleyan University, University of Indianapolis, Ferris State University, and Oakland City College Center. There are also general education courses with transferability of credit to Indiana University, IUPUI, Indiana State University, and Ball State University. Students need to carefully study their associate degree options in their career area and make their plans accordingly.

CURRICULUM GUIDELINES**GRADE CODE OF BHSS**

A	Superior
B	Above Average
C	Average
D	Below Average
F	Fail
W	Withdrawn: must be followed by A,B,C,D,F, or G to indicate student achievement at the time of withdrawal
R	Repeated: must be followed by A,B,C,D, or F to indicate student achievement

GPA

BHSS calculates GPA (grade point average) for the following reasons:

1. Various high school organizations use the information for membership
2. High school valedictorian and salutatorian candidates are selected by GPA.
3. Colleges request GPA.

The following procedures are used to determine GPA:

1. Only those courses which are recorded on the transcript and in which students earn letter grades of A, B, C, D, or F are eligible courses for calculation of GPA. (Grades prefixed with "W" or "R" are not used in calculating GPA).
2. Plus and minus grades will be recognized on student transcripts and count towards student GPA configurations. Our grading scale is based on the Indiana University grading scale:

		Regular	Honors	AP
A+	97-100	4.0	4.5	5.0
A	93-96	4.0	4.5	5.0
A-	90-92	3.7	4.2	4.7
B+	87-89	3.3	3.8	4.3
B	83-86	3.0	3.5	4.0
B-	80-82	2.7	3.2	3.7
C+	77-79	2.3	2.8	3.3
C	73-76	2.0	2.5	3.0
C-	70-72	1.7	2.2	2.7
D+	67-69	1.3	1.3	1.3
D	63-66	1.0	1.0	1.0
D-	60-62	.7	.7	.7
F	59 & below	0	0	0

3. Weighted grades: Students taking an AP or ACP class will receive one additional point toward the GPA. Students taking honor level classes will receive an additional 1/2 point toward their GPA for a grade of C- or better. For example, an A in an AP class warrants a 5.0, and an A in an honors class warrants a 4.5. Please note that ACP courses, since they are dual credit courses, will only be weighted on the high school transcript. College level classes offered at IU through the Open Program will not be weighted. IU courses taken off the high school campus will not be placed on the high school transcript unless the course is required for high school graduation.
4. Credit points for each eligible course are found by multiplying the number of credits attainable by the point value of the letter grade.
5. GPA is calculated by dividing a student's total credit points by the total numbers of credits attempted in the eligible courses. The result will be rounded to three decimal places.
6. The student with the highest GPA will rank in first place.
7. Only courses taken in grades 9-12 will be used in determining GPA. (Unless previously indicated taking middle school Algebra/Geometry and/or Foreign Language for high school credit.
8. In order to be considered valedictorian or salutatorian, students must meet all necessary graduation requirements by the completion of their final term.

GPA Calculation

Dividing the number of grade points (27) by the number of credits (8) gives the grade point average 3.375. Each semester the number of grade points is divided by the number of class credits. It becomes increasingly difficult to affect GPA later in high school because, as the number of credits increases, each semester's grade points have less of an effect. Using the example above, if a senior with a GPA of 2.0 in the fall semester of his last year in high school earned a GPA of 3.375, his overall GPA would raise to 2.23. A freshman beginning with a GPA of 0.0 would raise his GPA 3.375 points, whereas a senior with the same semester grades but a prior grade history could raise it only .23 points. That is because 27 has a bigger impact when divided by 8 than when, in the senior year, it is added to 96 grade points already earned and divided by 54. Students who want to use their junior and senior year to "make up" for missed opportunities find it mathematically impossible to change their GPA very much. The best opportunity to affect GPA is in the freshman and sophomore years. Six weeks grades function as progress reports and do not figure into a student's overall GPA.

The following Honor courses will receive an additional 1/2 point:

English	H 9-1, 9-2, 9-3	German	III, IV, V, VI
English	H 10-1, 10-2	Spanish	III, IV, VI
Biology I	H	Geometry	H 1,2
Chemistry I	H	Algebra II	H II-1, II-2, II-3
Physics I	H	Pre-Calculus/Trigonometry	1, 2
Anatomy and Physiology	H 1-1, 1-2	World History	H 1,2
French	III, IV, V, VI	Chinese	III, IV

The following Advanced Placement (AP) and ACP courses will receive an additional (1) point:

Statistics	1,2	Biology	1,2,3
English Literature and Composition	1,2	Chemistry	1,2,3
English Language and Composition	1,2	Physics 2	1,2,3
Advanced English/Language Arts, College Credit [W131] ACP	1,2	United States History	1,2,3
Advanced Mathematics, College Credit [Finite] ACP	1,2	European History	1,2
Calculus AB	1,2,3	Spanish	V
Calculus BC	3,4	Government	1
AP 2D Art & Design	1,2	Latin	III
AP 3D Art & Design	1,2	Environmental Science	1,2,3
AP Drawing	1,2	Physics C	1,2,3
AP Computer Principles	1,2		
AP Music Theory	1,2		

VALEDICTORIAN and SALUTATORIAN

Valedictorian(s) will be determined at the end of the twelfth (12) official term of the graduating class. The student(s) with the highest GPA will be named valedictorian. The valedictorian will be named at the graduation ceremony.

The salutatorian is the class member that has the next highest GPA in the graduating class.

In order to be named Valedictorian or Salutatorian, the student must meet the following criteria.

- The student shall have attended BHS South no less than one year immediately prior to his or her twelfth trimester.
- The student shall have completed all graduation requirements no later than the last day of the scheduled classes for seniors.
- The student must not have repeated a course.
- The student must be in good standing in all aspects of his or her school related experience and displayed positive character traits as determined by his or her teachers, counselors, and administrators.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Divisions I and II Initial-Eligibility Requirements

Core Courses

- **NCAA Division I requires 16 core courses. NCAA Division II currently requires 14 core courses.** Division II will require 16 core courses for students enrolling on or after August 1, 2013. See the charts below.
- **NCAA Division I will require 10 core courses** to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.
 - *Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- **Be sure** to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive **athletics aid and practice on or after August 1, 2016**, is 2.000 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for **competition on or after August 1, 2016**, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **The Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I 16 Core Courses

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II 14 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 2 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 3 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II 16 Core Courses (2013 and After)

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

Sliding Scale B			
Use for Division I beginning August 1, 2016			
NCAA DIVISION I SLIDING SCALE			
GPA for Aid and Practice	GPA for Competition	SAT	ACT Sum
3.550	4.000	400	37
3.525	3.975	410	38
3.500	3.950	420	39
3.475	3.925	430	40
3.450	3.900	440	41
3.425	3.875	450	41
3.400	3.850	460	42
3.375	3.825	470	42
3.350	3.800	480	43
3.325	3.775	490	44
3.300	3.750	500	44
3.275	3.725	510	45
3.250	3.700	520	46
3.225	3.675	530	46
3.200	3.650	540	47
3.175	3.625	550	47
3.150	3.600	560	48
3.125	3.575	570	49
3.100	3.550	580	49
3.075	3.525	590	50
3.050	3.500	600	50
3.025	3.475	610	51
3.000	3.450	620	52
2.975	3.425	630	52
2.950	3.400	640	53
2.925	3.375	650	53
2.900	3.350	660	54
2.875	3.325	670	55
2.850	3.300	680	56
2.825	3.275	690	56
2.800	3.250	700	57
2.775	3.225	710	58
2.750	3.200	720	59
2.725	3.175	730	60
2.700	3.150	740	61
2.675	3.125	750	61
2.650	3.100	760	62
2.625	3.075	770	63
2.600	3.050	780	64
2.575	3.025	790	65
2.550	3.000	800	66
2.525	2.975	810	67
2.500	2.950	820	68
2.475	2.925	830	69
2.450	2.900	840	70
2.425	2.875	850	70
2.400	2.850	860	71
2.375	2.825	870	72
2.350	2.800	880	73
2.325	2.775	890	74
2.300	2.750	900	75
2.275	2.725	910	76
2.250	2.700	920	77
2.225	2.675	930	78
2.200	2.650	940	79
2.175	2.625	950	80
2.150	2.600	960	81
2.125	2.575	970	82
2.100	2.550	980	83
2.075	2.525	990	84
2.050	2.500	1000	85
2.025	2.475	1010	86
2.000	2.450	1020	86
	2.425	1030	87
	2.400	1040	88
	2.375	1050	89
	2.350	1060	90
	2.325	1070	91
	2.300	1080	93

IHSAA ELIGIBILITY

TO THE STUDENT ATHLETE: Information contained on this poster will acquaint you with the major rules and regulations you must follow in order to retain your high school athletic eligibility. Any questions you have concerning your athletic eligibility should be checked with your principal or athletic director/s.

-YOU ARE INELIGIBLE IF-

1. AGE
 - You are 20 years of age prior to or on the scheduled date of the IHSAA State Finals tournament in a sport.
2. AMATEURISM
 - You play under an assumed name.
 - You accept money or merchandise directly or indirectly from athletic participation.
 - You sign a professional contract in that sport.
3. AWARDS/GIFTS
 - You receive in recognition for your athletic ability any award not approved by your high school principal or the IHSAA.
 - You use or accept merchandise as an award, prize, gift or loan or purchase such for a token sum.
 - You accept awards, medals, recognitions, gifts and honors from colleges/universities or their alumni.
4. CONDUCT/CHARACTER
 - You conduct yourself in or out of school in a way which reflects discredit on your school or the IHSAA.
 - You create a disruptive influence on the discipline, good order, moral and educational environment in your school.
5. ENROLLMENT
 - You did not enroll in school during the first 15 days of a semester.
 - You have been enrolled more than four consecutive year, or the equivalent (e.g. 8 semesters or 12 trimesters, etc.), beginning with grade 9>
 - You have represented a high school in a sport for more than four years.
 - You are absent five or more consecutive school days due to illness or injury and do not present to your principal written verification from a physician licensed to practice medicine stating that you may resume participation.
7. PARTICIPATION
 - a. During Contest Season
 - You participate in try-outs or demonstrations of athletic ability in that sport as a prospective post-secondary school student-athlete.
 - You participate in a practice with or against players not belonging to your school.
 - You participate in a non-school-sponsored contest without an approved waiver.
 - You attend a non-school camp.
 - You attend and participate in a student-clinic.
 - b. During School Year Out-of-Season
 - You participate in a team sport contest as a member of a non-school team where there are more than the following number of students listed below in each sport, including incoming freshmen, who have participated the previous year in a contest as a member of their school team in that sport.
Basketball - 3 Baseball - 5 Football - 6
Volleyball - 3 Softball - 5 Soccer - 6
 - You receive instruction in team sports from individuals who are members of your high school coaching staff (Exception: open facility).
 - c. During Summer
 - You attend a non-school fall sports camp and/or clinic after Monday of Week 4 (See your athletic direc-

tor for specific dates).

- You attend any other non-school camp and/or clinic after Monday of Week 4 (See your athletic director for specific dates).
 - You attend any other non-school camp and/or clinic after Monday of Week 5 (See your athletic director for specific dates).
8. PRACTICE
 - You have not completed the required number of separate days of organized practice in your sport under the direct supervision of the high school coaching staff in your sport preceding participation in a contest.
 9. SCHOLARSHIP
 - You did not pass 70% of the full credit subjects or the equivalent that a student can take in your previous grading period. Semester grades take precedence.
 - You are not currently passing 70% of the full credit subjects or the equivalent that a student can take.
 10. CONSENT AND RELEASE CERTIFICATE
 - You do not have the completed certificate on file with your principal each school year, between May 1 and your first practice.
 11. TRANSFER
 - You transfer from one school to another primarily for athletic reasons.
 - You were not enrolled in your present high school your last term or at a junior high school from which your high school receives its students unless –
 - a. You are entering the 9th grade for the first time.
 - b. You are transferring from a school district or territory with a bona fide move by your parents.
 - c. You are a ward of the court.
 - d. You are an orphan.
 - e. You transfer to reside with a parent.
 - f. Your former school closed.
 - g. Your former school is not an IHSAA member school and is not accredited by the state accrediting agency in the state where the school is located.
 - h. Your transfer was pursuant to school board mandate for redistricting.
 - i. You enrolled and/or attended, in error, a wrong school.
 - j. You transferred from a correctional school.
 - k. You are emancipated.
 - l. You did not participate in any contests as a representative of another school during the preceding 365 days.
 - m. You return to an IHSAA member school from a non-member school and reside with the same parents/s or guardian/s.
 - n. You transfer to a member boarding school with a corresponding move from the residence of your parent/s or you transfer from a member boarding school with a corresponding move to the residence of your parent/s.
 - o. You are a qualified foreign exchange student attending under an approved CSIET program, who has attended a member school for less than one year.
 12. UNDUE INFLUENCE
 - You have been influenced by any person to retain or secure you as a student or one or both parents or guardians as residents.

INDIANA HIGH SCHOOL ATHLETIC ASSOCIATION

Phone: 317-846-6601

Fax: 317-575-4244

Employment Law, Personal Law, and Property Law. This class is recommended for the college-bound business major or law student.

Business Math - 4512

Grades 10-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

This course is designed to develop the ability to solve real world problems in order to become productive citizens and workers in a technological society. Areas of study include salary, different employee payment options, payroll deductions, checking accounts, saving accounts, banking services, credit cards, loans, sales, and budgets. (**Business Math may fulfill two graduation credits of the Mathematics requirement for a General Diploma.**)

Digital Applications and Responsibility

[Computer Applications] - 4528

Grades 9-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

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

Computer Illustration and Graphics - 4516

Grades 11-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

Computer Illustration and Graphics introduces students to the computer's use in visual communication. The focus of the course is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. This course also covers advertising theory and preparation of copy, lettering, posters, vector illustrations, graphics and logos, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design products that impart information and ideas.

Web Design - 4574

Grades 9-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Web Design is a business course that provides instruction in the principles of web design using HTML/CSS and current/emerging software tools which may include Wordpress, Adobe Dreamweaver, Javascript and PHP/MySQL. Areas of instruction include HTML tags and CSS styles, WYSIWYG page editing, Content Management, Client-Side and Server-Side web scripting. Instructional strategies include peer teaching, collaborative instruction and project-based learning activities.

Intro to Computer Science [COM SCI I] - 4803

Grades 9-10

One Trimester

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

AP Computer Science Principals - 4568

Grades 10-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

Computer Science Principles is a course that teaches the principles, big ideas, and practices of computer science. The course provides instruction in each of the following seven content areas: computing as a creative activity; abstraction as a way to reduce information and detail; data and information to facilitate the creation of knowledge; algorithms as tools for developing and expressing solutions to computational problems; programming to enable problem solving, human expression and creation of knowledge; the Internet; and the global impacts of computing. The course teaches students principles, concepts, and methodologies required to understand how computing impacts their world — how computing enables and empowers innovation, exploration, and the creation of knowledge. To solve problems using a variety of computational principles, including abstraction, algorithms, data, programming, systems and networks, modeling, and simulation. To design and create computational artifacts using a variety of tools and environments, both individually and in teams. To communicate, verbally and in writing, designs, processes, and results as related to computing.

