2019-2020 COURSE GUIDE

Guidance Department .................................................. Ms. Julie Speer
Mr. Greg Chaffin                                     
Ms. Katie Clarke                                     
Ms. Brooke Hostetler                                  
Ms. Kathy Rillo

3901 North Kinser Pike
Bloomington, IN 47404
812/330-7724
www.mccsc.edu/north
### Academic Information

**Expectations of Student Behavior**

As members of the learning community that is Bloomington High School North, it is the primary goal of faculty members and students to strive for academic excellence as students pursue their high school diploma. Additionally, students pledge that they will adhere to the following list of expectations while in transit to/from or while attending school or a school function, or while on school grounds:

- I will put school safety at the forefront of my considerations and actions at all times and will report any unsafe situation to a faculty member or administrator.

- I will respect property and technology belonging to the school or individuals as well as all members of the Bloomington High School North community: students, teachers, administrators, counselors, support staff and visitors, and will represent our school in a positive way.

- I will not do anything to interfere with the educational process of others or myself.

- I will follow all individual classroom rules established by my teachers.

- I will be on time and academically compliant in every class.

- I will adhere to all federal, state and local laws.

**Confidential Safe Schools Hotline: (812)330-2494**

Students may call the above number to report dangerous situations such as bullying, threats, and harassment and receive complete anonymity. Students are also encouraged to speak with an administrator, counselor, or teacher about anything that puts the safety of the Bloomington High School North community at risk.

**Skyward and Canvas Access**

Family access to both Canvas and Skyward will allow parents and students to view attendance and grade reports, food service balance, academic schedule, immunization record, standard address, phone number, and other demographic information. Class information such as course syllabi, class calendars, and assignments are also available online. It is totally secure and easy to use. You will need to obtain a user ID and password in order to begin using this service. Those who previously created an account in middle school can use the same login information for BHSN. Those who have yet to create a Skyward/Canvas account should bring an ID to the main office for obtaining a username and password.

**Course Selection Procedures**

The Curriculum Guide lists and describes courses currently offered at Bloomington High School North. Students need to plan ahead to prepare for the various career options that are available once a diploma has been earned from Bloomington High School North. Selections should be made carefully with deliberation and thoughtfulness, using the four-year plan for graduation at the end of this booklet, taking into account high school graduation requirements, preparation for post high school study and career plans.

The course selection process at BHSN begins with students, parents, teachers, and counselors working together to allow for thoughtful, informed decision making. Students must select their scheduling choices carefully making use of a variety of resources: family, teachers, counselors, high school transcripts, the curriculum guide, career cruising, career clusters and pathway information, and post-secondary interests and goals. After each student selects courses, the program of courses to be offered in the coming year is finalized, and the teachers assigned to the courses are determined. As a student-centered organization, we base the master
schedule on student requests and available teacher staffing. These selections have a major impact on the building’s master schedule and staffing needs for the following school year.

Given that student course selections have a major impact on the master schedule and staffing needs for the following school year, students and families should give careful attention to the process. Schedule changes WILL NOT be permitted without administrative approval and one of the following situations must exist: the student has been misplaced, a scheduling error has occurred, or a change is needed to ensure timely graduation. Requested changes related to teacher assignments, class periods, etc. will not be considered.

Grade Reporting
All BHSN Honors and Advanced Placement Courses are weighted. Courses taken at Indiana University and Ivy Tech Community College will not be weighted and will not be included on the Bloomington High School North transcript unless it is required for graduation. Honors and all third year and above World Language courses receive an additional .5 grade point. Advanced Placement classes receive an additional 1.0 grade point.

If a student earns a B in an Advanced Placement class, rather than calculate the GPA using 3.0 points, one point would be added to use 4.0 in the 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 their last year in high school earned a GPA of 3.375, their overall GPA would raise to 2.23. A freshman beginning with a GPA of 0.0 would raise their 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 use their junior and senior years 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.

To have the greatest number of opportunities after high school, students and parents should understand that difficulty of the courses pursued, as well as academic success, is more important than GPA alone.

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>4</td>
<td>4</td>
<td>3.7</td>
<td>3.3</td>
<td>3</td>
<td>2.7</td>
<td>2.3</td>
<td>2</td>
<td>1.7</td>
<td>1</td>
<td>1</td>
<td>0.7</td>
<td>0</td>
</tr>
</tbody>
</table>

INDIANA’S CORE 40 CURRICULUM
Indiana's Core 40 curriculum helps students make the most of their high school years by providing the academic foundation needed to succeed in college and the workforce. Here are some of the benefits of Core 40:

**Challenging Courses = Big Rewards:** Students who take strong academic courses in high school are more likely to enroll in college and earn a degree. That’s important, because higher education pays: On average, college graduates earn more than one million dollars more over a lifetime than those with only a high school education. High school graduates earn 42 percent more than high school dropouts. Core 40 pays.

**More Career Options.** Good jobs require education beyond high school. That means if you want a job that will support you and your future family, provide health benefits and offer a chance for advancement, you’ll need to complete a two- or four-year degree, apprenticeship program, military training, or workforce certification. If you are planning to go directly to work after high school graduation, you will still need to be prepared for training and retooling throughout your lifetime. Core 40 gives you more options — and more opportunities — to find a career with a real future.

**What Employers and Training Programs Want.** Employers, apprenticeship programs and the military all agree they expect you to arrive with essential skills, including speaking and writing clearly, analyzing information, conducting research, and solving complex problems. The expectations are the same: You need Core 40.

**Preparation for College Success.** It’s not just about getting in — it’s about finishing. To succeed in college-level work, students need to complete Core 40 in high school. Anything less may mean taking remedial (high school) coursework in college, which means it will take you longer to finish and will cost you more in college tuition. It also means you’ll have a greater chance of dropping out before you get your degree. That’s why Core 40 is an admissions requirement for a four-year public Indiana college. Most private colleges require students to have at least this level of high school academic preparation. Core 40 is your best preparation for success.
**Important Note:** Entry requirements vary among colleges, so there is no specific list of courses that comprise a college preparatory curriculum. Colleges may use additional factors to determine who is admitted. Test scores, essays, and interviews may influence the admissions determination. Within institutions, some degree programs may impose additional requirements. Colleges may also have a special admissions process for those students not meeting the above requirements.

**Indiana’s general diploma**

The completion of Core 40 curriculum is an Indiana graduation requirement (Indiana Code 20-32-4-7, 8, 9, 10). To graduate with less than Core 40, students and parents, along with school personnel, must complete a formal opt-out process. **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.
- Complete opt-out form with counselor and form must be signed by student, counselor, parent, and administrator.

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

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

In each case, the student’s parent and 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.

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

<table>
<thead>
<tr>
<th>1. EARN A DIPLOMA—select the course requirements for diploma designation.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>Core 40</strong></td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>Academic Honors</strong></td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>Technical Honors</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. EMPLOYABILITY SKILLS—select one option to show your employability skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project-Based Learning</strong></td>
</tr>
<tr>
<td>School-approved, authentic project that leads to sustained inquiry around a challenging problem.</td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>Service-Based Learning</strong></td>
</tr>
<tr>
<td>School-approved, on-going service that connects to your coursework.</td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>Work-Based Learning</strong></td>
</tr>
<tr>
<td>School approved, work-based partnerships that use the concepts, skills, and dispositions from coursework.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. POST-SECONDARY READY—select one option to show you are ready for life after high school.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honors Diploma</strong></td>
</tr>
<tr>
<td>Fulfill the requirements to earn an Academic or Technical Honors Diploma</td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>Industry Credential and Workforce Readiness</strong></td>
</tr>
<tr>
<td>Use at least one option:</td>
</tr>
<tr>
<td>-State &amp; industry recognized Credential or Certification</td>
</tr>
<tr>
<td>-State, federal, or industry recognized apprenticeship</td>
</tr>
<tr>
<td>-Career Technical Education Concentrator (6 credit hrs)</td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>Pre-College Credit</strong></td>
</tr>
<tr>
<td>Complete at least three:</td>
</tr>
<tr>
<td>-Dual credit courses and earn a C average of higher</td>
</tr>
<tr>
<td>and/or</td>
</tr>
<tr>
<td>-Advanced Placement (AP) exams with a score of 3 or higher</td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>College and Career Readiness Test</strong></td>
</tr>
<tr>
<td>Use at least one option to meet college-ready benchmarks or placement qualification.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAT (in English and math)</th>
<th>ACT (in two of the four subjects: Eng. or reading and math or sci.)</th>
<th>ASVAB (min. score in one area)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – 480</td>
<td>English – 18 or Reading – 22 AND Math – 22 or Science – 23</td>
<td>31 Army 31 Marines 35 Navy 36 Air Force 45 Coast Guard</td>
</tr>
<tr>
<td>Math – 530</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

October 2018
<table>
<thead>
<tr>
<th>area</th>
<th>core 40</th>
<th>core 40 with academic honors</th>
<th>core 40 with technical honors</th>
<th>general diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>english</td>
<td>8 credits</td>
<td>8 credits</td>
<td>8 credits</td>
<td>8 credits</td>
</tr>
<tr>
<td>math</td>
<td>6 credits</td>
<td>8 credits</td>
<td>8 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>2 credits: Algebra i</td>
<td>2 credits: Algebra i</td>
<td>2 credits: Algebra i</td>
<td>2 credits: Algebra i</td>
</tr>
<tr>
<td></td>
<td>2 credits: geometry</td>
<td>2 credits: geometry</td>
<td>2 credits: geometry</td>
<td>2 credits: geometry</td>
</tr>
<tr>
<td></td>
<td>2 credits: algebra ii</td>
<td>2 credits: algebra ii</td>
<td>2 credits: algebra ii</td>
<td>2 credits: algebra ii</td>
</tr>
<tr>
<td></td>
<td>2 additional core 40 math credits</td>
<td></td>
<td>2 additional core 40 math credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students must take a math or quantitative reasoning course each year in high school.</td>
<td>Students must take a math or quantitative reasoning course each year in high school.</td>
<td>Students must take a math or quantitative reasoning course each year in high school.</td>
<td>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.</td>
</tr>
<tr>
<td>science</td>
<td>6 credits</td>
<td>6 credits</td>
<td>6 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>2 credits: biology i</td>
<td>2 credits: biology i</td>
<td>2 credits: biology i</td>
<td>2 credits: biology i</td>
</tr>
<tr>
<td></td>
<td>2 credits: chemistry i, physics i, or integrated chemistry-physics</td>
<td>2 credits: chemistry i, physics i, or integrated chemistry-physics</td>
<td>2 credits: chemistry i, physics i, or integrated chemistry-physics</td>
<td>2 credits: chemistry i, physics i, or integrated chemistry-physics</td>
</tr>
<tr>
<td></td>
<td>2 credits: any core 40 science course</td>
<td>2 credits: any core 40 science course</td>
<td>2 credits: any core 40 science course</td>
<td>2 credits: any science course</td>
</tr>
<tr>
<td></td>
<td>2 credits: any core 40 science course</td>
<td>2 credits: any core 40 science course</td>
<td>2 credits: any core 40 science course</td>
<td>At least one credit must be from a Physical Science or Earth and Space Science course</td>
</tr>
<tr>
<td>social studies</td>
<td>6 credits</td>
<td>6 credits</td>
<td>6 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td></td>
<td>2 credits: world history, ap world history or geography/history of the world</td>
<td>2 credits: world history, ap world history or geography/history of the world</td>
<td>2 credits: world history, ap world history or geography/history of the world</td>
<td>2 credits: world history, ap world history or geography/history of the world</td>
</tr>
<tr>
<td></td>
<td>2 credits: us history</td>
<td>2 credits: us history</td>
<td>2 credits: us history</td>
<td>2 credits: us history</td>
</tr>
<tr>
<td></td>
<td>1 credit: us government</td>
<td>1 credit: us government</td>
<td>1 credit: us government</td>
<td>1 credit: us government</td>
</tr>
<tr>
<td></td>
<td>1 credit: economics</td>
<td>1 credit: economics</td>
<td>1 credit: economics</td>
<td>1 credit: economics</td>
</tr>
<tr>
<td></td>
<td>2 credits: us history</td>
<td>1 credit: Government</td>
<td>1 credit: Economics</td>
<td>2 credits: any social studies course</td>
</tr>
<tr>
<td></td>
<td>1 credit: Economics</td>
<td>1 credit: Economics</td>
<td>1 credit: Economics</td>
<td></td>
</tr>
<tr>
<td>world language</td>
<td>4-8 credits recommended for admission to a four-year college</td>
<td>6-8 credits 6 credits in one language or 4 credits each in two languages.</td>
<td>4-8 credits recommended for admission to a four-year college</td>
<td>n/a</td>
</tr>
<tr>
<td>Physical education</td>
<td>2 credits</td>
<td>2 credits</td>
<td>2 credits</td>
<td>2 credits</td>
</tr>
<tr>
<td>health &amp; wellness</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td>fine arts</td>
<td>N/a</td>
<td>2 credits</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>directed electives</td>
<td>5 credits  Any combination from World Languages, Fine Arts and Career &amp; Technical Education.</td>
<td>5 credits  Any combination from World Languages, Fine Arts and Career &amp; Technical Education.</td>
<td>5 credits  Any combination from World Languages, Fine Arts and Career &amp; Technical Education.</td>
<td>N/a</td>
</tr>
<tr>
<td>electives</td>
<td>8 credits  College and Career Pathway courses recommended.</td>
<td>6 credits  College and Career Pathway courses recommended.</td>
<td>6 credits  College and Career Pathway courses recommended.</td>
<td>6 credits</td>
</tr>
<tr>
<td>college &amp; career pathways</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>6 credits  Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities.</td>
</tr>
<tr>
<td>additional requirements</td>
<td>n/a</td>
<td>complete one of the following:</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----</td>
<td>-------------------------------</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Earn 4 credits in 2 or more AP courses and take corresponding AP exams.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Earn two of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. 2 credits in AP courses and corresponding AP exams,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. 2 credits in IB standard level courses and corresponding IB exams.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Earn an ACT composite score of 26 or higher and complete written section.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Earn 4 credits in IB courses and take corresponding IB exams.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complete one of the following:</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Any one of the options (A - F) of the Core 40 with Academic Honors</td>
<td></td>
</tr>
<tr>
<td>B. Earn the following scores or higher on WorkKeys: Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.</td>
<td></td>
</tr>
<tr>
<td>C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.</td>
<td></td>
</tr>
<tr>
<td>D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.</td>
<td></td>
</tr>
<tr>
<td>flex credit</td>
<td>n/a</td>
</tr>
<tr>
<td>-------------</td>
<td>-----</td>
</tr>
<tr>
<td>1. Additional elective courses in a College and Career Pathway</td>
<td></td>
</tr>
<tr>
<td>2. Courses involving workplace learning such as Cooperative Education or Internship courses</td>
<td></td>
</tr>
<tr>
<td>3. High school/college dual credit courses</td>
<td></td>
</tr>
<tr>
<td>4. Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>required grades</th>
<th>no individual grades below a &quot;c&quot; and an overall gpa of &quot;b&quot; or higher.</th>
<th>no individual grades below a &quot;c&quot; and an overall gpa of &quot;b&quot; or higher.</th>
</tr>
</thead>
</table>

| Total | 42 credits | 47 credits | 47 credits | 42 credits |

**DUAL CREDIT OPTIONS**
Courses counting as “dual credit” under the Academic Honors or Technical Honors diplomas must be verifiable, transcripted credits and from the Priority Course list set forth by the Commission for Higher Education. Verifiable means a school must receive notification from a postsecondary institution that the student has been awarded college credit for that course. There are two subsections that comprise the Priority Course list: (1) Liberal Arts and (2) Career and Technical Education. Information about these courses is available through the core transfer library at http://www.transferin.net/ctl.aspx

**21ST CENTURY SCHOLARS**
Indiana’s 21st Century Scholars is a needs- and performance-based program that provides students the opportunity to earn up to a four-year scholarship at an Indiana college or university. Indiana students who meet income criteria are enrolled during grades 7 and 8. Students accepted into the program must commit to maintaining academic success, remaining drug and alcohol free, and complete structured college-preparation activities. Scholars are provided resources and assistance to help them plan and prepare for college and pay for expenses not covered by their scholarship. For more information regarding the 21st Century Scholar Program please contact Mrs. Katie Clarke at kclarke@mccsc.edu.

**HIGH ABILITY PROGRAM**
The MCCSC offers a range of services for high ability students. 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 program include curriculum acceleration and 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. Students should check with counselors for fees related to AP exams and Indiana University enrollment.
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. Indiana Senate Act No.310 provides students with alternate methods for earning high school credit. A student can receive credits toward graduation or an Academic Honors Diploma by demonstrating proficiency in a required course or subject area whether or not a student has completed course work in the subject area. MCCSC allows for students to test and receive credit for AP exams in which a student scores a 3, 4, or 5 without enrolling in the related course.

**Examples of alternative methods for demonstrating proficiency in a course or subject area include:**

- Earning a high proficiency score on an end-of-course assessment without taking the course.
- Receiving a three, four, or five on an advanced placement examination for a course or subject area. Receiving a score that demonstrates proficiency on a standardized assessment of an academic or subject area competence that is accepted by accredited postsecondary institutions.
- Upon entry to high school, students may choose to have high school courses taken in middle school appear on their high school transcript.

**High Ability Students are:**

- Permitted to earn eight or more credits from correspondence courses.
- Exempt from minimum weekly instructional minutes required for high school credit during regular school year or during summer school.
- Exempt from minimum and maximum days and hours normally required in summer school.
- Permitted to earn more than two credits in summer school.
- Permitted to graduate from high school early.

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

**Academic Awards**

**DEPARTMENTAL TROPHY AWARD:** Each department selects student(s) in each academic discipline to receive a trophy award at the Academic Awards Ceremony in the spring. Trophy award winners’ names are engraved on perennial trophies which are displayed in the school. Students also receive individual plaques.

**VALEDICTORIAN:** The valedictorian will be the student(s) who has the highest cumulative grade point average at the end of the eighth semester of his or her senior year. In the case of a tie, multiple students may be designated valedictorian. In order to be named valedictorian, the student must meet these pre-conditions:

- Shall have been in attendance full-time in high school (9-12) for eight semesters.
- Shall have attended BHSN no less than one year immediately prior to his or her eighth semester.
- Shall have completed all graduation requirements no later than the last day of scheduled classes for seniors.
- Shall have taken no more than three credits non-graded format during his or her first seven semesters.
- Must not have repeated a course.