Computer Science I [Programming] - 4801

Grades 10-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

Recommended Prerequisites: Algebra II & AP

Computer Science Principles

Computer Science I introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment. Credits: 2 semester course, 2 semesters required, 1 credit per semester

Computer Science III: Databases - 5250

Grades 11-12

Prerequisite: Computer Science 1

Computer Science III: Databases introduces students to the basic concepts of databases including types of databases, general database environments, and the importance of data to the business world. Discussion with hands-on activities will include database design, normalization of tables, and development of tables, queries, reports and applications. Students will be familiarized with the use of ANSI standard Structured Query Language. Discussions will include database administration

and data maintenance. Students will be introduced to data concepts such as data warehouses, data mining, and BIG Data. Students will develop a business application using database software such as Microsoft Access. Students will be required to demonstrate skills such as team building, work ethic, communications, documentation, and adaptability.

Information Technology Support - 5230 (CRAM)

Grades 9-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Repeatable (1-3 credits per year, maximum of 6 credits on transcript)

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

Networking 1 - 5234

Grades 11-12

Two Trimesters

Core 40 Elective & Academic Honors Diploma Elective Course

Networking 1 introduces students to local and wide area networks, home networking, networking standards using the IEEE/OSI Model, network protocols, transmission media and network architecture/topologies. Security and data integrity are introduced and emphasized throughout this course, which offers students the critical information needed to successfully move into a role as an IT professional supporting networked computers. Concepts covered will include TCP/IP client administration, planning a network topology, configuring the TCP/IP protocol, managing network clients, configuring routers and hubs, as well as creating a wireless LAN.

Introduction to Business - 4518

Grades 9-10

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

Business Foundations, an introductory business course, provides the framework for all future business courses. This course is designed to contribute to a better understanding of American business and its place in our social and economic life. This core course acquaints students with economics, entrepreneurship, management, marketing, law, risk management, banking, personal finance, and careers in business. The importance and application of business etiquette and ethics are included.

Principles of Business Management - 4562

Grades 10-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free enterprise system. Students will attain an understanding of management, team building, leadership, problem solving steps and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized. Instructional strategies should include job shadowing, simulations, guest speakers, tours, and Internet research and business experiences.

Introduction to Entrepreneurship - 5967

Grades 9-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Introduction to Entrepreneurship provides an overview of what it means to be an Entrepreneur. Students will learn about starting and operating a business, marketing products and services, and how to find resources to help. This course is ideal for students interested in starting their own gallery, salon, restaurant, lawn care service, etc.

Personal Financial Responsibility - 4540

Grades 9-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

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

Business Cooperative Experiences - 5260

Grade 12

One, Two or Three Trimesters

Business Cooperative Experiences is a career and technical education (vocational) business course that provides opportunities for students to gain skills and knowledge through on-the-job training and related classroom instruction. The classroom instruction may be a blend of both group and individual instruction planned and organized with activities focused on career objectives and on-the-job training. Students participating in these structured experiences will follow class, school, State, and Federal guidelines. Students will be paid in accordance with all State and Federal laws pertaining to employment. Credit will be granted for both the related instruction and on-the-job training. Business Professionals of America (BPA) is the co-curricular organization associated with this course, which provides students with the opportunity to participate/compete in business related activities.

Interactive Media (formerly Mass Media) - 5232

Advanced Interactive Media (formerly Advanced

Mass Media) - 5532

Grades 9-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Repeatable

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

FAMILY & CONSUMER SCIENCES

A combination of 3 credits from Nutrition and Wellness, Child Development, Adult Roles and Responsibilities, and Interpersonal Relationships will satisfy the Health and Safety credit requirement for graduation. Each course mentioned above will earn 1 credit towards that graduation requirements.

Child Development - 5362

Grades 9-12

One Trimester

Directed Elective or Elective for all diplomas

Qualifies as a partial credit for the required Health & Safety Credit.

Child Development helps explore the family structures and the effects of the family on children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. The latest developments in fertilization as well as new ideas about child-rearing and parenting techniques are discussed. The ever-changing world of child development is an interesting one and new topics for discussion are presented daily in the media. Outside speakers as well as a great collection of videos help to make this class fun. The use of an empathy belly and four computerized babies give 'real life' experiences.

Advanced Child Development - 5360

Grades 10-12

One Trimester

Prerequisite: Child Development

Directed Elective or Elective for all diplomas

This is a sequential course that addresses more complex issues of child development & early childhood education. This course addresses issues of child development from age 4 through age 8 (grade 3). Topics covered include parenting and nurturing across ages and stages, practices that promote long-term well-being, developmentally appropriate guidance and intervention strategies for individual and groups of children, including those with a variety of disadvantaged conditions. Students will explore career opportunities: a documented student portfolio outlining classroom observation/interaction and community service learning experience will be required.

Adult Roles and Responsibilities - 5330

Grades 10-12

One Trimester

Directed Elective or Elective for all diplomas

Qualifies as a partial credit for the required Health & Safety Credit.

You can't wait to be on your own? It looks easy, right? Just get a job, find an apartment, and start living! NOT EXACTLY! This course will help prepare you for life without the "family unit". 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. Topics include: career interest research, interpersonal relationships, leadership, money management, insurance, budgeting, investing, buying a car, apartment hunting, and other relevant topics. Topics are more relevant to juniors and seniors.

Human Development and Wellness - 5366

Grades 10-12

One Trimester

Directed Elective or Elective for all diplomas

Qualifies as a partial credit for the required Health & Safety Credit.

Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases.

Interpersonal Relationships - 5364

Grades 11-12

One Trimester

Directed Elective or Elective for all diplomas

Qualifies as a partial credit for the required Health & Safety Credit.

This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. These skills are not easily practiced, but discussions can help make students aware of techniques that can aid their own relationships with others and increase understanding of behavior. 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. Students are encouraged to look at themselves objectively and examine their own habits in communication. Emphasis is placed on nonverbal communication, relationships between friends, expression of anger, and being aware of how one appears to others.

Introduction to Fashion & Textiles - 5380

Grades 9-12

Two Trimesters, 2 credit maximum

Directed Elective, Elective for all diplomas

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

This project-based course addresses many areas in the fashion, textile, and apparel industries. The hands-on approach integrates instruction and laboratory experiences on an individualized level of learning for students. The history of fashion is explored, and students will also explore the world of fashion designers and potential careers in the fashion world. Students will construct individualized projects based on skill levels and interest levels, as well as work on cooperative and community service projects as a classroom assignment in order to learn the importance of giving back to the community. The principles and elements of design will be explored along with other topics such as alternations, productions, repair, and maintenance of apparel and textile products. This course is repeatable for credit and the depth of knowledge and amount of laboratory application must be increased proportionally in order to fulfill the requirements. Because of the project-based curriculum, students will incur additional expense determined by the individual projects.

Introduction to Housing and Interior Design – 5350

Grades 9-12

Two Trimesters, 2 credit maximum

Directed Elective or Elective for all diplomas

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Introduction to Housing and Interior Design is an introductory course essential for those students interested in a career within the housing, interior design, or furnishings industry. Students will learn basics of planning and applying color harmonies, elements and principles of design for decorating. This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and the types of housing available. Basic historical architectural styling and basic furniture styles will be explored. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. A project based approach will make this class a fun and enriching experience. Students may incur additional expense depending on individual projects.

Nutrition and Wellness 1 & 2 – 5342

Grades 9-12

Two Trimesters

Directed Elective or Elective for all diplomas

Repeatable for students needing to refine and improve skills

Qualifies as a partial credit for the required Health & Safety Credit. Must take 2 trimesters to count as 1 of 3.

Nutrition and Wellness is a laboratory course valuable for all students as a life foundation and academic enrichment. This is a nutrition class that introduces students to the basics of food preparation so they can become self-sufficient in accessing healthy and nutritional foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation, science, technology, and careers in nutrition and wellness. A project based approach utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success. Food preparation experiences are a required component. Nutrition and Wellness 1 in a prerequisite for 2. Nutrition and Wellness 1 must be passed with a C- or better before enrolling in Nutrition and Wellness 2. (Qualifies as a partial credit for the required Health & Safety Credit. Must take 2 trimesters to count as 1 of 3.

Advanced Nutrition and Wellness 1 & 2 – 5340

Grades 10-12

Two Trimesters

Directed Elective or Elective for all diplomas

This course continues the education begun in Nutrition and Wellness. Since “practice makes perfect” much of the time in class is spent trying different recipes and food preparation techniques. Areas of food covered by this course include salads, soups, cake decoration, foreign foods, regional foods, yeast breads, and special occasion meals. Students are encouraged to try their hand at new and unusual foods. They are expected to practice their skills at preparing recipes on their own. This course also incorporates friendly classroom competitions into the learning arena with some of the following challenges: Food Truck Face-Off, Cupcake Wars, Pancake Art Challenge, Big Momma’s Chili Cook-Off, Grilled Cheese Grill-Off, and others. Careers in dietetics and food preparation are explored. Nutrition and Wellness must be passed with a C average before enrolling in this course. Reliability, responsibility, and matu-

riety are “must haves” for students wishing to take Advanced Nutrition and Foods.

TECHNOLOGY EDUCATION

Introduction to Construction I & II – 4792

Grades 9-12

Two Trimesters

Core 40, Academic Honors Diploma and Technical Honors Diploma Elective Course

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

Introduction to Manufacturing I & II – 4784

Grades 9-12

Two Trimesters

Core 40, Academic Honors Diploma and Technical Honors Diploma Elective Course

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

Intro to Advanced Manufacturing & Logistics – 4796

Grades 10-12

Two Trimesters

Meets at BHSS

Core 40, Academic Honors, Two Trimesters

Prerequisite: Introduction to Manufacturing

Advanced Manufacturing covers basic concepts in manufacturing operations and plant floor layout in the production environment. Applications of computer numerical control, and lathe and turning operations are developed as a foundation for

machining operations. Coordinate system concepts are introduced as relevant to machining processes, as well as fluid and mechanical power, welding and learn manufacturing. Fluid power concepts will include hydraulic components and circuits, laws, and principles, fluid power controllers, and the construction of systems. In the mechanical power portion of the course, students will learn about machine specifications, basic forces, friction, simple machines, motors and motor controls. Students will also be introduced to lean manufacturing where they will study concepts including: lean goals, product quality, eliminating waste, cost effectiveness, lean concepts, resource planning, continuous improvement and the various advantages of lean manufacturing.

Introduction to Transportation I & II - 4798

Grades 9-12

Two Trimesters

Core 40, Academic Honors Diploma and Technical Honors Diploma Elective Course

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.

Project Lead The Way (Pre-Engineering Foundation Courses)

Introduction to Engineering Design - 4812

Grades 9-10

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

A pre-engineering course that utilizes a problem-solving model to improve existing products and invent new ones. Students learn how to apply this model to solve problems in a computer intensive environment. Using a sophisticated industry standard three dimensional modeling program (AutoDesk's Inventor 2020)© students communicate the details in the product. Emphasis is placed on communicating ideas to others.

Principles of Engineering - 4814

Grades 9-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

An introductory pre-engineering course that explores the wide variety of career in engineering and technology and covers various technology systems and manufacturing processes. Using activities, projects, and problems, students will learn first hand how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people.

FINE ARTS

Art

AP 2D Art - 4050

Grade 11-12

Two-Three Trimesters

Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Prerequisite:

- An "A" average in at least 4 art classes at South in a related material.
- Portfolio Review
- This class is recommended for students pursuing a career in an Art related field and may be subject to portfolio reviews with recruiting universities.

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

AP Art and Design courses will address the following learning outcomes: the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one's work. **A materials fee of \$15.00 will be charged in addition to the MCCSC book fee. Students will be required to supply materials as well.**

AP 3D Art - 4052

Grade 11-12

Two-Three Trimesters

Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Prerequisite:

- An "A" average in at least 4 art classes at South in a related material
- Portfolio Review
- This class is recommended for students pursuing a career in an Art related field and may be subject to portfolio reviews with recruiting universities.

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materi-

als, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. A material fee of \$15.00 will be charged in addition the MCCSC book fee. Students will be required to supply materials as well.

AP Art and Design courses will address the following learning outcomes: the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one's work. **A materials fee of \$15.00 will be charged in addition to the MCCSC book fee. Students will be required to supply materials as well.**

AP Drawing - 4048

Grade 11-12

Two-Three Trimesters

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Prerequisite:

- An "A" average in at least 4 art classes at South in a related material
- Portfolio Review
- This class is recommended for students pursuing a career in an Art related field and may be subject to portfolio reviews with recruiting universities.

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

AP Art and Design courses will address the following learning outcomes: the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one's work. **A materials fee of \$15.00 will be charged in addition to the MCCSC book fee. Students will be required to supply materials as well.**

Introduction To 2D/3D Art - 4000

Grade 9-12

One Trimester

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Repeatable Curriculum

Introduction to Two-Dimensional and 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 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 pre-

sentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources. **A materials fee of \$20.00 will be charged in addition to the MCCSC book fee.**

Introduction to Three-Dimensional Art [Stained Glass] - 4002

Grade 9-12

One Trimester

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Repeatable Curriculum

Students in Stained Glass I learn the copper foil method of construction to make a variety of small window panels and a technique, as well as a quality workmanship. Students in Stained Glass I (1) create work of art (2) reflect upon the outcome of those experiences (3) explore historical connections (4) write about the process (5) make presentations about their progress at regular intervals (6) work individually and in groups (7) find direct correlations to other disciplines and (8) explore career options to visual art. **A materials fee of \$40.00 will be charged in addition to the MCCSC book fee.**

Advanced Three-Dimensional Art [Inter/Adv Stained Glass] - 4002

Grade 9-12

One Trimester

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Prerequisite: Grade of B- or above in the Introduction to Three-Dimensional Art (Stained Glass)

Students in Intermediate/Advanced Stained Glass I build on skills learned in Stained Glass I. Student will work to refine and resolve process issues and become more critical of their workmanship. Intermediate students will learn techniques for and build 3D projects such as a picture frame, hinged box, lantern and lampshade. Advanced students will work independently on 2D and/or 3D projects of their own choice. All students will (1) create work of art (2) reflect upon the outcome of those experiences (3) explore historical connections (4) write about the process (5) make presentations about their progress at regular intervals (6) work individually and in groups (7) find direct correlations to other disciplines and (8) explore career options to visual art. **A materials fee of \$50.00 will be charged in addition to the MCCSC book fee.**

Advanced Painting And Drawing - 4004

Grade 9-12

One Trimester

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Repeatable

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. **A materials fee of \$15.00 will be charged in addition to the MCCSC book fee.**

Ceramics - 4040

Grades 9-12

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Repeatable Curriculum

Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building and low fire glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. **A materials fee of \$40.00 will be charged in addition to the MCCSC book fee.**

Intermediate/Advanced Ceramics - 4040

Grade 9-12

One Trimester

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Repeatable

Intermediate/Advanced Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building from Ceramics I while also learning wheel throwing, Raku Firing, slip and both low and high fire glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. **A materials fee of \$40.00 will be charged in addition to the MCCSC book fee.**

Darkroom Photography - 4062

Grade 9-12

One Trimester

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Repeatable

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs using a 35mm camera, film and utilizing a variety of dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art related careers. Students in this course are required to have their own 35mm camera and to buy their own printing paper and film used throughout the course. **A materials fee of \$35.00 will be charged in addition to the MCCSC book fees.**

Digital Photography - 4062

Grade 9-12

One Trimester

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Repeatable

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs using a digital camera and a variety of ADOBE programs. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art related careers. **Students in digital photography are required to have their own digital cameras, point and shoot or a digital SLR. A materials fee of \$28.00 will be charged in addition to the MCCSC book fees.**

Drawing I - 4060

Grade 9-12

One Trimester

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Repeatable Curriculum

Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. **A materials fee of \$15.00 will be charged in addition to the MCCSC book fee.**

Drawing II - 4060

Grade 9-12

One Trimester

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Repeatable

Drawing II is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. **A materials fee of \$15.00 will be charged in addition to the MCCSC book fee.**

Jewelry & Metals - 4042

Grade 9-12

One Trimester

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Repeatable Curriculum

Jewelry is a course based on the Indiana Academic Standards for Visual Art. Students in Jewelry engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. **A materials fee of \$35.00 will be charged in addition to the MCCSC book fee.**

Jewelry & Metals Intermediate and Advanced - 4042

Grade 9-12

One Trimester

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Repeatable (by permission of instructor after 4 times)

Intermediate/Advanced Jewelry is a course based on the Indiana Academic Standards for Visual Art. Students in Jewelry engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. **A material fee of \$35.00 will be charged in addition the MCCSC book fee.**

Painting I - 4064

Grade 9-12

One Trimester

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Repeatable Curriculum

Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, and acrylics as well as techniques such as stippling, gouache and wash. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art related careers. **A materials fee of \$30.00 will be charged in addition to the MCCSC book fee.**

Printmaking - 4066

Grade 9-12

One Trimester

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Repeatable Curriculum

Printmaking is a course based on the Indiana Academic Standards for Visual Art. Students in printmaking engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students apply media, techniques, and processes with sufficient skill to communicate intended meaning. They create abstract and realistic prints using a variety of materials such as linocut, stencil, silkscreen and mono-print. They utilize processes such as etching, relief, and lithography to explore a variety of ideas and problems. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. **A material fee of \$40.00 will be charged in addition the MCCSC book fee.**

Printmaking II - 4066

Grade 9-12

One Trimester

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Repeatable

Printmaking II is a course based on the Indiana Academic Standards for Visual Art. Students in printmaking engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students apply media, techniques, and processes with sufficient skill to communicate intended meaning. They create abstract and realistic prints using a variety of materials such as etching, linocut, woodcut, stencil, silkscreen and mono-print to explore a variety of ideas and problems. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. **A materials fee of \$40.00 will be charged in addition to the MCCSC book fee.**

Sculpture - 4044

Grade 9-12

One Trimester

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Repeatable Curriculum

Sculpture is a course based on the Indiana Academic Standards for Visual Art. Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other

disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. **A materials fee of \$30.00 will be charged in addition to the MCCSC book fee.**

Visual Communications - 4086 [Computer Graphics II]

Grade 9-12

One Trimester

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Repeatable Curriculum

Visual Communication is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. **A materials fee of \$10.00 will be charged in addition to the MCCSC book fee.**

Visual Communications II - 4086 Computer Graphics II

Grade 9-12

One Trimester

Fulfills a Fine Arts requirement for the Core 40

Academic Honors Diploma

Repeatable

Visual Communication is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Students reflect upon and refine their work using the skills from Visual Communications I; 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. **A materials fee of \$10.00 will be charged in addition to the MCCSC book fee.**

THEATRE

Theatre Arts (L) - 4242

Grades 9-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

Students enrolled in Theatre Arts will read and analyze plays. They will create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies.

In the area of

- theatre history and culture:

students discover how our individual cultural experiences impact our work in the theatre and compare how similar dramatic themes are treated from various cultures and periods.

- Analysis and response:

students articulate their understanding of a play using elements of dramatic structure, identify the central action of a play, discuss its cause and effect, identify, develop and apply criteria to make informed judgments about theatre and reflect on and interpret the nature of the theatre experience.

- the creative process:

students develop monologues and scenes, create appropriate design elements, and understand the body as the actor's primary instrument in building characters.

- integrated studies:

students identify related characteristics, ideas, issues or themes in theatre and other disciplines and demonstrate knowledge of other disciplines through skills in theatre.

Additionally, students explore career opportunities in theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

Theatre Production (L) - 4248

Grades 10-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Repeatable

Prerequisite: Theatre Arts

Introduction in the Theatre Production is a co-curricular laboratory for the exploration, development, and synthesis of all of the elements of theatre. Practical hands-on experiences in acting, directing, and stagecraft are provided through preparation and public performances of one or more plays. The production of a play supplements the Theatre Arts course, which concentrates on theories, information, and techniques, by providing for the integration and implementation of those ideas and skills. Although the course may meet during a regularly scheduled class period, the scope of activities may require additional time. Consequently, the course may meet outside of the school-day hours.

Advanced Acting (L) - 4250

Grades 10-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

Repeatable

Prerequisite: Theatre Arts. Audition or instructor approval

Students enrolled in Advanced Acting will research, create, and perform characters through script analysis, observation, collaboration and rehearsal. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies.

In the area of

- theatre history and culture:

students explore the ways actors have contributed to the evolution of the theatre through various cultures and periods.

- analysis and response:

students investigate a script to discover the clues about inner life of a character; employ a careful process of script analysis in the creation of a character; identify the central action of the play and discuss

its cause and effect; and see a play to analyze and assess the work of an actor.

- the creative process
students recognize and develop the body as the actor's primary instrument; build characters and portray situations through collaboration and improvisation, and convey character through specific physical and vocal choices.
- integrated studies:
students relate characteristics, ideas and practices in acting to other disciplines and demonstrate knowledge of other disciplines by applying them to the acting process.

Additionally, students explore career opportunities in the theatre by attending plays, meeting actors and discussing their work, and becoming theatre patrons in their community.

Theatre Arts Special Topic (L) [Shakespeare] **- 4254**

Grades 10-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Prerequisite: A grade of "B" or above in all Language Arts courses

Students taking this course will focus on a specific subject related to theatre arts, such as: Shakespeare, Children's Theatre, Directing, Arts Management and other specialized areas of study. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies.

In the area of

- theatre history and culture:
students discover how our individual cultural experiences impact our work in the theatre and compare how similar dramatic themes are treated from various cultures and periods.
- analysis and response:
students identify, develop and apply criteria to make informed judgments about theatre and reflect on and interpret the nature of the theatre experience and its personal and artistic experience.
- the creative process:
students participate in creative activities related to the specified subject area of theatre arts.
- integrated studies:
students identify related characteristics, ideas, issues or themes in theatre and other disciplines and demonstrate knowledge of other disciplines through skills in theatre.

Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and importance of individual theatre patrons in their community.

MUSIC

AP Music Theory (L) - 4210

Grades 10-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

Students taking this course develop skills in the analysis of music and theoretical concepts. Students: (1) develop ear training and dictation skills, (2) understand harmonic structures and analysis, (3) understand modes and scales, (4) study a

wide variety of musical styles, (5) study traditional and nontraditional music notation and sound sources as tools for musical composition, and (6) receive detailed instruction in other basic elements of music.

MUSIC/CHORAL

Advanced Chorus (L) [Sounds of South] - 4188

Grades 9-12

Three Trimesters

Core 40 & Academic Honors Diploma Elective Course

Repeatable

Prerequisite: Auditioned Chorus develop musicianship and specific performance skills through ensemble and solo singing.

This mixed chorus includes activities that create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performances opportunities, outside of the school day, that support and extend learning in the classroom. The choral repertoire must be of the highest caliber. Mastery of basic choral techniques must be evident. Areas of refinement include a cappella, sight-reading, critical listening skills.

Beginning Chorus (L) - 4182

Grades 9-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

Repeatable

Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing in a mixed chorus. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conduction, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. **A fee of \$30.00 will be collected for rental of costume and shoes, music, and choreography (This is in addition to book and material fees charged by the MCCSC).**

Intermediate Chorus (L) - 4186

Grades 9-12

Three Trimesters

Core 40 & Academic Honors Diploma Elective Course
Repeatable**Prerequisite: Women Only and Audition**

Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing in a female chorus. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. A fee of \$30.00 will be collected for rental of costume and shoes, music, and choreography (This is in addition to book and material fees charged by the MCCSC).

MUSIC/INSTRUMENTAL**Advanced Concert Band (L) [Advanced Jazz Band and Concert Band] - 4170**

Grades 9-12

Three Trimesters

Core 40 & Academic Honors Diploma Elective Course
Repeatable**Prerequisite: Permission of Instructor**

Concert Band provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that the students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental concert band literature. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Serious musicianship and dedication will be required to be a member of this advanced performing group. Challenging and diverse music in varying styles and idioms will be explored. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Students have the opportunity to experience live performances by professionals during and outside of the school day. Participation in state solo & ensemble contest is strongly encouraged. Students will also have the opportunity to audition for Advanced Jazz Band and explore more advanced improvisational techniques.

Intermediate Concert Band (L) [Jazz Ensemble and Concert Band] - 4168

Grades 9-12

Three Trimesters

Core 40 & Academic Honors Diploma Elective Course
Repeatable**Prerequisite: Permission of Instructor**

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of jazz music. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, and (6) analyzing music, and (7) studying historically significant styles of literature. Challenging and diverse music in varying styles and idioms will be explored. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in Jazz Festivals, outside of the school day, that support and extend learning in the classroom. Students have the opportunity to experience live performances by professionals during and outside of the school day.

Advanced Orchestra (L) - 4174

Grades 9-12

Three Trimesters

Core 40 & Academic Honors Diploma Elective Course
Repeatable

Students taking this course are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which is designed to enable students to connect, examine, define, try, extend, refine and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, and (6) analyzing music, and (7) studying historically significant styles of literature. Orchestral repertoire must be of the highest caliber, and mastery of advanced technique must be evident. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Students have the opportunity to experience live performances by professionals during and outside of the school day.

Instrumental Ensembles (L) [Percussion] - 4162

Grades 9-12

Three Trimesters

Core 40 & Academic Honors Diploma Elective Course
Repeatable**Prerequisite: Permission of Instructor**

Students taking this course are provided with a balanced comprehensive study of percussion ensemble and solo literature, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students taking this course develop musicianship and specific

performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, and (6) analyzing music, and (7) studying historically significant styles of literature. Techniques for all aspects of percussion performance, i.e., snare drum, tympani, keyboards, drumset, and accessories are taught. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students have the opportunity to experience live performances by professionals during and outside of the school day. Participation In State Solo and Ensemble Auditions is mandatory second Trimester.

HEALTH & PHYSICAL EDUCATION

Physical Education (L) - 3542

Any Two Trimesters

Core 40 & Academic Honors Diploma Course

Physical Education will emphasize health-related fitness and developing the skills and habits necessary for a lifetime of activity. These courses provide students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. The program includes skill development and the application of rules and strategies of complex difficulty in a variety of movement forms. Ongoing assessment includes both written and performance-based skill evaluations.

- This course is required to meet state graduation requirements, Academic Honors Diploma and Core 40 requirements.

Health and Wellness Education - 3506

Grade 10

One Trimester

Core 40 Course & Academic Honors Diploma Course

Health Education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors and well being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Standards Guide: (1) Growth and Development, (2) Mental and Emotional Health, (3) Community and Environmental Health, (4) Nutrition, (5) Family Life, (6) Consumer Health, (7) Personal Health, (8) Alcohol, Tobacco and Other Drugs, (9) Intentional and Unintentional Injury, and (10) Health Promotion and Disease Prevention.

Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual factors and health decisions that promote and health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, is used to further develop health literacy.

Recreational Sports and Fitness

Grades 10-12

One Trimester

Repeatable

Prerequisite: This course is open to students in grades 10-12 who have completed Physical Education.

Recreational Sports and Fitness promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in specific areas in a fun and exciting way. The student will participate in activities that include (1) team, individual, and dual sports (2) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility and body composition), and (4) aquatics and (5) outdoor pursuits. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluations.

Elective Physical Education (L)

[Cardio Fitness/Total Body Group Exercise] - 3560

Grades 10-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Prerequisite: This course is open to students in grades 10-12 who have completed Physical Education.

Repeatable

This course will provide the student with regular workouts as well as knowledge about aerobic based exercise. A variety of workout types will be explored such as cardio, strength/toning, T-25, flexibility, pool workouts, step, hip hop, CIZE, yoga, pilates, zumba, ball workouts and kickboxing/Tae Bo. Nutrition and calorie awareness will be discussed. The student will learn how to develop a personal workout program. Assessment will be based on daily participation.

Elective Physical Education [Introduction to Athletic Training] (L) - 3560

Grades 11-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Prerequisite: Health & Wellness Education and Biology

This course is an introduction to basic skills in prevention, assessment, recognition, immediate care, and rehabilitation of injuries that result from physical activity. It will also teach the proper use of equipment and introduce the application of protective devices such as tape, bandages, and braces.

Elective Physical Education [Weight Training] (L) - 3560

Grades 10-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Repeatable

Prerequisite: This course is open to students in grades 10-12 who have completed Physical Education with a "C" or better.

This course will give the student the opportunity for regular, supervised workouts while learning power techniques and safety. Muscle structure and movement will be taught along with specific lifts, which develop each muscle group. Health-related fitness activities will be done to include cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition. Weight training is an elective class. This class is structured for the "Advanced Athlete". Students will be challenged physically on a daily basis through weight lifting, stretching and conditioning.

Elective Physical Education (L) [Specialized Weight Training] - 3560

Grades 9-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course
Repeatable

Prerequisites: 1. Students must have not received a grade lower than a C in Basic Physical Education class. 2. Students must have written reference from Varsity Coach in their respective sport. 3. Freshmen and returning students must have completed the Summer Orientation Weights Program at Bloomington High School South (with Varsity Coach's written reference), or have previously completed a trimester of weights at Bloomington High School South.

Specific to all varsity sports. Available each term for best use by sport. Specialized weights is an elective class. This class is structured for the "Advanced Athlete". Students will be challenged physically on a daily basis through weight lifting, stretching and conditioning.

Elective Physical Education (L) [Lifeguard Training] - 3560

Grades 10-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Prerequisite: 1. Basic Physical Education. 2. Be at least 15 years old. 3. Pass all three swimming entrance tests. (Tread Test, Diving Test, Swim Test)

Lifeguard training includes advanced skills in swimming, lifeguarding, and other aquatic techniques. Students will learn: Surveillance skills to help you prevent injuries or recognize them immediately; rescue skills including equipment-based rescues, spinal injury management, and post-rescue care; First Aid training and CPR for the Professional Rescuer to help prepare students for any emergency; Characteristics and responsibilities of a professional lifeguard such as how to interact with the public, accommodate patrons with disabilities, and address uncooperative patrons. Upon successful completion of the course, students will be certified in First Aid, CPR for the Professional Rescuer, and Lifeguarding, which will allow the student to be qualified for lifeguard employment. Prerequisite: Students should be in strong swimming shape when they take the class. The swimming entrance tests will be given during the first week of class.