**SALUTATORIAN:** The salutatorian will be the student who has the second-highest cumulative grade point average at the end of the eighth semester. In the case of a tie, multiple students may be designated salutatorian. In order to be named salutatorian, the student must meet these pre-conditions:

- Shall have been in attendance full-time in high school (9-12) for eight semesters.
- Shall have attended BHSN no less than one year immediately prior to his or her eighth semester.
- Shall have completed all graduation requirements no later than the last day of scheduled classes for seniors.
- Shall have taken no more than three credits non-graded format during his or her first seven semesters.
- Must not have repeated a course.
### Honors & AP Courses

#### English
- English 9 Honors
- English 10 Honors
- English 11AP (Language & Composition)
- English 12AP (Literature & Composition)
- ACP (Advanced College Project) W131 & L202

#### Science
- Earth & Space Science I (L) Honors
- Biology I (L) Honors
- Biology AP (L)
- Chemistry I (L) Honors
- Environmental Science AP (L)
- Physics I (L) Honors
- AP Physics C (L)

#### Mathematics
- Geometry Honors
- Algebra II Honors
- Pre-Calculus
- Calculus (AB) AP/ACP M211
- Calculus II (BC) AP/ACP M212
- Statistics AP
- Finite Math ACP M118

#### Social Studies
- Geography & History of the World Honors
- Intro to Social Science Honors
- World History AP
- U.S. History AP - American Studies
- U.S. Government Honors
- Economics AP
- Psychology Honors

#### Fine Arts
- Music Theory AP
- Jazz Ensemble Honors
- Instrumental (Winds) Ensemble Honors
- Advanced Orchestra Honors
- Advanced Symphonic Band Honors
- 2D Art Studio Portfolio AP
- 3D Art Studio Portfolio (Ceramics) AP

*Levels V-VIII available with instructor permission:

- ceramics, drawing, jewelry, painting, and photography.

#### World Languages
- French III & IV Honors
- German III & IV Honors
- Spanish III & IV Honors
- Latin III Honors
- Japanese III & IV Honors
- Spanish AP
- Latin AP
- Japanese AP

**High School Credit while in Middle School**

Students who take courses in middle school that could count for high school credit, must declare in writing that they intend to have the course count for high school credit. Parents must affirm this choice with their signature and the student’s signature on a form provided to the students by the middle school teacher. Students and parents are reminded that any course taken in middle school for high school credit will appear on the student’s transcript and will be factored into the student’s cumulative GPA at the high school.

Students who choose to receive credit for a middle school course, but who are dissatisfied with the resulting grade will have the opportunity to retake the course while in high school. The original course will have the grade replaced with an “R” on the transcript and the grade earned in the new course will be factored into the cumulative GPA and appear on the transcript.

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 GPA 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.

**ENL (English as a New Language) ENGLISH**

English as a New Language (ENL) is the study of language, literature, composition and oral communication designed to help English language learners develop proficiency with academic language foundations. Participation in this course is based on Indiana state English proficiency assessment results. ENL provides participants with instruction in English to improve proficiency in listening, speaking, reading, writing, and comprehension. Emphasis is placed on helping students to function within a regular school setting using academic English and English-speaking society through conversation, discussion, readings appropriate to their proficiency levels, and writing activities. The skills addressed in the courses are based on World Class Instructional Design and Assessment Standards (WIDA) that are linked to Indiana’s Academic Standards for English/language arts in grades 9-12. Students receiving ENL services will also be assigned to an ENL Resource period to foster skill development and to receive additional assistance with academic coursework. **NOTE: ENL students will be placed in appropriate ENL courses unless parents sign to decline these services.**
Special Education Program
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 student’s 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 51, 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 formal, written 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,
   b) the school will provide the parent/guardian with a notice of initial findings and proposed action.

Final determination of eligibility for special education services is made in initial case conference by the committee.

Indiana University Open Program
The OPEN (On-Campus Pre-College Enrollment Non-Degree) 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 non-residential 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 parent(s) or legal guardian(s) within commuting distance of IUB campus. Students (usually juniors or seniors) must be recommended for the program by their guidance counselor or principal. Usually, the recommendation is based upon the reason for taking the class and on superior performance in high school as evidenced by rank in class and GPA. Applicants should rank at least in the upper half of their class and have a minimum 3.0 GPA to be considered. Credit earned can also be used to fulfill high school requirements in some instances. The completed application must be returned to the Open Program office at Indiana University. This option, if desired should be discussed and arranged with the student's high school counselor. Courses taken at Indiana University and Ivy Tech will not be included on the Bloomington High School North transcript unless the course is required for graduation and has been approved by BHSN. The student’s schedule must be able to accommodate the incorporation of the university class without disruption of BHSN class time. Students may not interrupt ongoing classes at BHSN by leaving early to attend IU classes or by arriving late from IU classes. Students should be aware that every college or university has its own policy concerning transfer of college credit. University classes that appear on the high school transcript may not transfer to some post-secondary institutions. Students should contact specific post-secondary institutions with their concerns. More information is available at http://open.indiana.edu.

IHSAA Student athlete Eligibility
The Indiana High School Athletic Association code requires that students pass 70% of the courses in their school schedule. At North, this means that students must be enrolled in and pass six (6) out of eight (8) classes.

Students enrolled in Release periods so they can attend classes at Indiana University or IVY Tech State College must provide grades from their professors/instructors for classes at Indiana University and IVY Tech if they are not enrolled in six (6) classes at North. Students must be enrolled in at least four (4) classes at Bloomington High School North.

In order for a post-secondary course to qualify for one (1) high school credit, IVY Tech or Indiana University must award three (3) to five (5) credits for the course. Students must present an official progress report from the professor/instructor at IVY Tech or Indiana University to the Athletic Director on the last day of each grading period. These grades must be officially reported for each grading period while the student is in season, and for the grading period that immediately precedes the start of the season, so that the Athletic Director may declare to the IHSAA that the student is eligible to compete. Grade reporting from IU and Ivy Tech is the student-athlete’s responsibility. For complete IHSAA eligibility information, students may contact the Athletic Department or visit www.IHSAA.org.
NCAA Athletic Eligibility Requirements
A high school student must be academically strong to be eligible to participate in athletics at the college level. Students may contact the athletic department at the university for the specific eligibility requirements. **It is the student's responsibility to make sure he/she is eligible to play sports in college.** For the most up-to-date information on NCAA Clearinghouse eligibility and registration, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

(Note: NCAA will not accept all on-line classes). For more information, see the student athlete guide [www.ncaa.org/playcollegesports](http://www.ncaa.org/playcollegesports).

NAIA Athletic Eligibility Requirements
For complete NAIA information visit [www.naia.org](http://www.naia.org).
Please note that some courses in the English Department have prerequisites. Prerequisites are requirements that students need to have met before enrolling in upper level courses. Please pay special attention to the prerequisites for Advanced Placement English Language Composition (11AP), W131 and L202 and Advanced Placement Literature and Composition (12AP).

Summer Reading 2019: Required Summer Reading for the Department of English/Language Arts. All students who take English 10 Honors, English 11 AP, and English 12 AP must complete summer reading. The English department webpage will list the current summer reading on May 1st. You may access that page from the North homepage: [http://www.mccsc.edu/bloomingtonhsn](http://www.mccsc.edu/bloomingtonhsn). At the end of the school year, you will find a link to the summer reading directly on North'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.

If you have questions about any course, please talk with your current English teacher, your counselor, or see English Department Chair Mr. Ken Howard in 610, 330-7724 ext. 50904, khoward@mccsc.edu.

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9 or English 9 Honors</td>
<td>English 10 or English 10 Honors</td>
<td>Novels &amp; Biographies or English 11 AP</td>
<td>*English 12 or English 12 AP or *W131/L202</td>
</tr>
</tbody>
</table>

*denotes a dual credit course

ENGLISH 9 / Course #1002-C1, #1002-C2
FULL YEAR / GRADE: 9 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: NONE

English 9 Core 40 is a yearlong course required of all 9th grade students, with the exception of those 9th graders who elect to participate in the Honors English Program. Through the integrated study of language, literature, writing and oral communication, English 9 students further develop their use of language as a tool for learning and communication. Students will read both classic and contemporary literature from many genres and learn reading strategies appropriate to each. Students writing assignments include responses to literature, personal narratives, argumentative analyses, and research reports. Skills that are emphasized include: developing a thesis/claim, providing and citing textual evidence, understanding the body paragraph as a formal structure, and evaluating information whether online or in text. Students will learn to apply strategies for prewriting, drafting, and utilizing feedback to make significant revisions and editing for matters of correctness. Formal and informal speaking, critical listening and discussion skills are also emphasized.