Career Exploration Internship [Lifeguard Internship] - 0530

Grades 10-12

One Trimester

Repeatable

Prerequisites: Current certification in American Red Cross Lifeguarding, CPR/PR and First Aid.

This course—open to sophomores, juniors, and seniors who are certified lifeguards—focuses on career exploration through a close-up view of the world of lifeguarding. By spending time during the regular school day in Bloomington South's Natatorium students will experience all aspects of the work environment, complete assigned tasks and learn interpersonal skills through interaction with peers and supervisors. See first-hand how academic studies relate to job success, acquire new information to aid decision-making about post-secondary education and career choices. This student non-paid internship is an agreement between an employer and a student that gives

the student the opportunity to gain hands-on experience in the field of aquatics. Internships allow students to explore different aspects of lifeguarding in a closely supervised real-world environment.

LANGUAGE ARTS

The language arts curriculum is sequentially organized and required. **Students may not substitute any other course for English 9-10.** In the junior/senior year, students may choose from a variety of courses to complete the **nine** required English credits. Students desiring an Honors Diploma or preparing for college entrance should select appropriate courses; however, all students may choose from all the available courses if they have met the prerequisites. Any English elective will count towards 12th grade English requirement.

Students in Language Arts may choose between Honors Level and Regular. In some cases, students have an additional choice for AP. The following defines the difference between Honors and Regular. The AP level is a step above Honors in its preparation, requirements, and intensity.

- More reliance on independent study, reading, and a concentration on higher order thinking skills; higher expectations for personal responsibility
- More homework; more stringent homework policy
- Greater reading difficulty for texts
- Reading full text; unabridged works (Shakespeare/Homer etc.); novels/long pieces of literature expected to be read in entirety as opposed to reading selections
- More close reading of novels, short stories, poetry and non-fiction
- In-depth analysis of individual pieces
- Greater emphasis on developing recognition of logical fallacy and unsound thinking
- More rigorous grading of written work; more written work outside of class
- More emphasis on critical thinking and written analysis
- Higher order concerns—rather than plot level concerns—addressed in Honors even for more difficult works such as *The Odyssey*
- Advanced vocabulary—not only in quantity, but in expectations regarding proper usage in conversation; emphasis on SAT/AP level vocabulary acquisition
- Expectation of mastery in mechanics and grammar at or above grade level
- Collaborative learning assigned outside of class
- More biographical information about the authors etc.
- More opportunities for performance
- Required summer reading

Students who plan to take AP or college level classes in the junior and/or senior year should be taking Honors classes throughout their language arts program.

Summer Reading 2020

Required Summer Reading for the Department of Language Arts

All students who take Honors, AP, or ACP classes in the Language Arts Department must complete summer reading. The Language Arts webpage will list the current summer reading on May 1st. You may access that page from the South homepage: <http://www.mccsc.net/subsite/bhss>. At the end of the school year, you will find a link to the summer reading directly on South's home page.

Rationale

Summer reading encourages students to continue their engagement with literary texts, increases their ability to read, increases their grasp of vocabulary, and expands understanding of our place in the world. When students return to school in the fall, they **MUST** bring with them their summer reading book. Students will take an assessment on their summer reading.

Teachers may assign personal writing, an oral presentation, an analytical paper, or some other way in which students will be held accountable for their summer reading.

English 9 - 1002

Grade 9

Three Trimesters

Core 40 Course & Academic Honors Diploma Course

During the three trimesters of this required course, students will focus on major language arts skills: vocabulary, media literacy, grammar/mechanics/usage, composition, reading strategies, oral communication, and a variety of fiction and nonfiction. Students will write various types of essays; narrative, descriptive, argumentative, persuasive, and informative, and will model various writing styles. This course will also utilize the writing workshop environment in which writing products will move from prewriting to publication.

English 9 [Honors] - 1002

Grade 9

Three Trimesters

Core 40 Course & Academic Honors Diploma Course

Prerequisite: Must pass 8th grade English with a grade of "B" or better.

During the three trimesters of this required course, students will focus on major language arts skills: vocabulary, media literacy, grammar/mechanics/usage, composition, reading strategies, oral communication, and literature. Students will write various types of essays: narrative, argumentative and informative, and will model various writing styles. This course will also utilize the writing workshop environment in which writing products will move from prewriting to publication. This course is designed to prepare students for Advanced Placement and Advanced College Project classes. **SUMMER READING REQUIRED.**

English 10 - 1004

Grade 10

Three Trimesters

Core 40 Course & Academic Honors Diploma Course

Prerequisite: Sophomores must have passed English 9 or English 9H.

This course emphasizes the major language arts skills: vocabulary, spelling, grammar/mechanics/usage, composition, reading strategies, oral communication, and literature. The multicultural literature stresses an understanding and appreciation for the universality of the human experience and recognition of the relevance of literature in today's world. The literature will provide a focus for literary analysis in reading and expository writing. In addition the course will contain guest speakers from the community, career fair, short stories, memoirs comparisons, articles of the week close reading, focus on technical writing and researching post-secondary education and career pathways.

English 10 [Honors] - 1004

Grade 10

Two Trimesters

Core 40 Course & Academic Honors Diploma Course

Prerequisite: A grade of "B" or better in English 9H

This course covers a wide variety of world literature stressing an understanding and appreciation of the universality of the human experience and recognition of the relevance of literature in today's world. It will include representative works from classical through modern times. This class requires extensive writing and research. There will be a continuing emphasis on vocabulary, research skills, grammar/mechanics/usage, composition,

and speech. This course is strongly recommended for students who are college-bound. **SUMMER READING REQUIRED.**

English 11 American Literature - 1006

Grade 11

Two Trimesters

Core 40 Course & Academic Honors Diploma Course

Prerequisites: English 9 and English 10

English II, an integrated English course based on the Indiana's Academic Standards for English/Language Arts in Grade 11, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes in a wide variety of genres. Students use literacy interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

English Language and Composition, Advanced Placement [AP Language & Composition] - 1056

Grade 11

Two Trimesters

Core 40 Course & Academic Honors Diploma Course

Prerequisite: a grade of "B" or better in English 10 H.

This course is an advanced placement course based on content established by the College Board. This English Language and Composition course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. This course is designed to prepare students to take the Advanced Placement Language and Composition exam in the spring; based on their performance, students could earn college credit by taking the exam. **SUMMER READING REQUIRED.**

English 12 [12-1] [Language Arts Career Skills] - 1008

Grade 12

One Trimester

Core 40 & Academic Honors Diploma Course

Prerequisite: Seniors must have passed English 9-11.

This course is designed for students who will be entering the workforce, an apprentice program, or the military upon graduation. The curriculum includes writing for various audiences and in various formats. Students will give presentations, write resumes, complete projects based on their post-high school interests, and review grammar and sentence structure rules. Readings will be nonfiction, and include selections from the contemporary essays and new articles. Current events will be regularly discussed.

English 12 [12-2] [Ivy Tech Eng 111] - 1008

Grade 12

One Trimester

Core 40 & Academic Honors Diploma Course

Prerequisite: Seniors must have excelled in English 9-11.

English Composition is designed to develop students' abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking. Emphasis is placed on the various forms of expository writing, such as process, description, narration, comparison, analysis, persuasion, and argumentation. A research paper is required. Numerous in-class writing activities are required in addition to extended essays written outside of class.

English Literature and Composition, Advanced Placement [AP Literature & Composition] - 1058

Grade 12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisite: Seniors must have excelled in English 9-11.

This course is an advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. This course is designed to prepare specifically and rigorously for the AP Literature and Composition Exam; students are expected to take the exam. Recommended grade of A or B in previous English course. **SUMMER READING REQUIRED.**

Advanced English/Language Arts, College Credit [W131] (ACP course) - 1124

Grade 12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisite: Seniors must have passed English 9-11.

Only juniors graduating at the end of their junior year may take this course along with their junior year English courses. To enroll in this course, students must meet the Indiana University entrance requirements of a 2.7 GPA. Students may receive both high school and college credit for this two term course. IU credit for this course is transferable to many major colleges and universities throughout the United States. Please see acp.indiana.edu.

This course emphasizes critical reading, writing, and thinking with sources. Students will master the skills of summary, critique, analysis, synthesis, research, and documentation. Topics for writing evolve from reading and discussing in depth issues under debate in different disciplinary fields and among the general public. **SUMMER READING REQUIRED.**

Public Oral Communication/Public Speaking, College Credit [P155/S121] (ACP Course) - 1076

Grade 12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisite: High school English 11 or English 10 and a high school speech class. To enroll in this course, students must meet the Indiana University entrance requirement of a 2.7 GPA. Students may receive both high school and college credit for this two-term course. IU credit for this course is transferable to many major colleges and universities throughout the United States. Please see acp.indiana.edu.

This course emphasizes oral communication as practiced in public contexts: how to advance reasoned claims in public; how to adapt public oral presentations to particular audiences; how to listen to, interpret, and evaluate public discourse; and how to formulate a clear response.

Speech - 1076

Grades 9-12

One Trimester

Core 40 & Academic Honors Diploma Course

This course is appropriate for 9-12 graders who want to become proficient in public speaking. Within the course, students will not only learn the fundamentals of public speaking, but also have the opportunity to practice oration on a regular basis. Students will have opportunities to make different types of oral presentations including: (1) viewpoint, (2) instructional, (3) demonstration, (4) informative, (5) persuasive, and (6) impromptu. The course is more advanced than the English 12-1 level due to the rigorous expectations. The class allows for debate as well, providing students with class time to prepare, research, and practice debate procedures. Students taking this course should be serious about the study of rhetoric.

LANGUAGE ARTS ELECTIVE COURSES

Elective courses count toward the (9) English credits needed for graduation.

Creative Writing - 1092

Grades 10-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Prerequisite: Successful completion of English 9 and strong writing skills.

This course is study and application of the rhetorical (effective) writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes of writing, and the style of their own writing. Plot and character development are studied, along with other short story elements such as dialogue, description, tone and setting. Reading and writing short stories, poetry, and drama make up the framework of the course. Also an integral part of the course is peer critique as students share their creative products. Publishing a class literary magazine is the course culmination. **NOTE: May count for one 11th or 12th grade English credit of the required nine total English credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors.**

English As A New Language - 1012

English as a New Language, an integrated English course incorporating both the *Indiana Academic Standards for English Language Arts* and the *WIDA English Language Development (ELD) Standards*, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students. The purpose of the course is to achieve proficiency in listening, speaking, reading, writing and comprehension of Standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

- Recommended Grade Level: The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.

- Recommended Prerequisites: English proficiency placement test results

- Credits: 2 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at advanced levels (up to a maximum of four credits).

- Fulfills an English Language Arts requirement for all diplomas

- **World Language credit (2188):** If ENL course work addresses *Indiana's Academic Standards for World Languages* and is taken concurrently with another English Language Arts course, up to four (4) credits accrued may count as World Language credits for all diplomas.

Film Literature - 1034

Grades 10-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Prerequisite: Sophomores—A or B in English 9; Juniors and Seniors—A, B, or C in all English classes taken.

Film Literature studies the diversified ideas and concepts that interact when written literature is adapted to film or when a work of literary art is originally conceived for film presentation. This course includes: (1) the impact of film on the ways in which people perceive the human condition, (2) the ways in which the roles of men and women and various ethnic minorities are portrayed, (3) visual interpretations of literary techniques and auditory language effects, (4) a history of film as a medium of literary interpretation, and (5) the limitations and special capacities of the two media to present the work. Students also have frequent writing assignments in which they explore and analyze issues of interpretation, production, and cross-genre adaptation.

Genres of Literature [American Crime Fiction] - 1036

Grades 10-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Prerequisite: Sophomores—A or B in English 9; Juniors and Seniors—A, B, or C in all English classes taken.

Attention readers! Take a bird's eye tour of America's dark and savage underbelly through the popular fiction of the 20s, 30s, 40s and 50's. Walk down the mean streets of Prohibition, the Great Depression, and the years between the wars with hard-boiled detectives, *les femmes fatales*, gangsters, and regular people that plunge head-first into trouble and come out the other side . . . if they're lucky. These writers are the literary grandchildren of Edgar Allan Poe—creator of both the detective story and the psychological thriller—and so the course begins with him. We study Ernest Hemingway as a creator of the hard-boiled rhythms of the writing then read Dashiell Hammett and

Raymond Chandler, masters of the American pulp detective story. We continue to the roman noir—or black novel with James M. Cain's *Double Indemnity*.

Etymology [Greek and Latin Derivatives] - 1060

Grades 10-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Etymology provides instruction in the derivation of English words and word families from their Latin and Greek origins. It also provides the connotative and denotative meaning of words in a variety of contexts. Students study the origins and meanings of English words, including roots, suffixes, prefixes, and reasons for language change. This course introduces students to tools and resources for etymological study and encourages them to be curious about the English language. The analytic study of word history and semantics is reinforced through a written and oral component that involves specific analysis of texts that require etymological sensitivity. As it enables students to increase their vocabularies, this course helps prepare students to perform well on the SAT. This course is particularly valuable for students who are college bound.

Journalism - 1080

Grades 9-11

Two Trimesters (Can be taken as one trimester)

Core 40 & Academic Honors Diploma Elective Course

Journalism is the study of the art of reporting and the profession of journalists. Beginning journalism students receive instruction in all areas of journalism needed to pursue Staff positions of either yearbook (GOTHIC) or newspaper (OPTIMIST). Among the areas covered are: interviewing, beat reporting, feature writing, news stories, layout design, journalistic ethics, professional standards and writing for the web. This course includes extensive reading of models of excellent journalistic techniques and evaluates and analyzes journalistic writing. This is not a student publications course. NOTE: May count for up to two (2) English credits of the required nine credits, if the student takes a two-credit English Advanced Placement course and AP test, or a two-credit English dual credit course.

Student Publications [Newspaper] - 1086

Grades 10-12

Three Trimesters

Core 40 & Academic Honors Diploma Elective Course

Repeatable

Prerequisite: Journalism; would-be photographers should have taken Photography; advisor must approve application.

After completing Journalism 1-2, students may apply for a staff position on the school newspaper, the OPTIMIST. Newspaper staff plan each issue, write and edit stories, write headlines and photo captions, lay out pages, take photographs, sell advertising, and post to the web using Word Press. Students also maintain The Optimist website and social media websites. The concept of responsible journalism is also discussed. **Students must apply for these staff positions.**

Student Publications [Yearbook] - 1086

Grades 10-12

Three Trimesters

Core 40 & Academic Honors Diploma Elective Course

Repeatable

Prerequisite: Journalism; would-be photographers should have taken Photography; advisor must approve application.

After students have completed Journalism 1-2, they may

apply for the staff of the school yearbook, *the Gothic*. Staff members write and edit copy, lay out pages, take and process photographs, check page proofs, sell advertising, and manage the business aspects of yearbook production. The concept of responsible journalism is also discussed. **Students must apply for these staff positions.**

Poetry - 1044

Grades 10-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Prerequisite: Sophomores—C or better in English 9; Juniors and Seniors—must have passed English 10 and English 11.

This one term course will provide a study of poetry as a literary form. Students will explore poetic themes and devices. Not only does the course focus upon interpretation but also upon a variety of structures, devices, and themes which differentiate one type of poetry from another. The class gives particular attention to aural devices and the effect sound plays on the overall interpretation of the poem. Examples of such aural devices include meter, alliteration, assonance, and rhyme. Oral interpretation, discussion, and critical and creative writing are all elements of the course. This course presents poetry as a form of literary expression that has prevailed throughout the ages. Reading poetry for pleasure is also emphasized.

Genres of Literature (Global Literature) - 1036

Grades 11-12

One trimester

Core 40 & Academic Honors Diploma Course

This course will explore contemporary literature and poetry from Africa, Asia, Europe, and South and Central America. The goal of this course is to deepen understanding of world literature with respect to humanity and varying global concerns while refining analytical and discourse skills. To support the development of analytical skills, students will look at various literary theories, including gender studies, ethnic studies, and postcolonial theory; doing so will enhance understanding of world literature and the myriad perspectives they offer. Classroom discussions will encourage students to further engage with literature while exchanging ideas in a respectful and thoughtful manner.

Peer Tutoring [English/Language Arts] - 0520

Grade 12

One Trimester

Prerequisite: B average, application and interview.

This course offers students an opportunity to assist other students through one-on-one and small-group tutoring in 9th grade Language Arts. A peer tutor would do the following:

1. Read tests aloud
2. Read assignments aloud
3. Help with writing assignments (provide ideas, structure for essays).
4. Facilitate small group discussion

This opportunity is open to seniors only. In addition to working in the classroom, students will be expected to follow an independent curriculum that focuses on the teaching of reading and writing. Tutors will be actively engaged in personal reading and writing. **Students must submit an application to the department chair before enrolling in this class. Application is on the Language Arts Website.**

MATHEMATICS

General Information

The following mathematics courses are sequential and must be taken in this order: Algebra I, Geometry, Algebra II, Pre-Calculus/Trigonometry, and AP Calculus. The only courses that may be taken at the same time are Geometry and Algebra II and this should be considered by only above average and highly motivated mathematics students.

Recommendations:

- a) only those students receiving "C" or better in any course should consider going on to the sequential course,
- b) students receiving "D" or less in any course should repeat that course if they desire to continue in mathematics,
- c) 8th grade students who take Algebra I in the middle school should rely on their teachers' recommendations as to whether they should take geometry in the 9th grade or take Algebra I again.

Business Math - 4512

Grades 10-12

Two Trimesters

This course, taught by the business department, is designed to develop the ability to solve real world problems in order to become productive citizens and workers in a technological society. Areas of study included are number relationships and operations; patterns and algebra; measurements; and statistics and probability. Problem-solving applications will be used to analyze and solve business problems for such areas as taxation; savings and investments; payroll records; cash management; financial statements; purchases; sales; inventory records; and depreciation. (Business Math may fulfill two graduation credits of the Mathematics requirement for graduation.) **This course does not meet Core 40 math requirements.**

Algebra I - 2520

Grades 9-12

Three Trimesters

Core 40 & Academic Honors Diploma Course

First year algebra consists of a study of the fundamental definitions, axioms, theorems, symbols, and the deductive processes involved in mathematics. Emphasis is placed on the understanding of these concepts and on the proficiency of handling them in their various aspects of application. The topics covered are variables, open sentences, axioms, equations, problem solving, negative numbers, inequalities, operations with algebraic expressions, graphs, systems, quadratic equations, real numbers, and functions.

Geometry - 2532

Grades 9-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisite: Algebra I

This course consists of a study of the undefined terms, the axioms, and the theorems of Euclidean geometry. Emphasis is placed on understanding the deductive processes involved in proofs, numerical and algebraic exercises, and geometric constructions. The topics covered include inductive and deductive reasoning, triangles, perpendicular and parallel lines, constructions, area, Pythagorean theorem, circles and area, loci, ratio and proportion, similar polygons, and regular polygons.

Geometry [Honors] - 2532

Grades 9-10

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisite: Algebra I

This course presents the same topics as Geometry 1-2, but each area will be covered in more depth and with more rigor. Heavy emphasis will be placed on vocabulary, deductive reasoning, and problem-solving activities. Additional topics include transformations, advanced 2-column proofs, paragraph proofs (direct and indirect) and introductions to solid geometry and non-Euclidean Geometry. Students will also complete additional reading assignments and multi-stage projects.

Algebra II - 2522

Grades 10-12

Three Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisite: Geometry. Geometry can be taken concurrently with Algebra II, but it is recommended only for above average mathematics students.

Second year algebra is designed for the student who has achieved an understanding of the deductive methods of mathematics through his/her study of geometry, is able to create elementary algebra and geometric proofs, and is proficient in the techniques of mathematics. The axiomatic approach is used throughout in the study of the real and complex number systems, operations with algebraic expressions, exponents and radicals, relations and functions, systems of equations and inequalities, elements of analytic geometry, and sequences and series. Emphasis is placed on further developing the ability to reason deductively as well as gaining a high degree of skill in the more complicated operations and processes of algebra.

Algebra II [Honors] - 2522

Grades 10-12

Three Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisite: Geometry.

This course presents the same topics as Algebra II, but each area will be covered in more depth and more rigor. Heavy emphasis will be placed on deductive reasoning and problem solving activities. Additional topics include absolute value equations and inequalities, parametric equations, normal distributions, standard deviation, combined variation, and rational and radical inequalities.

Statistics, Advanced Placement - 2570

Grades 10-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisite: Algebra II. May be taken concurrently with Pre-Calculus/Trigonometry, Calculus, or alone.

This course prepares students to take the AP Statistics exam for college credit. It is built around four main topics: exploring data, planning a study, probability as it relates to distributions of data, and inferential reasoning. Specific topics in AP Statistics include interpreting graphic displays, comparing and summarizing distributions of univariate data, exploring bivariate data and categorical data, random sampling, conducting experiments, probability as relative frequency, combining independent random variables, use of the normal t-distributions, simulating sampling distributions, confidence intervals and significance tests.

Advanced Mathematics, College Credit [IU Finite Math M118] - 2544

Grades 10-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisite: Algebra II

The above title is the transcript name for our Finite Mathematics course (which is the same as IU's M118 Finite Math course). Finite Mathematics assumes the student is able to work accurately with fractions and decimals, to graph linear equations, and to solve two linear equations in two unknowns. The course discusses set theory, techniques of counting, probability, linear systems, matrices, and linear programming. It also includes applications to business and the social sciences. Students who plan to take Calculus at any point in their high school or college careers should enroll in Pre-Calculus rather than this course. However, Finite Mathematics may be taken concurrently with their Pre-Calculus or Calculus. This course may be taken for IU credit (3 hrs., M118) in ACP program, or for high school credit alone.

Pre-Calculus/Trigonometry [Honors] - 2564

Grades 10-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisite: Algebra II

This course is usually selected by those students who have a high ability and a definite interest in mathematics. In this course the student utilizes extensively the concepts, notation, and techniques from his/her previous courses in algebra and geometry. These are extended and expanded in the study of the following topics: real and complex number systems, functions, polynomials, exponential and logarithms, polar coordinates, and trigonometry (the trig is a complete and detailed study of the topic equivalent to approximately one trimester of work).

Calculus AB, Advanced Placement - 2562

Grades 10-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisite: Pre-Calculus/Trigonometry. AP credit available with the AP exam in May and this course may be taken for IU credit (3 hrs., M211) in ACP program.

This course is taken during the first two trimesters, to be followed by optional but recommended third trimester Advanced Calculus AP. This is a rigorous course which partially covers as much of the College Board's AB level AP Calculus curriculum as can be done in two trimesters. (To cover the entire AP curriculum or the IU M211 curriculum, students should also enroll in the optional 3rd trimester of MATH - Advanced Calculus AP MA920 (see the next course)). The first two trimesters partially prepare students for the AB level AP Calculus exam in May. While not a requirement, all students are expected to take this exam. Students who want IU credit must take the third trimester course (see course below) Students taking this course must have finished their Trig/Pre-Calc course (no exceptions.) Course topics include the theory, algorithm processes, and when and how to use limits, derivatives, applications of derivatives (graphing, related rate, max-min), integration (including the Fundamental Theorem of Calculus, and applications of integration).

Calculus AB, Advanced Placement [Advanced Calculus] - 2562

Grades 10-12

One Trimester

Core 40 & Academic Honors Diploma Course

Prerequisite: The first two trimesters of Calculus AB, Advanced Placement.

This continues the AP Calculus Curriculum and M211 curriculum and leads to the AP exam in May and the IU M211 Final Exam. This course is required for students pursuing IU credit for M211 and strongly recommended (but not required) for students planning to take the AP exam.

Calculus BC, Advanced Placement - 2572

Grades 11-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisites: All three trimesters of Calculus AB, Advanced Placement. AP credit available with the AP exam in May and this course may be taken for IU Credit (3 hrs., M212) in ACP program.

This is the second year/AP Calculus course. AP BC level Calculus prepares the students for the AP Calculus BC level exam in May. Students are responsible for the topics learned in the first year course. New topics covered are more advanced methods of integration (integration by parts, partial fractions, trig substitutions, and improper integrals), differential equations (slope fields, Euler's method, the logistic curve); parametric and polar functions in the context of calculus, and infinite sequences and series, power series, and vectors.

MATHEMATICS ELECTIVE COURSES

Elective courses do not count toward the required math credits for graduation.

Integrated Mathematics I [The Mathematics of Sports I, II] - 2554

Grades 9-12

One or Two Trimesters (students may take one or both courses)

Core 40 & Academic Honors Diploma Elective Course

This elective course is designed to meet the interests of everyone from the avid sports fan to the most fine-tuned athlete. Part one of the course will focus on many of the math-based concepts in baseball, softball, football, soccer, basketball, and volleyball. The second term of the course will focus on the Olympics, bowling, rowing, golf, track and field, and tennis. By the end of the course students will have enough knowledge to read and analyze the sports page, volunteer as a scorekeeper, and potentially pursue a career in a sports-related field. Students may take only one term of this course.

SCIENCE

General Information and Recommendations:

To maximize student success, science courses should be taken in a sequence appropriate to a student's diploma goals and experience in math courses. Guidance counselors and/or science teachers can help advise a student on the path that would be most appropriate to him/her.

Advanced Science, Special Topics (L) [ADV SCI ST] - 3092

Grades 10-12

Advanced Science, Special Topics is any science course which is grounded in extended laboratory, field, and literature investigations into one or more specialized science disciplines, such as anatomy/physiology, astronomy, biochemistry botany, ecology, electromagnetism, genetics, geology, nuclear physics, organic chemistry, etc. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student's course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities. Credits: May be offered for successive semesters. Counts as a science course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Anatomy & Physiology [Honors] (Ivy Tech APHY101) - 5276

Grades 11-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisites: Grade of "B" or better in Biology 1 and either Chemistry 1 or Integrated Chemistry/Physics. Minimum scores on PSAT, SAT, ACT, or Accuplacer test required for college credit (determined by Ivy Tech administrator.)

Anatomy & Physiology (APHY 101) develops a comprehensive understanding of the close inter-relationship between anatomy and physiology as seen in the human organism. This course introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Students who receive a B or better in the course will also receive, at no cost, 3 credit hours of Ivy Tech Community College credit, and will be prepared to take APHY 102.

Advanced Science, Special Topics (L) Astronomy

Grades 11-12

One Credit

Core 40 & Academic Honors Diploma Course

Prerequisite: Chemistry, Physics HD required

Advanced Science, Special Topics (Astronomy) is a science course which is grounded in extended laboratory, field, and literature investigations into astronomy and astrophysics. Students enrolled in this course engage in a study of the application of science concepts, principles, and unifying themes that are unique to astronomy and cosmology. 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 course of study.

Earth & Space Science I (L) - 3044

Grades 9-10

Two Trimesters

Core 40 & Academic Honors Diploma Course

Physical Earth and Space Science I is a course focusing on the study of the Earth's lithosphere, atmosphere, hydrosphere, and its celestial environment. Students enrolled in this course analyze and describe Earth's interconnected systems and how

they are changing due to natural processes and human influence. Topics covered include rocks, minerals, natural resource management, sculpturing of Earth's surface, plate tectonics, earthquakes, volcanoes, geologic history, the atmosphere, weather, climate, history of astronomy, the solar system, stars, and galaxies.

Biology I (L) - 3024

Grades 9-10

Two Trimesters

Core 40 & Academic Honors Diploma Course

Biology I is a course that includes a study of the structures and functions of living organisms and their interactions with the environment. At a minimum, students enrolled in Biology I explore the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students work with the concepts, principles, and theories of the living environment. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history and development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate the biological questions and problems related to personal needs and societal issues.

Biology I [Honors] (L) - 3024

Grades 9-10

Two Trimesters

Core 40 & Academic Honors Diploma Course

This course is designed for the exceptional science student who is self-motivated and disciplined to work at a faster pace and capable of exploring Biology in more detail than regular Biology I. This course presents the same topics as Biology I, but each area will be covered in more depth. Emphasis will be on problem solving techniques, science as a process, scientific observation, and pre-college study skills and habits. Topics include ecology, cellular biology, biochemistry, genetics, microbiology, botany and evolution.

Biology, Advanced Placement (L) - 3020

Grades 11-12

Three Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisites: grade of "B" or better in Chemistry

This course follows the College Board Examination guidelines for Advanced Placement Biology which consists of an intensive review and in-depth study of areas that were introduced in Biology I. Attention is given to the application of science practices, laboratory investigation, and collaboration with colleagues as related to overarching themes in modern biological science. The course is designed for juniors and seniors who received an A or B in Biology I or those who have instructor approval.

Integrated Chemistry-Physics (L) - 3108

Grades 9-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisites: Algebra I (can be taken concurrently)

Integrated Chemistry-Physics is a laboratory-based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.

Chemistry I (L) - 3064

Grades 10-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisites: grade of "B" or better in either Algebra I and either Biology I or Integrated Chemistry/Physics; Algebra II (or concurrent) highly recommended

Chemistry I is a course based on regular laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. Students in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical equations and problems related to personal needs and societal issues, and (4) learn and practice laboratory safety.

Chemistry I (L) [Honors] - 3064

Grades 10-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisites: grade of "B" or better in Algebra I and Biology I H; also Algebra II H (or concurrent) highly recommended

Chemistry I HD covers the same topics as Chemistry I, but at a more in-depth level and accelerated pace. Topics covered more in-depth includes empirical and molecular formulae, nuclear chemistry, quantum mechanics, and Lewis structures. The entire course moves at an accelerated pace compared to the regular chemistry course.