ENGLISH 9 HONORS / COURSE #1002-H1, #1002-H2
FULL YEAR / GRADE: 9 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: teacher recommendation

Honors English 9 is a yearlong course for those 9th grade students who are willing to take on the challenges of a rigorous, fast-paced program. The focus of Honors English will be to develop and refine students' proficiency in reading, writing, listening, speaking, critical and creative thinking, organizational and study skills through an integrated approach to language arts. Students will read texts from a wide variety of genres and learn strategies appropriate to each. Using technology, students will write multi-paragraph essays for a variety of audiences and purposes. Prewriting skills students will demonstrate include: summarizing, analyzing, and evaluating research, defining a problem or question, and developing a thesis. Students will also have opportunities to utilize feedback to make substantive revisions, and they will edit for matters of both correctness and style. Formal and informal speaking, listening, thinking, and discussion skills are also emphasized.
ENGLISH 10 / COURSE #1004-C1, #1004-C2
FULL YEAR / GRADE: 10 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway /
PREREQUISITES: English 9

Using an integrated approach, based on the Indiana Academic Standards, the focus of English 10 will be on further developing and refining students’ abilities in reading, writing, speaking, critical and creative thinking, and study skills. Students will respond critically, reflectively, and imaginatively to literary texts, with a focus on exploring universal themes across a wide variety of genres. Students will learn to identify arguments and evidence, recognize and use persuasive devices, judge an author’s perspective and expertise, and read and interpret documents. Students will apply elements of good writing in organized descriptive, expository, narrative, and persuasive compositions. They will employ a variety of prewriting, drafting, organizing and revision strategies. Finally, students will be expected to participate in small and large group discussions and demonstrate effective delivery techniques in formal presentations.

ENGLISH 10 HONORS / COURSE #1004-H1, #1004-H2
FULL YEAR / GRADE: 10 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway /
PREREQUISITE: English 9, (English 9 H Recommended)

English 10H is intended for students who are willing to take on the challenges of a rigorous, fast-paced language, literary and a history program taught at an advanced level. Using an integrated approach, the focus of English 10 Honors will be on further developing and refining students’ proficiency in reading, writing, speaking, critical and creative thinking, and study and self-management skills. Beyond this, English 10 H adds the following emphasis: increased focus on the conscious choice of reading comprehension and writing strategies. Students will respond critically, analytically, and imaginatively to literary texts in a variety of genres. Consideration is given to the canon of World Literature. Students will identify and employ various elements of effective writing with special emphasis on literary analysis and research, the use of textual evidence to support assertions, and matters of both correctness and style. In addition, students will be expected to participate in small and large group discussions and demonstrate effective delivery techniques in formal presentations. English 10H will emphasize the ways that students will need to demonstrate their knowledge and skill in language arts academics discourse. Students choosing English 10 H should expect intensive, rigorous reading and writing requirements, including a novel assigned over the summer between 9th and 10th grades, on which they will be tested (quotes and essay) the first week of school in the fall.

BIOGRAPHIES / COURSE #1024-C0
ONE SEMESTER / GRADE: 11-12/ DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway /
PREREQUISITE: English 9 and English 10

Using Indiana Academic Standards for grades 11 & 12, students in biographies will read, critique, and produce biographies across traditional and 21st century mediums. Students will still gain experience delivering their ideas verbally, aimed at different audiences, using rhetorical devices thoughtfully for maximum impact. In addition they will strengthen college-ready skills such as collaboration and independent research with primary and secondary sources. After a year in Biographies and Novels, students will have successfully written college-level thematic essays and college-application-style personal essays, preparing them for opportunities beyond North as they head into their senior year. Students will be able to articulate what makes a text a biography and the major goals of that genre, analyze author’s purpose (structural choices, rhetorical devices, target audience), evaluate reliability of sources, conduct independent research using primary and secondary sources, present ideas in a seminar-style discussion, write effective non-fiction with a particular audience in mind, and plan and produce a podcast based on collaborative research.

NOVELS / COURSE #1042-C0
ONE SEMESTER / GRADE: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: English 9 and English 10

Novels, a course based on Indiana’s Academic Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and is organized by themes. Students examine novels of Contemporary Literature and analyze novels by various important modern authors. Novels provides an opportunity to learn vital reading, writing, analytical, and reflective skills through the use of high interest literature. Students will read four books of their own choosing over the course of the semester along with many non-fiction materials, such as book reviews and essays that relate to the themes within the books they are reading. Students will learn how to think critically, analyze theme, and annotate what they read. They will also be expected to write two Thematic Analysis Essays, one extensive character study, and a reader’s theater script highlighting the main themes of a novel. Students will learn how to go through the proper writing processes to produce quality written documents, including how to use proper MLA format, as well as how to summarize, paraphrase, and use direct quotes in their writing.
ENGLISH LANGUAGE & COMPOSITION, ADVANCED PLACEMENT [ENGLISH 11AP] / COURSE #1056-A2, #1056-A2
FULL YEAR / GRADE: 11 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway /
PREREQUISITES: English 9 and 10 Honors

English 11AP Language and Composition is a year-long college level course with standards established by the College Board that emphasizes critical reading of challenging texts and extensive writing in a variety of forms. There is special emphasis on writing developed from the critical interpretation, analysis, and synthesis of source materials. Students should expect that they will read more nonfiction in AP Language and Composition than they have encountered in previous English classes. In addition, there is a shift from looking primarily at what a writer is saying to how that writer is using language to reach a specific audience and to accomplish specific aims. Students will begin to apply their understanding of rhetorical strategies to their own writing as well. Students enrolling in AP Language and Composition should expect intensive reading and writing including a summer reading requirement. Students will write a paper over this reading during the first weeks of school. Note: Students who did not complete English 10 Honors may enroll in AP Language and Composition if they earned a grade of A in both semesters of Core 40 English 10, and they have the recommendation of their teacher.

ENGLISH 12 [AMERICAN STUDIES & COMPOSITION] / COURSE #1008-C1, #1008-C2
FULL YEAR / GRADE: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY /
PREREQUISITES: ENGLISH 9 AND 10, NOVELS AND SPEECH OR ENGLISH 11AP

English 12 is a yearlong, integrated course based on Indiana’s Academic Standards for English Language Arts in Grade 12 and required for all 12th grade students, with the exception of those 12th grades that are enrolled in English 12AP or W131/L202. English 12 is a study of representative works by American writers from different periods in our history. Students will read, analyze, and respond to texts that reflect our diverse American culture. Students will explore complex notions of what it means to live in this space that we call the United States of America. The American experience is filled with tensions and contradictions: liberty and equality, opportunity and oppression, criticism and allegiance. This course will explore ways literature and self-expression might help us navigate these tensions and arrive at a better understanding of the perspectives of our fellow citizens, especially those viewpoints that might not be the same as our own. The composition component of English 12 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. This course aligned with postsecondary courses for dual credit (Ivy Tech Eng. 111).

ADVANCED ENGLISH [INDIANA UNIVERSITY ACP W1131&L202] / COURSE #11248-B1, #11248-B2
FULL YEAR / GRADE: 12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway /
PREREQUISITES: AP Language and Composition, students must meet Indiana University requirement OF A 2.7 GPA.

Both W131 and L202 are courses taught in partnership with Indiana University as part of IU’s Advance College Project. W131 is a course in critical reading, writing, and thinking with sources in which students will experience the varied range of academic writing. Students will master the skills of summary, critique, analysis, synthesis, research, and documentation. Students will also learn to adapt the writing process and apply various organization strategies to match the purpose of the individual assignment. Topics for writing will be developed from reading about and discussing in depth issues under debate in different disciplinary fields and among the general public. Students are asked not only to discuss and write about these issues but also to examine the different analytical frameworks and assumptions that various authors and students themselves bring to such conversations. (Students in W131 can earn 3 credit hours from Indiana University.)

ACP L202 Literary Interpretation emphasizes a close, thoughtful reading of representative literary texts in poetry, drama, fiction, novel, and appropriate nonfiction prose originally written in English and drawn from a range of historical periods and countries. The course is not a survey of the literature of any country or historical period. A major goal is to develop the ability to read and write with precision, responsibility, and imagination. Students should expect to participate in thoughtful class discussions and write both shorter critical responses and several, longer analytical papers. These papers will be developed entirely from students’ own careful reading and analysis. Close reading of a few selected texts, rather than wide coverage, is encouraged. Students will be expected to use and distinguish among a variety of approaches to literary interpretation, both through the use of literary tropes and various critical frames, as appropriate to each work. (Students in L202 can earn 3 credit hours from IU).

ENGLISH LITERATURE & COMPOSITION, ADVANCED PLACEMENT [ENGLISH 12, AP] / COURSE #1058-A1, #1058-A2
FULL YEAR / GRADE: 12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: Advanced Composition

Advanced Placement Literature and Composition is college level course with standards established by the College Board. Students will read key texts in fiction, drama and poetry that highlight the development of literature in English; and they will develop skills for close reading, analyzing the ways authors use structure, style, and tone to represent the complex experience of being human. At the same time, this course will introduce elements of literary theory and secondary scholarship that mark the difference between the ways literature is read in high school and the ways it is studied in college. Students write formal papers and in-class essays and informal responses based on assigned tests and secondary sources. Students also make oral presentations and incorporate
technology into their work on a regular basis. In addition, Students are expected to read a novel over the summer between 11th and 12th grades, on which they will be tested the first week of school in the fall.