Chemistry, Advanced Placement (L) - 3060

Grades 11-12

Three Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisites: grade of "B" or better in Chemistry I HD, Algebra I H, Geometry I H, and Algebra II H (can be taken concurrently)

This is an intensification of first-year chemistry dealing specifically with mathematical explanations of basic chemical theory. Topics include: (1) structure of matter—atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter—gases, liquids and solids, solutions; (3) reactions—reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics. This course follows College Board entrance guidelines for Advanced Placement Chemistry and is designed for juniors who received an A or B in Chemistry.

Physics I (L) [Honors] - 3084

Grades 11-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisites: Geometry and Integrated Chemistry-Physics or Chemistry I

Physics I is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Physics 2: Algebra-Based, Advanced Placement (L) [PHYS 2 AP] - 3081

Grades 11-12

Prerequisite: Physics 1

Three Trimesters

Physics 2: Algebra-based, Advanced Placement is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors Diplomas. Qualifies as a Quantitative Reasoning course.

Physics C, Advanced Placement (L) [PHYS C AP] - 3088

Grade 11-12

Prerequisite: Physics 1, Calculus (can be taken concurrently)

Three Trimesters

Physics C, Advanced Placement is a course based on the content established by the College Board. There are two AP Physics C courses, Physics C: Mechanics, and Physics C: Electricity and Magnetism. AP Physics C: Mechanics provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. AP Physics C: Electricity and Magnetism provides instruction in each of the following five content areas: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Credits: 3 trimesters. Counts as a Science Course for the General, Core 40, Core 40 with academic Honors and Core 40 with Technical Honors Diplomas. Qualifies as a Quantitative Reasoning Course.

Advanced Science, Special Topics (L) [Organic Chemistry] - 3092

Grades 11-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Prerequisite: grade of "B" or better in Chemistry I-2 or concurrent

Organic chemistry will offer an extensive look at the special nature of carbon chemistry. Emphasis will be placed on structure, functional groups, and nomenclature, as well as some important classes of organic reactions. There will be a laboratory component, which will include activities such as the synthesis of aspirin, oil of wintergreen, and soap.

Environmental Science, Advanced Placement (L) - 3012

Grades 11-12

Three Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisites: Biology I and Chemistry

AP Environmental Science (APES) is an interdisciplinary course that provides the learner with the scientific background to understand interrelationships in the natural world, identify and analyze environmental problems, evaluate risks associated with these problems and examine alternative solutions for resolving or preventing them. Topics include Earth Systems, Ecology, Population, Land and Water Use, Energy Resources, Pollution and Global Change. The course includes a heavy emphasis on local environmental topics based on labs and field investigations. Three community engagement hours are required per trimester of this course. The course concludes with

the APES test in the spring and the completion of a personal action capstone project based on an environmental topic.

Science Research, Independent Study (L) - 3008

Grade 12

One, Two, or Three Trimesters

Prerequisites: Two years of high school science and completion of application packet

Science Research, Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will complete a science project to be exhibited at a regional science fair and/or state science symposium during the same school year; additionally, and end-of-course project or product may be required, such as a scientific research paper or some other suitable presentation of their findings. Students will be matched with a business and/or higher education mentor.

Project Lead The Way (Biomedical Sciences Courses)

Principles of Biomedical Sciences (L) - 5218

A Project Lead the Way Course

Grades 9-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisite: should be taken concurrently with another science course

This course provides an introduction to the biomedical sciences through exciting "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students will explore many of the career fields associated with the biomedical sciences. This course is designed to provide an overview of all the courses in the Biomedical Science program and to lay the scientific foundation necessary for student success in the subsequent courses. This is the first course in a series of four. The course is geared primarily to freshman but can be taken by students at any grade level.

Human Body Systems (L) - 5216

A Project Lead the Way Course

Grades 9-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Students will engage in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems will be studied as "parts of a whole," working together to keep the amazing human machine functioning at an optimal level. Students will design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Students will work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

Medical Interventions (L) - 5217

A Project Lead the Way Course

Grades 10-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisite: Principles of Biomedical Sciences and/or Human Body Systems

Student projects investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and cancer care. The course explores the design and development of various medical interventions, including PCR and DNA sequencing, cochlear implants, and prosthetic limbs. In addition, students review the history of organ transplants and gene therapy, and stay updated on cutting-edge developments via current scientific literature.

Biomedical Innovation (L) - 5219

A Project Lead the Way Course

Grades 11-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisite: taken 2 of the following: Principles of Biomedical Sciences, Human Body Systems, and Medical Intervention

In this capstone course students design and conduct experiments related to the diagnosis, treatment, and prevention of disease or illness. They apply their knowledge and skills to answer questions or to solve problems related to the biomedical sciences. They may work with a mentor or advisor from a university, hospital, physician's office, or industry as they complete their work. Students are expected to present the results of their work to an adult audience, which may include representatives from the local health care or business community or the school's PLTW partnership team. Can earn dual credit if student has taken all four courses.

SOCIAL STUDIES**Psychology - [College Credit Ivy Tech Psy 101] - 1532**

Grades 11-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

Prerequisite: GPA of 2.6 or better

Psychology provides an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. Content includes (1) human development, (2) thinking, learning, remembering, (3) behavior patterns, (4) personalities, (5) adjustments to social environments such as conformity, obedience, perceptions, attitudes, and the influence of the group on the individual. Psychology is of general interest to all and is especially recommended for students planning careers in teaching, counseling, healthcare, business, and government. It is open to juniors and seniors.

Sociology - 1534

Grades 10-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Sociology deals with the scientific study of group behavior. We look at the basic social institutions such as the family,

religion, education, government, and the economy. We study the changes which are taking place in our society and how these often lead to social problems. Current social problems are examined using the tools and techniques of sociologists. Students choose the problems of particular interest to them from a wide range such as poverty, delinquency, discrimination, deviancy, environmental and population crises, family breakdown, and many more. We search for causes, consequences, and possible solutions to these problems.

United States History - 1542

Grade 11

Two Trimesters

Core 40 & Academic Honors Diploma Course

United States History emphasizes national development in the late nineteenth and the twentieth centuries and builds upon concepts developed in previous studies of U.S. History. Students in this course also identify and review significant events, figures, and movements in the early development of the nation. The focus of the course will be on events, figures, and movements in the twentieth century. Social studies skills will be developed and used. Students will be challenged to compare the present with what has happened in the past in order to appreciate history as both a record of the past and an indicator of the future.

United States History, Advanced Placement - 1562

Grade 11

Three Trimesters

Core 40 & Academic Honors Diploma Course

Tri 1—European exploration through 1830's.

Tri 2—1830's to WWI.

Tri 3—Roaring 20's to present.

This course is designed for qualified students who wish to take the AP American History exam in May. The course will provide analytic skills and the factual knowledge necessary to deal critically with problems and themes in United States history. Students will be required to assess historical materials according to interpretation and reliability, and they will be expected to arrive at conclusions on the basis of informed judgment. The course has intensive reading and writing requirements. Examinations are essay in format. Meets requirements for honors diploma.

World History and Civilization - 1548

Grades 9-11

Two Trimesters

Core 40 & Academic Honors Diploma Course

Events throughout the world suggest that our survival depends upon the ability to handle the complexities of the population growth, scarce resource allocation, organized aggression and land redistribution. The course has been organized along multidisciplinary lines, drawing on economics, political science, sociology, geography, and anthropology.

World History and Civilization [Honors] - 1548

Grades 9-11

Two Trimesters

Core 40 & Academic Honors Diploma Course

Honors Diploma World History has been organized along multidisciplinary social studies lines, drawing on economics, political science, sociology, geography, and history. The first term emphasizes ancient history to the French Revolution and the second concentrates on the 19th and 20th centuries. This course emphasizes higher level skills and expectations for college bound students. (Meets requirement for honors diploma.)

European History, Advanced Placement - 1556

Grades 10-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisite: World History and Civilization

This college level course begins with the Renaissance and covers the 500 year period of European history to the present time. An in-depth exploration of historical, political, and economic topics and themes from the humanities are emphasized through the use of a college text and related materials. It is expected that students enrolled in this course will take the European History Advanced Placement (AP) exam. (Meets requirement for honors diploma.)

Economics - 1514

Grade 12

One Trimester

Core 40 & Academic Honors Diploma Course

Prerequisite: United States History

This course will emphasize basic economic concepts including market theory, national income analysis, and international trade. The interrelationships among the roles played by consumers, producers, capital, land, and labor plus the interrelationship of our economic, political, and social lives are explored. Meets requirements for honors diploma.

United States Government - 1540

Grade 12

One Trimester

Core 40 & Academic Honors Diploma Course

Prerequisite: United States History

This course is a representative survey of our system of American government. The course deals with the theoretical concepts relating to the fundamentals of our government and with the practical application of these concepts as they relate to our system of American federalism, to political participation and influence, to foreign policy, to civil liberties and civil rights, and to our national government.

Government and Politics: Comparative, Advanced Placement - 1552

Grade 12

One Trimester

Core 40 & Academic Honors Diploma Course

Prerequisite: United States History

Government and Politics: Comparative Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) the sources of public authority and political power, (2) the relationship between state and society, (3) the relationship between citizens and states, (4) political institutions and framework, (5) political change, and (the comparative method).

Anthropology - 1502

Grades 11-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Introductory Anthropology is a course for students grades 11-12 that are curious about the development of humans and human behavior on a world-wide scale over an extended period of time.

Students will:

- Be introduced to the scope of the discipline of Anthropology.
- Explore the concepts of human biological and cultural evolution.

- Study the beginnings of civilization.

Examine the various topics associated with prehistoric, historic, and contemporary cultures including language, economic systems, social stratification, marriage, political organization, religion and the arts.

Community Service - 0524

Grade 12

One Trimester

Service Learning is a social studies course that involves students in a process of learning through the experience of rendering service in the community and reflecting upon the experience. Students will use experience in the community as a bases for critical reflection in the classroom about the nature of democracy and as a basis for the examination of the citizen's role in the community. Through real experience and reflection students develop:

- skills in time management, problem solving, adaptability, communication, research and self direction
- values of human dignity, justice, civic virtue, and responsibility
- and citizenship concepts including appreciation of cultural diversity, participation, and social justice

The course provides not only experience in the treatment of community issues but also their causes and origins.

Ethnic Studies - 1516

Grades 9-12

One Trimester

Core 40 & Academic Honors Diploma Course

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.

Indiana Studies - 1518

Grades 9-12

One Trimester

Core 40 & Academic Honors Diploma Course

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

Applied Indiana Studies - 1518A

Special Education Course for Certificate of Completion

Grades 9-12

One Trimester

Certificate of Completion Elective & Social Studies Requirement for Certificate of Completion

Applied 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 poli-

cies, practices, and state legislative procedures. Examination of individual leaders (state or local) and their roles in a democratic society will be included. Student will examine the participation of citizens in the political process to understand their role. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

WORLD LANGUAGE

It is strongly suggested that a student maintain a “C” average in order to continue to the next level. Four-year colleges are expecting at least 2 full years.

American Sign Language I 2156 (ASL I)

Grades 9-12

Two Trimesters

Counts as a Directed Elective or Elective for all diplomas

Core 40 & Academic Honors Diploma Elective Course

American Sign Language I is a course that introduced students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional-notional approach, and discusses cultural features of the deaf community. Emphasis is placed on development of receptive and expressive language skills. Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogues; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and examine other methods developed to write ASL, including Sign Writing. Students also learn to recognize the difference between the pathological and psychological definitions of deafness, recognize the widespread use of ASL throughout the United States, and develop an understanding of the relationship between languages and cultures as a whole.

American Sign Language II 2158 (ASL II)

Grades 9-12

Two Trimesters

Counts as a Directed Elective or Elective for all diplomas

Core 40 & Academic Honors Diploma Elective Course

Prerequisite: American Sign Language I

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

Latin I - 2080

Grades 9-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

Latin I is a two-term course designed for the beginning student in foreign language. Students will gain knowledge and understanding of elements of Roman culture, especially those still relevant to our modern society; develop insight into the nature of language and culture; and develop an understanding of elements common to Latin and English grammar and vocabulary, while studying elements of grammar unique to Latin. Additionally, students will:

- Learn how to pronounce and read aloud the language
- Read and translate Latin at a beginning level
- Learn to recognize cognates and derivatives of English words.
- Compose grammatically correct sentences in Latin.

Additional cultural content includes introduction to and study of Roman life, history, mythology, art, and architecture. Students are encouraged to join and participate in the Latin Club.

Latin II - 2082

Grades 10-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

Latin II is a two-term course designed for students who have successfully completed Latin Level I. Latin II students will continue to read and study in Latin; gain knowledge and understanding of aspects of Roman culture, particularly those aspects of ancient culture still relevant to us today; develop deeper insights into the nature of language and culture; and further develop their understanding of elements common to English and Latin grammar and vocabulary.

Additionally, students will:

- Continue the acquisition of good pronunciation skills
- Increase the level of sophistication with which they will read and write Latin prose and poetry.
- Prepare for the rigor of AP Latin.

Additional cultural content includes the continued study of Roman history, culture, mythology, and influence of Latin on the English Language. Students are encouraged to maintain active participation in Latin club activities and to help Level I students.

Latin III [AP] - 2084

Grades 11-12

Three Trimesters

Core 40 & Academic Honors Diploma Elective Course

AP Latin is a three-trimester course. Adhering to the course requirements established by College Board, students read significant portions of Caesar's *De Bello Gallico* and Vergil's *Aeneid* in both Latin and English. Students focus on reading the language, studying the grammar, learning the literary terminology, scanning poetry and practicing sight reading, in addition to learning about the historical, cultural and literary contexts of the authors and their works. Students will also practice writing analytical essays and will have opportunities to read scholarly articles on these authors and their works.

Spanish I - 2120

French I - 2020

German I - 2040

Chinese 1 - 2000

Grades 9-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

These are two-term courses designed for the beginning student in foreign language. Students will begin to communicate in the target language, gain knowledge and understanding of aspects of culture, acquire an understanding of the interconnectedness of language and learning, develop an insight into the nature of language and culture, and explore the multilingual world in which they live. Additionally, students will:

- Be introduced to and practice the sound structure of the language
- Learn to communicate with simple questions and answers

- Respond to and give directions
- Talk about daily routines and events
- Be able to express wants and needs
- Participate in guided conversations
- Read at a beginning level and learn to recognize cognates
- Write basic words and phrases with appropriate grammatical context.

Additional cultural content includes non-verbal communication, geography, music, major holidays, social behavior and etiquette. Students are encouraged to join and participate in foreign language club, when available.