**CREATIVE WRITING [FICTION] / COURSE #1092-E0**
**ONE SEMESTER / GRADES: 9-12 / DIPLOMA: ELECTIVE CREDIT General, Core 40, AH, TH / PREREQUISITE: C- or above in PREVIOUS English class.**

Creative Writing: Fiction Emphasis is a one-semester elective course designed for students who want to develop the skills necessary to write effective fiction – specifically short stories. Using Stephen King’s, On Writing, as a backdrop, students will learn the basic elements of writing fiction and how to apply those elements in the reading and analysis of the works of recognized masters. Students will then apply those techniques (knowledge of back story, pacing, plot development, characterization, dialogue verisimilitude, etc.) to their own work as they write character sketches, dialogues, plot diagrams, setting descriptions and keep a daily journal of responses and observations. Over the course of the semester, students will be expected to create a portfolio of their best work that will include a minimum of three original short stories, which have been extensively revised and edited. Student work will be expected to meet rigorous standards of effective fiction writing, and students should expect to devote time outside of class to their writing. Grading will be based on daily, weekly and culminating assignments. **Not repeatable for credit.**

**ETYMOLOGY / COURSE #1060-E0**
**ONE SEMESTER / GRADES: 10-12 / DIPLOMA: ELECTIVE General, Core 40, AH, TH / PREREQUISITE: None**

Students in Etymology will learn the derivations and meanings of English words and word families, including roots, prefixes, and suffixes from Greek and Latin. Students will also study origins of words and analyze reasons for language changes. The course introduces students to the tools and resources necessary for the study of words and word origins and encourages students to be curious about the power of their language and how to effectively use expanded vocabulary. The writing component of the course will include setting descriptions, dialogues, character descriptions, descriptive paragraphs, definition essays, definition sentences, context exercises, PowerPoint presentations, and visual connections. Students will also be expected to take written and oral quizzes and exams on the vocabulary.

**FILM LITERATURE [AN INTRODUCTION TO FILM STUDIES] / COURSE #1034-E0**
**ONE SEMESTER / GRADES: 11-12 / DIPLOMA: ELECTIVE CREDIT General, Core 40, AH, TH / PREREQUISITES: English 9 and 10**

A course based on Indiana’s Academic Standards for English Language Arts 11 and 12 and emphasizing the High School Literature Standards. Film Literature is a one semester course in which students will study how literature is adapted for film and media. Students will learn about the history of film, how films are created, and the elements of film in terms of re-creating the story into film. Students will study the influence of film on our culture, films as social commentary (including the human condition, social issues, gender and ethnic roles, both past and present), and how the issues of interpretation, and adaptation affect a film. Students will study how film techniques affect the visual and auditory interpretation of literary elements. The purpose of this course is to develop critical standards of viewing a film as well as an appreciation of adaptation. Students will be required to give careful analysis and review of the films viewed in class. Depending on the film viewed, students will then study, discuss, and/or write about the elements or issues related to the film. Students will be required to participate in a Socratic Seminar to give a thorough exploration of cinematic elements. Students will be required to read certain short stories in order to reflect on the adaptation of the written story to the film. Students will write a careful analysis of a film that studies a movie from its short story beginnings to its final film, and how the elements of film changed or did not change the story. Students will also be required to give a presentation on a film that discusses and illustrates the elements of film in full (both written and oral). This is a rigorous course and students should expect to do a good deal of reading and writing about the films being studied. Note: this course may be paired with Speech, Etymology, Technical Communications (senior year only) or any other literature electives to satisfy the credit requirements for junior and senior English.

**Note:** Students may be assigned to additional English/Language Arts courses – such as developmental reading, GQE remediation, English as a New Language (ENL), or ENL Resource – based on student needs or individualized education plans. These courses are not listed in the catalogue; please speak with your counselor if you believe one of these courses is appropriate for your schedule. Students under an Individualized Language Plan may be required.
Journalism & Student Media

**JOURNALISM / COURSE #1080-E1**
**ONE SEMESTER / GRADES: 9-12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway**
**PREREQUISITE: none**

Based on the High School Journalism Standards and the Research Standards, Journalism is a study of communications history that includes the legal boundaries and the ethical principles that guide journalistic writing. These, together with the fundamentals and techniques of journalistic writing and editing provide the foundation for the course. Frequent writing assignments are required. Students will have experience in writing news, profiles, features, reviews and commentary, as well as, basic news gathering techniques and peer editing.

All written assignments will adhere to the Associated Press Style Manual and to the codes of ethics for the Society of Professional Journalists and the Bloomington North Publications Department. Assessment will be based on written assignments, individual and group projects, and classroom participation. The course will provide students with information to help them understand the particular nature of writing for journalistic publications. Students may have the opportunity to write articles for school publications or to create their own. Note: If a student takes a two credit English Advanced Placement Course plus the corresponding exam or a two-credit English dual credit course, then up to two Journalism credits can be counted as part of the eight required English Language Arts credits for the General, Core-40, Academic Honors and Technical Honors diplomas.

**ADVANCED JOURNALISM / COURSE #1080-E2**
**ONE SEMESTER / GRADES: 9-12 / DIPLOMA: General, Core 40, AH, TH Flex Credit or College & Career Pathway / PREREQUISITE: Journalism [1080-E1]**

Based on the High School Journalism Standards and the Research Standards, Advanced Journalism continues to reinforce the basics taught in Journalism 1 and introduces advanced journalism skills and media analysis. The fundamentals and techniques of journalistic design and photography will be taught, and students will continue to refine their newwriting skills, deepening their understanding of effective news reporting. Students will be required to write detailed analyses of the professional media’s coverage of current events and its effects on the general public.

Students will have the opportunities to exercise leadership, as well as work with photography and design programs. Assessment will be based on written assignments, individual and group projects, and classroom participation. Note: If a student takes a two credit English Advanced Placement Course plus the corresponding exam or a two-credit English dual credit course, then up to two Journalism credits can be counted as part of the eight required English Language Arts credits for the General, Core-40, Academic Honors and Technical Honors diplomas.

**BEGINNING VIDEO PRODUCTION [Student publications] / COURSE #1086-E1, #1086-E2**
**ONE SEMESTER or full year / GRADES: 9-12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: B in Journalism or instructor’s permission**

This is a laboratory class covering video projects. Staffers will work on script writing, video production, and time management skills to complete assigned tasks. Students will survey fundamental concepts in the video production industry including its historical development, continuing evolution across multiple platforms, terminology and ethical concerns. Course outcomes include developing prosumer level skills in using Apple iMovie and Audacity audio editing (or similar), producing the Monday Video Announcements from pre-production to post-production, experimenting with basic videography assignments covering lighting, sound, movement, blocking and composition (of shots). Students will also learn basic script writing and storyboarding, produce various projects for the school as needed on a case by case basis, engage in peer reviews with critical purpose, collaborate with a peer media staffs as preparation for career paths in journalism, communications, writing, or related fields, and experience the demands of a deadline driven production setting. Successful students will demonstrate initiative a willingness to put in after school work to meet deadlines. **Note: TV production is repeatable for elective credit.**

**ADVANCED VIDEO PRODUCTION [Student publications] / COURSE #1086-E3, #1086-E4**
**ONE SEMESTER or full year / GRADES: 9-12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: Beginning Video Production or instructor’s permission**

Students continue their digital video studies with a level of curriculum beyond the approach in TV Production 1 and 2. Expansions include immersing students in longer projects not feasible in TV Prod. 1 & 2, experimenting in multiple formats (e.g.: narrative, documentary, remote shooting, etc), producing a shootable script and storyboard in industry format, and showcasing their work in larger, community venue(s). Students will also continue the collaborative process from TV Production 1 & 2, acquire industry standard software skills with Adobe Premiere Pro and Adobe Audition Pro, and produce various projects for the school, as needed, on a case by case basis including special segments for the Monday Video Announcements, halftime presentations on scoreboards, etc. Students taking this course should be prepared to work on high school media staffs so that they may prepare themselves for
career paths in journalism, communications, writing, or related fields. Successful students will demonstrate initiative a willingness to put in after school work to meet deadlines.

NEWSPAPER [STUDENT PUBLICATIONS] / COURSE #1086-E7, #1086-E8
ONE SEMESTER OR FULL YEAR / GRADES: 10-12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: B in Journalism or instructor’s permission
This is a production course of FUSED and www.bloomingtonnorthfused.org, the school’s student newsmagazine and website. Students will write articles, layout the publication using InDesign software, sell advertising, taking and editing photos (in PhotoShop), and assume specific staff positions for the school publication. All staff members are required to participate and be self-motivated to produce this monthly publication. This is a student-centered course, with all content decisions being made by staff members with the assistance of the faculty adviser. Classroom participation and making all deadlines are the means of assessing student achievement. Group work, peer editing, time management and initiative are also important aspects of assessment. Students are expected to put in substantial after school work to meet deadlines. NOTE: Newspaper is repeatable for elective credit.

YEARBOOK [STUDENT PUBLICATIONS] / COURSE #1086-E5, #1086-E6
ONE SEMESTER OR FULL YEAR / GRADES: 10-12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: B in Journalism or instructor’s permission
The course is designed to produce Bloomington High School North’s yearbook, the Nikean, and to give students the opportunity to learn publication work of a magazine-oriented basis. Students will learn the principles of yearbook production, how to create page layouts, basic photography, how to work cooperatively, effectively sell advertising to support production costs, and how to use the computer software supplied by the yearbook company. In the yearbook course, students will work in several areas: advertising, photography, written content for stories and beats, page makeup, and effective design. Staff members will also be required to serve the student body of BHSN by ensuring as many students as possible have their picture placed in the publication. Classroom participation and making all deadlines are the means of assessing student achievement. Group work, peer editing, time management and initiative are also important aspects of assessment. Students are expected to put in substantial after school work to meet deadlines. NOTE: Yearbook is repeatable for elective credit.
FINE ARTS - DARIA SMITH | DEPARTMENT CHAIR

ART DIVISION

CERAMICS (L) [CERAMICS I-V] / COURSE #4040-E1, #4040-E2
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE

Students explore the amazing and fun material of clay. Students will learn basic ceramic construction processes such as hand forming, impressing, carving, slab work, modeling, and wheel-thrown techniques. A variety of surface treatments will be explored including sgraffito, glazing, and painting. Students will be encouraged to explore their creativity in thoughtful and original ways by using thematic and visual prompts. The following are examples of the type of projects assigned for beginning ceramics: Stamps, Ocarinas, wheel-thrown bowls and vessel forms, modeled and carved animal masks, slab pots, tiles, and small sculptures. There will be opportunities for students to enter regional and national contests. Fee: $35 per semester.

CERAMICS (L) [CERAMICS III-IV] / COURSE #4040-E3, #4040-E4
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: CERAMICS I-II

After having developed some awesome skills in first year ceramics second year students build their confidence in clay by developing their mastery of complex design problems and advanced handbuilding and wheel-thrown techniques. Students will begin to develop their own individual artistic style. The following are examples of the type of projects assigned for ceramics III-IV: throwing for control and specific shapes, a pierced pot, functional ceramic forms such as mugs, teapots, and pitchers, glaze testing, sculpting the human form, as well as researching, designing, and constructing self-directed ceramic works. There will be opportunities for students to enter regional and national contests. Fee: $35 per semester.

CERAMICS (L) [CERAMICS V-VI] / course # 4040-E5, #4040-E6
FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: CERAMICS I-IV

Students taking third year ceramics work on developing mastery of increasingly complex design problems and advanced handbuilding and wheel-thrown techniques of functional and decorative pieces to refine their individual artistic style while producing portfolio quality work. The following are examples of the type of projects assigned for ceramics V-VI: design and construction of a dinnerware set for four, using plaster molds to make a repeating tile, glaze testing, complex slab construction, as well as researching, designing, and constructing self-directed ceramic works. There will be opportunities for students to enter regional and national contests. Fee: $35 per semester.

CERAMICS (L) [CERAMICS V-VI HONORS] / COURSE #4040-H5, #4040-H6
FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: INSTRUCTOR PERMISSION

In addition to the work in the course description for regular level V-VI ceramics honors ceramics will include several research projects that will entail thorough research, exploration, and presentation of specific topics of student’s interest. A final cumulative presentation of the year’s work is expected. Fee: $35 per semester.

CERAMICS (L) [CERAMICS VII-VIII] / COURSE #4040-E7, #4040-E8
FULL YEAR / GRADE: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: CERAMICS I-VI

Students at the fourth year level work on developing mastery of increasingly complex design problems and advanced handbuilding and wheel-thrown techniques to develop an individual artistic style to produce portfolio quality work. Emphasis is placed on students developing and constructing projects that demonstrate their artistic development and voice. The following are examples of the type of projects assigned for ceramics VII-VIII: interesting and difficult wheel thrown vessels, glaze testing, matching sets and series of vessels, as well as researching, designing, and constructing self-directed ceramic works. Students will prepare their Portfolios for exhibit at the BHS North Evening of the Arts and write an accompanying artist’s statement. There will be opportunities for students to enter regional and national contests. $35 per semester.

CERAMICS (L) [CERAMICS VII-VIII HONORS] / COURSE #4040-H7, #4040-H8
FULL YEAR / GRADE: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: CERAMICS I-VI AND INSTRUCTOR PERMISSION

In addition to the work in the course description for regular level VII-VIII ceramics honors ceramics will include several research projects that will entail thorough research, exploration, and presentation of specific topics of student’s interest. A final cumulative presentation of their experience during their four years of ceramics is expected. $35 per semester.

DIGITAL DESIGN (L) [COMPUTER GRAPHICS I-II] / COURSE #4082-E1, #4082-E2
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: NONE

Computer Graphics I will introduce students to the basic tools and skills used by digital artists in book and magazine publishing, special effects, animation and fine arts. Drawing skills are a plus but not necessary. Students will have the opportunity to explore career goals, gain experience in the use of computers and learn a new art medium. Computer Graphics II is sequential with the first
semester experience. Logo design, photo manipulation and using the scanner as a creative tool is the focus of this course. Aesthetics, criticism and art history as they relate to computer graphics and art are covered. Students will be expected to create graphics on a computer, use drawing and painting software programs, understand simple computer procedures, and use problem-solving skills. Students work in groups to discuss the process and reflect on the outcome of their experiences. Emphasis will be placed on using the computer as a means of artistic expression. Students taking Computer Graphics will engage in sequential learning experiences that encompass art history, the study of art produced by multiple cultural groups, art criticism, aesthetics, and production and lead to the creation of portfolio-quality works. Students will be expected to write/reflect upon the process used to create their works of art. Fee: $6 per semester.

DIGITAL DESIGN (L) [COMPUTER GRAPHICS III] / Course #4082-E3
ONE SEMESTER / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: COMPUTER GRAPHICS I-II
The focus of this class is on basic techniques used by digital illustrators. Students work with digitized photos and drawings, use the scanner as a creative tool, and explore layers and manipulation of the images in a more advanced manner. Students will also focus on digital imagery as a matrix to create original works of art. Aesthetics, criticism and historical uses of the computer as they relate to computer art, photomontage and art are covered. Examples of professional work are studied in relation to project objectives. Students work in-groups to discuss the process, use problem-solving skills and reflect on the outcome of their experiences. Presentation of the work is conducted at regular intervals. Lessons are designed to simulate professional projects and the problem solving skills associated with them. Students taking Computer Graphics III will engage in sequential learning experiences that encompass art history, the study of art produced by multiple cultural groups, art criticism, aesthetics, and production and lead to the creation of portfolio-quality works. Students will be expected to write/reflect upon the process used to create their works of art. There will be opportunities for students to enter regional and national contests. Fee: $6 per semester.

DIGITAL DESIGN (L) [COMPUTER GRAPHICS IV] / Course #4082-E4
ONE SEMESTER / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: COMPUTER GRAPHICS I-IV
This semester will focus on graphic design; the arrangement of images and text as they are creatively used in publication and commercial business applications. Assignments build on skills developed during the first three semesters. Projects will address a range of designs from functional (menu and instruction sheet) to designs and imagery that could be used in magazine publishing. (North’s literary magazine) Course projects are designed to help students see different relationships between image and text as a communication tool. Aesthetics, criticism and historical uses of the computer as they relate to commercial art and illustration are covered. Examples of professional work are studied in relation to project objectives. Students work in-groups to discuss the process, use problem-solving skills and reflect on the outcome of their experiences. Presentation of the work is conducted at regular intervals. Lessons are designed to simulate professional projects and the problem solving skills associated with them. Students taking Computer Graphics IV will engage in sequential learning experiences that encompass art history, the study of art produced by multiple cultural groups, art criticism, aesthetics, and production and lead to the creation of portfolio-quality works. Students will be expected to write/reflect upon the process used to create their works of art. There will be opportunities for students to enter regional and national contests. Fee: $6 per semester.

DRAWING (L) [DRAWING I-II] / Course #4060-E1, #4060-E2
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE
What is drawing, and why do we do it? In Drawing I/II students will learn the fundamentals of drawing. The Elements and Principles of design and the process of Art Criticism will be discussed and explored throughout. Students will create drawings from observation and their imagination. The Elements of line, form, value, texture and color will take center stage as students create drawings designed to teach them about new techniques and media. Students will flex their drawing muscles on Fridays when we explore many different types of observational line drawing like: ‘Blind Contour Drawing’, ‘Continuous Line Drawing’, ‘Timed Drawings of Live Models’, Observation drawings of boxes, cans, and paper bags will be created to teach students the techniques of stippling, hatching, cross hatching, and blending. Gridded textural portraits inspired by Chuck Close will be created, using ball-point pens. Students will explore charcoal and pastels while drawing ribbons, hands, and facial features. Failures and success’ will be celebrated as students learn and grow. Lastly, there will be opportunities for students to enter regional and national contests. Fee: $15 per semester.

DRAWING (L) [DRAWING III-IV] / Course #4060-E3, #4060-E4
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: DRAWING I-II
In Drawing III/IV students will be exploring how to create the illusion of 3-Dimensional space on a 2-Dimensional surface. Linear Perspective will consume the first semester. Students will create drawings of: cities from a ‘bird’s eye view’ using 1-Point Perspective, buildings in 2-Point Perspective, and create 3-Point Perspective, Escher inspired, cube designs. Students will then move on to explore the use of line in contour, contour, and figure drawing. Large scale portraits, comic strips, and “unexpected beauty” projects will round out the year. Drawing pencils, charcoal, Prismacolor colored pencils, pastels, and sumi ink are just some of the media students will explore. In drawing III/IV focus will shift to creating portfolio worthy work which student will have to opportunity to show at regional and national contests. Fee: $15 per semester.
DRAWING (L) [DRAWING V-VI] / COURSE #4060-E5, #4060-E6
FULL YEAR / GRAD: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: DRAWING I-V
In drawing V-VI, students will gain more independence and continue to expand and develop their drawing skills. Projects include, but are not limited to: an ink metamorphosis drawing, still life with bones on toned paper, portraits from 3 angles, and an ink wash of a man-made structure. Students will also study the old masters while putting modern twists on classic masterpieces. Next, students will begin to think about who they are as an artist and what makes their drawings unique? Is art a career option? Students will find out while studying different art professions. Critiques will become custom during and at the close of projects. Students will end the year with the creation of an original portfolio piece. Students will have to choose the subject and media of the piece! At the end of drawing V-VI students will have used most of the drawing media BHSN has to offer and learned many of the techniques necessary to explore drawing on their own. Like in years past, there will be opportunities for students to enter regional and national contests. Fee: $15 per semester.