Spanish II - 2122

French II - 2022

German II - 2042

Chinese II - 2002

Grades 9-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

These are two-term courses designed for students who have successfully completed Level 1. Students will continue to communicate in the target language, gain additional understanding of culture, expand their understanding of the interconnectedness of language and learning, improve their insight into the nature of language and culture, and enjoy the multilingual world in which they live. Additionally, students will:

- Continue the acquisition of good pronunciation skills
- Ask questions and give answers about routine activities
- Use the target language to give information in the form of a short narrative
- Interact in a variety of situations to meet the personal needs and preferences of themselves and others
- Improve their understanding of written text
- Write appropriate responses to a given situation

Additional cultural content includes geographical features, history, and the arts and music of the countries studied. Social behaviors will be further studied for understanding. Students are encouraged to participate in language clubs and help the beginning students.

Spanish III [Honors] - 2124

French III [Honors] - 2024

German III [Honors] - 2044

Chinese III [Honors] - 2004

Grades 9-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

These are two-term courses designed for students who have successfully completed Level II language. Students will continue to advance their skills by communicating in the target language by expressing more complex thought patterns. They will hear and understand the opinions of target language-speaking individuals who talk about current topics such as technology and pollution. Students will participate in discussions about these topics. Students will be able to:

- Respond to factual and interpretive questions, express emotions, regrets and complaints
- Read authentic materials such as advertisements, posters and cartoons
- Read short stories and short articles from newspapers or magazines.
- Describe major cultural events, political events, social values and celebrations, behavioral expectations and typical art and music of selected countries.

Additional cultural opportunities are offered to third-year students. Students interact with native speakers in and outside the classroom.

Spanish IV [Honors] - 2126

French IV [Honors] - 2026

German IV [Honors] - 2046

Chinese IV [Honors] - 2006

Latin IV [Honors] - 2086

Grades 9-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

These are two-term courses designed to further the knowledge of students who have successfully completed Level III or are native speakers. Students will be immersed in the target language, advancing their skills in communication by reading and conversing about a variety of contemporary cultural topics. Writing skills will be expanded through the study of advanced grammatical forms culminating in self-expression paragraphs and essays. Reading skills will improve with exposure to graded authentic literature genre. This course enables students to:

- Respond to factual and interpretive questions, express opinions and relate information
- Give presentations dealing with historical or current events, artistic or literary figures
- Restate or paraphrase what they have seen, read or heard
- Read from materials created for native speakers
- Write original compositions on a given topic
- Begin using language creatively in writing simple poetry, plays or short stories.

Students will become knowledgeable concerning:

- The relationships between historical periods and art forms
- The necessity to adjust speech to accommodate different situations and audiences
- Opportunities within the community which allow the student to use their language skills.

Students in Level IV are encouraged to participate and show leadership skills in language clubs, the international educational exchange programs and in community events.

Spanish V [AP] - 2128

Grades 9-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

This course follows the College Board Examination guidelines for the Advanced Placement Spanish Language and Culture exam which consists of an intensive review and in-depth study of areas that were introduced in Spanish IV Pre AP. The course consists of the exploration and study of six themes that are required by College Board, in addition to college level grammatical structures and cultural topics. The course is designed for juniors and seniors who received an A or B in Spanish IV or those who have instructor approval.

French V [Honors] - 2028

German V [Honors] - 2048

Grades 9-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

These courses are offered to students who have successfully completed Level IV and wish to continue to acquire and maintain present language skills. Native speakers are encouraged to enroll in Level V to sharpen their own knowledge of grammar and literature and to serve as role models for second-language students. Students should be willing to converse with native

speakers and promote among their peers and others the benefits of foreign language study and the study of the cultures in which target languages are spoken. In addition, students are able to:

- Review past grammatical structures and utilize them in speaking, reading, writing and listening activities
- Continually self-check their progress and perform well on teacher-made tests
- Expand their ability to understand language and concepts used in contemporary and historical videos
- Make connections between historical events and literature
- Create articles, plays and short stories, which would be understood by native speakers.

In addition, students enrolled in Level V are encouraged to participate in as many extra-curricular opportunities as possible to further their knowledge of language and culture.

Spanish VI [Honors] - 2130

French VI [Honors] - 2030

German VI [Honors] - 2050

Grades 9-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

This course is offered to students who have successfully completed level V and who wish to continue to improve their speaking, writing and listening abilities in the language. We read short stories, poetry, articles, essays and a novel in the language and focus much of our time in class discussing themes of the literature we read. There is a strong emphasis in the class on speaking in the target language. We also review many grammar concepts learned in all previous levels in order to perfect these skills and prepare for college placement tests and courses. In addition, students in this course will:

- Continually check their own progress and take quizzes/test prepared by the teacher.
- Make connections between historical events and literature.
- Create dialogues which would be understood by native speakers based on new vocabulary we learn in class.
- Complete independent and group research projects based on a variety of cultural themes.

SPECIAL EDUCATION

Referrals may be made by an administrator, counselor, teacher, parent, or the student. A student must be tested and parents are required to meet with a screening committee that decides the best course of action for the student. The student's schedule is determined at a case conference.

SPECIAL PROGRAMS AND COURSES

Orientation to Life and Careers - 5394

Grades 9-12

One Trimester

Repeatable

The content of this course will enable students to develop their individual education/career plans as mandated by Indiana Public Law 19. Components will include the following: personal assessments, study of career clusters, basic job-seeking skills, career pathway selection, 4-6 year education/career plan,

and personal portfolio development. (Qualifies as a partial credit for the required Health & Safety credit.)

Basic Skills Development [Academic Skills Development] - 0500

Grade 9

One Trimester

This course enhances success in high school and college by assisting students in obtaining skills necessary to their educational, career, and life objectives. Students will create and apply critical thinking strategies in areas of time management, medial literacy, learning styles, study skills, career planning, money management, and resource utilization.

Education Professions 1 - 5408

Grades 11-12

Two Trimesters

Core 40 Elective & Academic Honors Diploma Elective Course

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

Education Professions 1 - 5404 (Formerly Cadet Teaching)

Grade 12

Two Trimesters (2 periods per Tri/2 credits per Tri)

Core 40 Elective & Academic Honors Diploma Elective Course

Education Professions II prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active 101 Indiana Department of Education High School Course Titles and Descriptions learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instruction and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professions II teacher.

***Career Exploration Internship - 0530**

Grade 12

One Trimester (2 Periods/2 Credits)

Repeatable (one or two trimesters only)

(Apply with Mr. Lindsey. Must be with his approval.)

Prerequisites: application is required. Students must provide their own transportation. (Prerequisite: com-

* indicates courses requiring applications

pletion of ICPAC career interest inventory)

This course-open to seniors of all ability levels-focuses on career exploration through a close-up view of the world of work. Good attendance is a must. By spending time during the regular school day at a designated job site in the community, students will:

- experience all aspects of the work environment, completing assigned task and learning interpersonal skills through interaction with peers and supervisors
- see first-hand how academic studies relate to job success
- acquire new information to aid decision-making about post-secondary education and career choices

A student nonpaid internship is an agreement between an employer and a student that gives the student the opportunity to gain hands-on-experience in a career-interest related field. The school in coordination with the Franklin Initiative selects and assists students in getting placement, organizes the logistics of the program, and gives students class credit. Internships allow students to explore different aspects of a work-site or a career in a closely-supervised environment. Students will have in-class time developing job and career related skills. Acceptance into the Internship program is based on completion of the application process and review of the applicant. Students must have an area of interest to pursue.

Peer Tutoring - 0520

Grades 9-12

One Trimester

Repeatable

Prerequisite: Permission of instructor.

Interact and develop friendships with students who have disabilities! Students enrolled in this course will integrate the students with disabilities into high school and community settings by providing direct instruction. Peer tutors should be dependable role models. Weekly reading assignments will be required. Grades are based on participation and written assignments. (Repeatable-prefer a two-term commitment.)

***Community Service [Peer Mediation] - 0524**

Grades 10-12

One Trimester

Repeatable

Any student that has completed Bloomington South's Peer Mediation Training is eligible to serve as a mediator daily for one term through the counseling office. The mediator will be available to immediately meet the students and administrative needs for a mediation while helping the counselors with various daily tasks.

Peer Tutoring [High Ability Mentor Program] - 0520

Grades 10-12

One Trimester

Repeatable

Prerequisite: meet gifted and talented criteria.

MENTOR PROGRAM GUIDELINES: With the help of a mentor or the High Ability Program Coordinator, students design a self-determined program of 90 hours duration for 1 credit. A daily log book is to be given to the High Ability Program Coordinator every two weeks. The log book and the project description account for 11% of the grade given. The mentor provides 89% of the grade. The final grade must include a presentation of the work done; mode of presentation will be determined by the student, the mentor, and the High Ability Program coordinator. Mentors may be suggested by the student or the coordinator,

and need to be experts in the field being studied. Teachers at BHSS may not be mentors.

[SAT Preparation] - 2560

Grades 10-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Prerequisite: Algebra II or Algebra II may be taken concurrently with this course.

This elective course is designed to better prepare students for the Scholastic Aptitude Test (SAT). Various methods will be used to study vocabulary, writing, critical reading and mathematical strategies. Students should plan to take the SAT at the end of the course. This course is for students intending to attend a college requiring SAT scores. Strong independent study skills are recommended.

BHSS PATHWAYS**STEM/INFORMATION TECH****Computer Science/
Programming Pathway****Computer Science I [Programming] - 4801**

Grades 10-12

Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

Recommended Prerequisites: Algebra II & AP**Computer Science Principles**

Computer Science I introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment. Credits: 2 semester course, 2 semesters required, 1 credit per semester

Computer Science III: Databases - 5250

Grades 11-12

Prerequisite: Computer Science 1

Computer Science III: Databases introduces students to the basic concepts of databases including types of databases, general database environments, and the importance of data to the business world. Discussion with hands-on activities will include database design, normalization of tables, and development of tables, queries, reports and applications. Students will be familiarized with the use of ANSI standard Structured Query Language. Discussions will include database administration and data maintenance. Students will be introduced to data concepts such as data warehouses, data mining, and BIG Data. Students will develop a business application using database

* indicates courses requiring applications

software such as Microsoft Access. Students will be required to demonstrate skills such as team building, work ethic, communications, documentation, and adaptability.

INFORMATION TECH

PC Support/IT Tech Pathway

Information Technology Support - 5230 (CRAM)

Grades 9-12

One Trimester

Core 40 & Academic Honors Diploma Elective Course

Repeatable (1-3 credits per year, maximum of 6 credits on transcript)

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

Networking 1 - 5234

Grades 11-12

Two Trimesters

Core 40 Elective & Academic Honors Diploma Elective Course

Networking 1 introduces students to local and wide area networks, home networking, networking standards using the IEEE/OSI Model, network protocols, transmission media and network architecture/topologies. Security and data integrity are introduced and emphasized throughout this course, which offers students the critical information needed to successfully move into a role as an IT professional supporting networked computers. Concepts covered will include TCP/IP client administration, planning a network topology, configuring the TCP/IP protocol, managing network clients, configuring routers and hubs, as well as creating a wireless LAN.

HEALTH SCIENCES

BIOMED/TECH PATHWAY

Human Body Systems (L) - 5216

A Project Lead the Way Course

Grades 9-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Students will engage in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems will be studied as "parts of a whole," working together to keep the amazing human machine functioning at an optimal level. Students will design experiments, investigate the structures and functions of body systems, and use data acquisition software to

monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Students will work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

Medical Interventions (L) - 5217

A Project Lead the Way Course

Grades 10-12

Two Trimesters

Core 40 & Academic Honors Diploma Course

Prerequisite: Principles of Biomedical Sciences and/or Human Body Systems

Student projects investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and cancer care. The course explores the design and development of various medical interventions, including PCR and DNA sequencing, cochlear implants, and prosthetic limbs. In addition, students review the history of organ transplants and gene therapy, and stay updated on cutting-edge developments via current scientific literature.

ED AND TRAINING

EDUCATION CAREERS PATHWAY

Education Professions 1 - 5408

Grades 11-12

Two Trimesters

Core 40 Elective & Academic Honors Diploma Elective Course

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

Education Professions II - 5404 (Formerly Cadet Teaching)

Grade 12

Two Trimesters (2 periods per Tri/2 credits per Tri)

Core 40 Elective & Academic Honors Diploma Elective Course

Education Professions II prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active 101 Indiana Department of Education High School Course Titles and Descriptions learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction,

learning environment, and instruction and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professions II teacher.

HOOSIER HILLS CAREER CENTER

Christi McBride, Director

The program descriptions that follow give very brief details about the programs available for Bloomington High School South students at the Hoosier Hills Career Center. If a student or parent/guardian needs more detail, they should contact the Career Center Office at 330-7730

NOTE: All Career Center courses count as Core 40 directed electives as part of a technical area and as Academic and Technical Honors Diploma electives.

AGRICULTURE

Intro to Agriculture, Food & Natural Resources - 5056

Grades 9-12

Length of Course: 1 year (Block)

This course is highly recommended as a prerequisite to and a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, natural resources, and agriculture careers. This is the introductory course for all Agriculture pathways.

Agribusiness Pathway

Agribusiness Management - 5002

Grades 10-12

Dual Credit: Ivy Tech (3 credits) AGRI 102

Length of Course: 1 year (Block)

This course provides foundation concepts in agricultural business, business organization and management from a local and global perspective. Concepts covered in the course include: forms of business, finance, marketing, management, sales, careers, leadership development.

Horticulture and Landscape Management Pathway

Horticultural Science - 5132

Grades 10-12

Dual Credit: Ivy Tech (3 credits) AGRI 116

Length of Course: 1 year (Block) *Course offered every other year

Topics covered include: reproduction and propagation of

plants, plant growth, growth media, marketing concepts, production of plants of local interest, and pest management. Students participate in a variety of activities including extensive laboratory work in a school greenhouse. Prerequisite - Plant and Soil

Landscape Management - 5136

Grades 9-12

Dual Credit: Ivy Tech (3 credits) LAND 103

Length of Course: 1 year (Block) *Course offered every other year

Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, and the care and use of equipment utilized by landscapers.

Life Sciences Pathway, Concentration: Animals

Animal Science - 5008

Grades 9-12

Dual Credit: Ivy Tech (3 credits) AGRI 103

Length of Course: 1 year (Block)

Topics covered include: anatomy and physiology, genetics, nutrition, careers in animal science, social and political issues related to the industry, and management practices for the care and maintenance of animals. All areas that the students study can be applied to both large and small animals.

Advanced Life Science: Animals - 5070

Grades 11-12

Dual Credit: Ivy Tech (3 credits) AGRI 107

Length of Course: 1 year (Block) *Core40 science credit

Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. They recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture.

Life Sciences Pathway, Concentration: Plant & Soil

Plant and Soil Science - 5170

Grades 9-12

Dual Credit: Ivy Tech (3 credits) AGRI 105

Length of Course: 1 year (Block)

Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, the basic components and types of soil, soil tillage and conservation, and precision agriculture.

Life Sciences Pathway, Concentration: Natural Resources

Natural Resource Management - 5180

Grades 9-12

Dual Credit: Ivy Tech (3 credits) AGRI 115

Length of Course: 1 year (Block)

Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, wetlands, animal wildlife, safety, and careers.