DRAWING (L) [DRAWING V-VI HONORS] / COURSE #4060-H5, #4060-H6
FULL YEAR / GRAD: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: DRAWING I-V AND INSTRUCTOR PERMISSION
In addition to the projects assigned for Drawing V-VI, Honors students will choose one of the assigned project topics to research from a historical perspective and prepare a comparative analysis of two professional artists who work either with the assigned media or the assigned subject. Their analysis of historical work will include images of drawings done by the professional artists as well as images of their own work illustrating the techniques learned in class. Students will utilize the processes of art criticism including description, analysis, interpretation and judgment and will present their comparative analysis to the other honors students. Fee: $15 per semester.

DRAWING (L) [DRAWING VII-VIII] / COURSE #4060-E7, #4060-E8
FULL YEAR / GRAD: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: DRAWING I-V
Students in drawing VII-VIII will develop a cohesive and original portfolio of work. The theme of this body of work could be based on media, subject matter, or on a concept. That’s right, you pick! Each semester students will be expected to research, plan, and execute 3 pieces of work to contribute to their portfolio. Students must be organized, driven, excited about drawing to be successful. Students will discover who they are as artists and what makes their work unique. Lastly, students will be creating online portfolios, which will include artist statements (that’s right, there will be some writing). The thrust is to prepare students for the next step in their fine arts career. Students will have the opportunity to enter regional and national contests. Fee: $15 per semester.

DRAWING (L) [DRAWING VII-VIII HONORS] / COURSE #4060-H7, #4060-H8
FULL YEAR / GRAD: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: DRAWING I-V AND INSTRUCTOR PERMISSION
In addition to the projects assigned for Drawing VII-VIII, Honors students will research two professional artists’ works which have been done based on a theme. Students will learn how to write an artist’s statement to accompany their portfolio. Students will learn how to prepare work in a professional manner for exhibits, contests and shows. Throughout the year Honors students will then exhibit their paintings in numerous contests and shows. Students will prepare their Portfolios for exhibit at the BHS North Evening of the Arts and write an accompanying artist’s statement. Fee: $15 per semester.

BEGINNING FIBER ARTS [FIBER ARTS(L)] / COURSE #4046-E0 (FOR A FULL YEAR, USE COURSE #4046-E0, #4046-E2)
ONE SEMESTER / GRAD: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE
This Fiber Arts class is designed to teach students basic bead-working, fiber dying, needle punch embroidery, paper making and simple book making techniques. Past projects have included off loom beaded bracelets, tie-dye and shibori, needle punch embroidery, making paper, marbling paper, and a variety of simple book binding techniques. Because fiber and beads are found in all cultures and have a fascinating history, class time will also be spent learning about the cultural and historical uses of fiber and beads. Fiber Art is growing in popularity and becoming an exciting avenue for creative and artistic expression, so there will be opportunities for students to display their work, to learn about the aesthetics of fiber art and to assess their own work and the work of others. Students taking Fiber Art will engage in sequential learning experiences that encompass art history, the study of art produced by multiple cultural groups, art criticism, aesthetics, and production and lead to the creation of portfolio-quality works. Students will be expected to write/reflect upon the process used to create their works of art. There will be opportunities for students to enter regional and national contests. Fee: $17 per semester.

ADVANCED FIBER ARTS [FIBER ARTS(L)] / COURSE #4046-E1 (FOR A FULL YEAR, USE COURSE #4046-E1, #4046-E2)
ONE SEMESTER / GRAD: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: BEGINNING FIBER ARTS
In the second semester of Fiber Art students will continue to build on the artistic skills learned in Fiber Arts: Fiber Art I. Students will be introduced to a variety of new beading stiches and fiber working techniques, including three-dimensional beadwork, advanced fiber dying, and more complex paper and book arts. Depending on the interest and experience of the student projects will be chosen to emphasize developing creative approaches to the design aspects of a variety of Fiber Art techniques and learning to plan and execute projects of personal interest. There will be opportunities for students to display their work evaluate their own and others work, and become knowledgeable about current fiber arts/bead artists and trends. Students taking Fiber Art II will engage in sequential learning experience that encompass art history, the study of art produced by multiple cultural groups, art criticism, aesthetics and production and lead to portfolio-quality works. Students will be expected to write/reflect upon the process used to
create their works of art. There will be opportunities for students to enter regional and national contests. This course may be
repeated for an additional 6 credits with the permission of the instructor. Fee: $17 per semester.

JEWELRY (L) [JEWELRY I-II] / COURSE #4042-E1, #4042-E2
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR
COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE
Students explore the basic techniques of metalsmithing. Students will use professional metalsmithing tools such as torches,
jeweler's saws, hammers, and other forming equipment. A variety of techniques will be explored including heating, cooling, thinning,
piercing, sawing, filing, finishing and forming. Students will be encouraged to explore their creativity in thoughtful and original ways
by using thematic and visual prompts. The following are examples of the type of projects assigned for beginning JEWELRY: Pierced
bookmark, married metals earrings, a brass pendant, wire work, box construction, enameling, roller embossing, and line inlay. There
will be opportunities for students to enter regional and national contests. Fee: $30 per semester.

JEWELRY (L) [JEWELRY III-IV] / COURSE #4042-E3, #4042-E4
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR
COLLEGE & CAREER PATHWAY / PREREQUISITE: JEWELRY II
After having developed some awesome skills in first year jewelry, second year students build their confidence in metals by
developing their mastery of complex design problems and advanced construction and surface design techniques. Students will
begin to develop their own individual artistic style. The following are examples of the type of projects assigned for Jewelry III-IV:
intricate piercing, illustrated pins, mobiles, as well as researching, designing, and constructing self-directed metal works. There will
be opportunities for students to enter regional and national contests. Fee: $30 per semester.

JEWELRY (L) [JEWELRY V-VI] / COURSE #4042-E5, #4042-E6
FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR
COLLEGE & CAREER PATHWAY / PREREQUISITES: JEWELRY IV
Students taking third year jewelry work on developing mastery of increasingly complex design problems and advanced
metalsmithing techniques to develop an individual artistic style to produce portfolio quality work. Emphasis is placed on students
developing and constructing projects that demonstrate their artistic development and voice. The following are examples of the type
of projects assigned for JEWELRY V-VI: creating interesting and difficult construction problems by designing original broaches,
rings, and pendants for a matching set and series of jewelry pieces, designing a hollow ware vessel with a constructed stand. There
will be opportunities for students to enter regional and national contests. Fee: $30 per semester.

JEWELRY (L) [JEWELRY V-VI HONORS] / COURSE #4042-H5, #4042-H6
FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR
COLLEGE & CAREER PATHWAY / PREREQUISITES: JEWELRY I-IV AND INSTRUCTOR PERMISSION
In addition to the work in the course description for regular level V-VI JEWELRY honors will include several research projects that
will entail thorough research, exploration, and presentation of specific topics of student's interest. A final cumulative presentation of
the year's work is expected. Fee: $30 per semester.

JEWELRY (L) [JEWELRY VII-VIII] / COURSE #4042-E7, #4042-E8
FULL YEAR / GRADE: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR
COLLEGE & CAREER PATHWAY / PREREQUISITES: JEWELRY I-VI
Students at the fourth year level work on developing mastery of increasingly complex design problems and advanced metalsmithing
techniques to develop an individual artistic style to produce portfolio quality work. Emphasis is placed on students developing and
constructing projects that demonstrate their artistic development and voice. The following are examples of the type of projects
assigned for JEWELRY VII-VIII: using a variety of techniques to create realistic sculptures or jewelry, researching, designing, and
constructing self-directed art works. Students will prepare their Portfolios for exhibit at the BHS North Evening of the Arts and write
an accompanying artist's statement. There will be opportunities for students to enter regional and national contests. Fee: $30 per semester.

JEWELRY (L) [JEWELRY VII-VIII HONORS] / COURSE #4042-H7, #4042-H8
FULL YEAR / GRADE: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR
COLLEGE & CAREER PATHWAY / PREREQUISITES: JEWELRY I-VI AND INSTRUCTOR PERMISSION
In addition to the work in the course description for regular level VII-VIII JEWELRY honors ceramics will include several research
projects that will entail thorough research, exploration, and presentation of specific topics of student's interest. A final cumulative presentation of
their experience during their four years of ceramics is expected. Fee: $30 per semester.