Architecture and Construction

Drafting and Design Pathway

Architectural Drafting & Design I & II - 5640/5652

Grades 10-12

Dual Credit: Ivy Tech (first year 6 credits) DESN 101,

DESN 113 (second year 3 credits) DESN 105

Length of Course: 1 or 2 years (Block or Half Day)

This course covers the basic understanding of learning, sketching, and proper use of equipment aspects of residential design and site work. Course content will also include basic architectural theory, related architectural styles, design strategies, and a visual representation of the student's design process. Focus for this course will be on advanced CAD features where students will learn to use the arch modeling software, Revit™.

Mechanical Drafting & Design I & II - 4836/4838

(10-12)

Dual Credit: Ivy Tech (first year 6 credits) DESN 101,

DESN 113 (second year 3 credits) DESN 104

Length of Course: 1 or 2 years (Block or Half Day)

Drafting students are instructed in the use of specialized drafting

equipment and in the application of modern drafting techniques to practical drafting problems. Students learn Computer-Aided Drafting (CAD) instruction and solid modeling with Auto Desk Inventor™ and Autocad™. Students will learn drafting-related topics such as related math, drafting to scale, terminology, and use of a technical library. Since all instruction is individualized, students are asked to declare a major interest area and their coursework will be established accordingly.

Construction Trades Pathway

Construction Trades I & II (11-12) - 5580/5578

Dual Credit: Vincennes (first year 3 credits)

CNST 100, CNST 120

Length of Course: 1 or 2 years (Half Day)

In the Construction Trades program students learn basic aspects of carpentry, construction calculator, post frame construction, electrical wiring, site planning, roofing, and exterior finish. Students also study code requirements, blueprint reading, the framing square, and the use of the transit. Most of the work in this class is completed on the job site, away from school. This on-site instruction gives students an opportunity to apply the skills learned in the classroom.

Education and Training

Early Childhood Education Pathway

Early Childhood Education I - 5412

Grades 11-12*

Dual Credit: Ivy Tech (6 credits) ECED 100, ECED 101

Length of Course: 1 or 2 years (Half Day)

Recommended pre-requisite: Child Development

Required: Criminal history background check and a negative TB test.

Students in the first year of this program will be introduced to a variety of education career paths. Other learning experiences include promoting child development and learning, building family and community relationships, and using developmentally effective approaches to observe, document, and assess within this field. In order to gain an understanding of a child's physical, cognitive, social, and emotional development, various developmental theorists are studied for further understanding of early childhood behavior. Developmentally appropriate activities for children, appropriate practices, care regulations and licensing requirements are central to this class.

Education Professions - 5408

Grade 12*

Dual Credit: Ivy Tech (3 credits) EDUC 101

Pre-requisite: Early Childhood Education

Length of course: 1 year (Half Day)

This course provides the foundation for employment in education and related careers. Course study includes the teaching profession, the learner as he/she relates to the learning process, planning instruction concepts, and an in-depth look at instructional/assessment strategies. An additional component will be exploratory field experiences in various classroom settings.

Health Sciences

Health Care Specialties Pathway/Nursing Pathway

Health Science Education I - 5282

Grades 11-12

Dual Credit: Ivy Tech (3 credits) HLHS 100

Length of Course: 1 year (Half Day)

Required: HOSA membership

Students completing this program will gain a working knowledge of body systems, medical terminology, and basic patient care skills common to various health occupations. Through an exploration of current issues and varied careers available in the health care industry, students will be prepared to set realistic career and continuing education goals. The course is structured to combine both classroom instruction and hands-on training in a lab setting.

Health Science Education II - 5286

Grade 12*

Dual Credit: Vincennes (3 credits) HIMT 110

Length of Course: 1 year (Half Day)

The course is designed to provide students with the types of skills needed by a variety of health care workers. In addition to a solid foundation in basic health care terminology and human body anatomy and physiology, there will be an emphasis on basic employability skills such as responsibility, dependability, customer caring, communication, and leadership. Students will spend a significant portion of the course in internships with community health care facilities. CNA, HHA, CPT certifications are available.

Biomedical Pathway "Project Lead the Way"

Dual Credit: Ivy Tech (4 credits) BIOT 107 (must complete all four PLTW courses)

Medical Interventions - 5217

(11-12) BHSN, BHSS

Length of Course: 1 year (Block)

This course shows students variety of medical interventions that extend and improve quality of life including; cancer diagnosis and treatment, gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care through laboratory work activities, problems, and projects.

Prerequisite: Either Principles of Biomedical Science or Human Body Systems

Biomedical Innovation - 5219

(12) BHSN, BHSS

Length of Course: 1 year (Block)

Learn to apply your knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through challenging open-ended problems, addressing topics such as emergency medicine, physiology, autopsy, environmental health, and public health. They have the

opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.

Prerequisite: Medical Interventions or two other PLTW Biomedical classes.

Hospitality and Human Services

Culinary Arts Pathway

Culinary Arts and Hospitality Management - 5440

Grades 11-12*

Dual Credit: Ivy Tech (5 credits) HOSP 101, HOSP 102, Recommended pre-requisites: Nutrition & Wellness, Adv. Nutrition & Wellness

Length of Course: 1 year (Half Day)

Topics for this course include basic baking theory and skills, introduction to breads, and basic culinary fundamentals including; food safety and sanitation, knife skills, stocks, sauces, various cooking techniques, recipe costing, and culinary math. Students will experience intensive, teacher monitored, standards-based laboratory situations with commercial applications utilizing our on-site student-run restaurant. Work-based experiences in the food industry are strongly encouraged.

Advanced Culinary Arts - 5346

Grade 12*

Dual Credit: Ivy Tech (3 credits) HOSP 105

Pre-requisite: Culinary Arts and Hospitality Management

Length of Course: 1 year (Half Day)

This course builds upon skills and techniques learned in Culinary Arts and Hospitality Management. Instruction and intensive laboratory experiences include: commercial applications of principles of nutrition, aesthetic and sanitary selection, purchasing, storage, preparation, service of food and food products, using and maintaining related tools and equipment, baking and pastry arts skills, managing operations in food service, food science, hospitality establishments, providing for the dietary needs of persons with special requirements, related research, and development and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be school-based, "on-the-job" or a combination of the two. ServeSafe Certification offered.

Cosmetology Pathway

Cosmetology I & II - 5802/5806

Grades 11-12

Dual Credit: Vincennes (first year 14 credits) COSM 100, COSM 150 (second year 16 credits) COSM 200, COSM 250

Length of Course: 2 years (Half Day)

This program is designed to prepare students to sit for the state cosmetology licensure exam. Students will begin the transition to a rewarding career in all fields of cosmetology. Some of the areas included are as follows: beauty salon owner, make-up artist, salon manager, facial and skin care expert, stylist, platform artist, colorist, manufacturer's representative, manicurists, receptionist, and waxing technician. This program offers instruction on practical skills, sanitation, professionalism, and business education. Indiana State Board of Cosmetology requires all students to graduate from the program with a minimum score of 75% in order to sit for the licensure exam. Students will be required to pay a one-time kit, book, and supply fee for the 2 year course. Students who begin as seniors will be required to pay in order to complete the second year of training at a discounted rate. Second year students will attend class at the Indiana Cosmetology Academy.

Information Technology

Networking and Support Pathway

Computer Tech Support - 5230

Grades 11-12

Dual Credit: Vincennes (6 credits) CMET 140, CMET 185
Length of Course: 1 or 2 years (Half Day)

This program allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. A+ certification is offered in this course.

Networking I - 5234

Grades 11-12

Length of Course: 1 year (Half Day)

Networking I introduces students to local and wide area networks, home networking, networking standards using the IEEE/OSI Model, network protocols, transmission media and network architecture/ topologies. Security and

data integrity are introduced and emphasized throughout this course, which offers students the critical information needed to successfully move into a role as an IT professional supporting networked computers. Concepts covered will include TCP/IP client administration, planning a network topology, configuring the TCP/IP protocol, managing network clients, configuring routers and hubs, as well as creating a wireless LAN.

Networking II: Infrastructure - 4588

Grades 11-12

Length of Course: 1 year (Half Day)

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

Manufacturing

Welding Technology Pathway

Welding I & II - 5776/5778

Grades 11-12

Dual Credit: Ivy Tech (first year 6 credits) WELD 108, INDT 114, (second year 6 credits) WELD 207 & Vincennes WELD 208

Length of Course: 1 or 2 years (Block or Half Day)

Welding Technology includes classroom and laboratory experience that develops a variety of skills in the different welding processes. Welding Technology II includes classroom and laboratory experience that develops a variety of skills in gas metal arc welding, flux cored arc welding, gas tungsten arc welding, plasma cutting and carbon arc gouging. This course is designed for the individuals who intend to make a career as a welder, technician, sales, design, research or engineering. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and careers. In addition, students will learn proper setup, adjustment, maintenance, and use of fabrication equipment as it relates to the precision machining industry.

STEM

Industrial Engineering Technology Pathway

Industrial Engineering Technology I - 5686

Grades 11-12

Dual Credit: Vincennes (credit pending)

Length of course 1 or 2 years (Half Day)

Includes classroom and practical experiences that prepare students to apply technical knowledge and skills to repair and maintain industrial machinery and equipment. Instructional activities develop diagnostic and problem-solving skills related to electric circuits, wiring, motors, robotics, hydraulics, and pneumatics. Additional areas of instruction should include plumbing, rigging, basic machining, welding and cutting.

Engineering Pathway "Project Lead the Way"

Principles of Engineering - 4814

Grade 10

Dual Credit: Ivy Tech (3 credits) DESN 104

Length of Course: 1 year (Block)

A course that helps students understand the field of engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science, and technology in an engineer-

ing problem solving process to benefit people.

Civil Engineering and Architecture - 4820/5650

Grades 11-12

Dual Credit: Ivy Tech (3 credits) DESN 105

Length of Course: 1 year (Block)

This course is about the interdependent fields of civil engineering and architecture including project planning, site planning, and building design.

Engineering Design and Development - 4828/5698

Grade 12

Length of Course: 1 year (Block)

The Process of formulating, refining, and solving open-ended engineering questions as it is done by engineering firms.

Public Safety

Fire and Rescue Pathway

Fire and Rescue I & II - 5820/5826

Dual Credit: Ivy Tech (15 credits) HSPS 106, HSPS 121, HSPS 125, HSPS 165, HSPS 167

Length of Course: 1 or 2 years (Half Day)

This course gives you an opportunity to become certified as a Firefighter I/II and a Emergency Medical Responder in the state of Indiana. The academy style format will provide you with the structure and discipline needed to operate safely on the fire ground while reinforcing teamwork, physical fitness, and professionalism. We work with local fire departments to ensure that your training experience is realistic and hands on; covering topics such as vehicle extrication and live fire evolutions. Completion of this course will help prepare the student for placement into an entry level position as a firefighter.

Emergency Medical Services (EMS) - 5210

Dual Credit: Ivy Tech (credit pending)

Length of Course: 1 year (Half Day)

This course prepares students for a state certification which may lead to a career in Emergency Medical Services. Theories, techniques, and operational aspects of the pre-hospital emergency care are covered. Students will learn to recognize the seriousness of the patient's condition, use the appropriate emergency care techniques and equipment to stabilize the patient, and safely transport them to the hospital. The handling of victims of hazardous materials accidents is also addressed in this course.

Transportation

Transportation Pathway

Introduction to Transportation - 4798

Grades 9-12

Length of Course: 1 year (Block)

Describes a variety of engine types including: automotive, motorcycle, boat, and motor sport vehicles. Instruction includes operation, maintenance, and repair of engines. Students will also gain a beginning knowledge of basic tools utilized in this area of study.

Automotive Service Technology I & II - 5510/5546

Grades 11-12

Dual Credit: Ivy Tech (first year 6 credits) AUTI 100, AUTI 121, (second year 9 credits) AUTI 141, AUTI 111, AUTI 131

Length of Course: 1 or 2 years (Half Day)

In Automotive Technology, students learn the functions and operational systems of vehicles, as well as how to diagnose and repair them. Instruction includes accepted diagnostic and repair procedures using modern equipment updated to industry standards. Care and maintenance of tools, equipment, and vehicles are stressed throughout the program, in addition to safety procedures.

Automotive Collision Repair Technology I & II - 5514/5544

Grades 11-12

Dual Credit: Ivy Tech (6 credits) AUBR 101, AUBR 103

Length of Course: 1 or 2 years (Half Day)

The Auto Collision Repair program is a functioning commercial body shop. Students gain real-world experience through customer contact and by working with a wide variety of vehicle body problems. Students in the Auto Collision Repair course learn how to repair and refinish cars and trucks through a combination of classroom instruction and actual laboratory experience. Through a variety of skills gained in the course, students learn to analyze damage to a vehicle and replace or repair the damaged part(s).

Recreational and Mobile Equipment I - 5842

Grades 11-12

Dual Credit: Ivy Tech (credit pending)

Length of Course: 1 year (Half Day)

This course introduces students to fundamental concepts in the internal workings and operations of engines. Training will cover hydraulics, cooling and electrical systems, and other engine components. Students will explore the interrelatedness of these systems by examining and identifying the commonalities and differences between the various engines that power recreational and mobile equipment.

Dual Credit Classes

College Credit for HHCC course enrollment in some of our courses offers an opportunity for students to receive college credit as well as high school credit. This will save time and money because you won't have to take these classes in college. Dual credit is dependent upon successful completion of the course and typically require the student earn at least a "B" grade for each semester. Courses marked with *, require students to pass Accuplacer, an entrance test. Check with program instructors for specific dual credit information.

BLOOMINGTON HIGH SCHOOL SOUTH FOUR YEAR PLAN

PRINTED STUDENT NAME: _____

COUNSELOR: _____

MY CAREER GOAL: _____

EDUCATIONAL LEVEL DESIRED:

1 DIPLOMA OPTION DESIRED:

- GENERAL _____
- CORE 40 _____
- C40 W/ACADEMIC HONORS _____
- C40 W/TECH. HONORS _____

- HIGH SCHOOL DIPLOMA _____
- VOC-TECH _____
- COLLEGE – 2 Year _____
- COLLEGE – 4 Year _____
- Potential College Career Pathway _____

9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
English 9-1	English 10-1	English	English
English 9-2	English 10-2	English	English
English 9-3	English 10-3 (Core 40 only)	U.S. Hist 1	Government
P.E. 1	Science	U.S. Hist 2	Economics
P.E. 2	Science	Math	Elective
Science	Math	Math	Elective
Science	Math	Elective or Math	Elective
Math	Health	Science	Elective
Math	Elective <small>(Soc. Studies)</small>	Science	Elective
Math <small>(or Elective)</small>	Elective <small>(Soc. Studies)</small>	Elective	Elective
Elective <small>(Soc. Studies)</small>	Elective	Elective	Elective
Elective <small>(Soc. Studies)</small>	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective

Class of 2023 and beyond – Additional Requirements (see page 12):

- 2** Employability Skills (complete one option):
- Project-based Learning
 - Service-based Learning
 - Work-based Learning

3 Post-secondary Ready (complete one option): _____