PAINTING (L) [PAINTING I-II] / COURSE #4064-E1, #4064-E2
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR
COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE
Painting I-II students will learn the basics of color theory and put theory in to practice through color mixing and value and intensity
studies. In Painting I students will produce a Color Wheel poster and a Mandala that demonstrate their understanding of color
theory, and will then produce a series of paintings from observation of still-life objects. In Painting II students will learn techniques
associated with landscape painting, including skies and various atmospheric effects, as well as land structures such as trees, rock
formations and bodies of water. Art history and examination of contemporary artists will be incorporated in to assignments and
lessons. This course will examine in depth the properties of tempera paint, its strengths and limitations, as well as characteristics of
Students taking this class will be required to provide their own digital camera or mobile device with photography capabilities. Fee: $20 per semester.

**PAINTING (L) [PAINTING III-IV] / COURSE #4064-E3, 4064-E4**

**FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: PAINTING I-II**

Painting III-IV students will learn techniques and characteristics of watercolor and acrylic painting. Students will master basic watercolor techniques and will explore specialized techniques. Students will create a series of watercolor paintings in the genres of landscape/cityscape, still-life, and abstract/mixed media. Using acrylic paint, students will put concepts of color harmony in to practice and create organic and abstract designs. Students will also use a grid enlargement technique to paint a celebrity portrait.

Art history and exploration of contemporary artists will be incorporated. Students will use a variety of painting surfaces, will have opportunities to be involved in the creation of public art, and will participate in individual and group critiques. There will also be opportunities for students to enter regional and national contests as well as participate in exhibitions. Fee: $20 per semester.

**PAINTING (L) [PAINTING V-VI] / COURSE #4064-E5, #4064-E6**

**FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PAINTING III-IV**

Painting V-VI students will build on knowledge and experience of acrylic paints, and will be introduced to the concept of underpainting. Students will create paintings in the genres of self-portrait, pets/animals, and a painting of choice subject and stylistic approach. Art history and exploration of contemporary artists will be incorporated, and color theory and painting styles will be emphasized. Students will use a variety of painting surfaces, will have opportunities to be involved in the creation of public art, and will participate in individual and group critiques. There will also be opportunities for students to enter regional and national contests as well as participate in exhibitions. Fee: $20 per semester.

**PAINTING (L) [PAINTING V-VI HONORS] / COURSE #4064-H5, 4064-H6**

**FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PAINTING III-IV AND INSTRUCTOR PERMISSION**

In addition to the projects assigned for Painting V-VI, Honors students will choose one of the assigned project subjects to research from a historical perspective and prepare a comparative analysis of two professional artists who work either with the assigned media or the assigned subject (i.e. use of oil paint or interpretation of self-portraits). Their analysis of historical work will include images of paintings done by the professional artists as well as images of their own work illustrating the techniques learned in class. Students will utilize the processes of art criticism including description, analysis, interpretation and judgment and will present their comparative analysis in the other honors students. Fee: $20 per semester.

**PAINTING (L) [PAINTING VII-VIII] / COURSE #4064-E7, 4064-E8**

**FULL YEAR / GRADE: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PAINTING I-VI**

In Painting VII–VIII students will learn advanced techniques of oil painting used by professional artists, mixed media painting and developing thematic work. Students will complete a portfolio of work that illustrates the student’s technical ability to paint portraits, landscapes, floral paintings, still lifes, abstract painting and mixed media painting while developing a body of work based on a theme. Students can use paintings completed in previous years in their thematic portfolio. Students will continue to learn about the stylistic qualities of various painters’ works and will continue to learn about spatial relationships and the elements and principles of design. There will be opportunities for students to enter regional and national contests. Fee: $20 per semester.

**PAINTING (L) [PAINTING VII-VIII HONORS] / COURSE #4064-H7, #4064-H8**

**FULL YEAR / GRADE: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PAINTING I-VI AND INSTRUCTOR PERMISSION**

The primary objective of the Honors Painting VII-VIII is for students to create a body of work based on the development of an idea or theme. Students will learn how to prepare work in a professional manner for exhibits, contests and shows. Throughout the year Honors students will then exhibit their paintings in numerous contests and shows. Students will prepare their Portfolios for exhibit at the BHS North Evening of the Arts and write an accompanying artist’s statement. Fee: $20 per semester.

**PHOTOGRAPHY [I-II] / COURSE #4062-E1, #4062-E2**

**FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE**

The primary objective of this course is to develop basic photography skills. Various exercises and projects will be employed to assist in developing an eye for artistic and unique photographs. Students will be introduced to various types of photography challenges that professional photographers encounter. Students will engage in photographing landscapes, architecture, portraits, low-lighting situations, and other genres of photography. An emphasis will be placed on creativity in photography by utilizing the Compositional Guidelines. Students will be able to communicate their processes, create presentations of their work, and find correlations from photography to other disciplines. Additionally, there will be opportunities for students to enter regional and national contests. Students taking this class will be required to provide their own digital camera or mobile device with photography capabilities. Fee: $12 per semester.
PHOTOGRAPHY [III-V] / COURSE #4062-E3, #4062-E4
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: PHOTOGRAPHY I-II
The primary objective of this course is to further enhance the development of photography skills and editing processes while learning about historical photography movements. An emphasis will be placed on creativity in photography utilizing the Compositional Guidelines and creating images with a purpose or theme that is reinforced through editing processes. Students will be able to communicate their processes, create portfolio presentations of their work, and find correlations from photography to other disciplines. There will be opportunities for students to enter regional and national contests. Students will evaluate their own work, others work, and gain knowledge about current photography trends and practices. Students taking this class will be required to provide their own digital camera or mobile device (such as a phone or iPAD) with photography, wifi and storage capabilities. Students using a mobile device will be required to purchase a camera app (average cost $3.99) and have the ability to transfer photos. Students using a camera will need an SD card or USB cord for transferring photos. Students are encouraged to participate in community events, display work publically and enter photography contests as often as possible. Fee: $12 per semester.

PHOTOGRAPHY [V-VI] / COURSE #4062-E5, #4062-E6
FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PHOTOGRAPHY I-IV
The primary objective of this course is to further enhance the development of photography skills and knowledge to a collegiate level. Various exercises and projects will be employed to assist in developing an eye for artistic and conceptual photographs. Students will engage in photography assignments utilizing lighting studio processes and professional techniques. An emphasis will be placed on creativity in photography, lighting, Compositional Guidelines, and creating images with purpose or theme. Students will be able to communicate their processes, create portfolio presentations of their work, and find correlations from photography to other disciplines. Students taking this class will be required to provide their own digital camera or mobile device with photography capabilities. Students are encouraged to participate in community events, display work publically and enter photography contests as often as possible. Fee: $20 per semester.

PHOTOGRAPHY [V-VI HONORS] / COURSE #4062-H5, #4062-H6
FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PHOTOGRAPHY I-IV AND INSTRUCTOR PERMISSION
In addition to the PHOTOGRAPHY V-VI course work, Honors students will have a component of helping other beginning students in the classes troubleshoot camera problems or editing difficulties. Students will also be required to submit additional photographs for each portfolio. Fee: $20 per semester.

PHOTOGRAPHY [VII-VIII] / COURSE #4062-E7, #4062-E8
FULL YEAR / GRADE: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PHOTOGRAPHY I-VI
The primary objective of this course is to develop themed portfolios. The emphasis will be on developing the individual student's photography style. Students will write artist statements to accompany and explain their vision and process for their portfolios. An emphasis will be placed on creativity in photography, lighting, Compositional Guidelines, and creating images with purpose or theme. Students will learn how to prepare photographs and use professional equipment for shows and contests. Students taking this class will be required to provide their own digital camera or mobile device with photography capabilities. Students are encouraged to participate in community events, display work publically and enter photography contests as often as possible. Fee: $26 per semester.

PHOTOGRAPHY [VII-VIII HONORS] / COURSE #4062-H7, #4062-H8
FULL YEAR / GRADE: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PHOTOGRAPHY I-VI AND PERMISSION OF INSTRUCTOR
In addition to the PHOTOGRAPHY VII-VIII course work, Honors students will have a component of helping other beginning students in the classes troubleshoot camera problems or editing difficulties. Students will also be required to submit additional photographs for each portfolio. Fee: $26 per semester.

PHOTOGRAPHY [2D DESIGN PORTFOLIO], ADVANCED PLACEMENT (L) / COURSE #4050-A3, #4050-A4
FULL YEAR / GRADE: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: ART MAJOR (6 OR MORE VISUAL ART CREDITS) AND PERMISSION OF INSTRUCTOR
Students in AP Photography will create a portfolio that will qualify for submission for AP portfolio evaluation as well as college portfolio reviews. Emphasis is placed on the systematic investigation of formal and conceptual issues in the Quality, Concentration, and Breadth of work sections of the AP portfolio. Quality refers to mastery of design and technique. Concentration refers to the cohesiveness of the body of work in the portfolio and demonstrates a personal theme of the student. Breadth refers to the range of ability in concept, perception, expression, technique and design. Students have to synthesize their knowledge of aesthetics, art history, and production to create and select their work for the AP portfolio. Students will write and reflect upon the process used to create photographs. Students will participate in critiques of their own work, their peers work, and the work of established artists to develop the skills necessary to evaluate and respond to a photograph. Students will assemble a portfolio following the AP guideline from the current year's AP Poster. At the end of the second semester the students will mount a cumulative exhibition of their photographs traditionally displayed during the Evening of the Arts. Students taking this class will be required to provide their own digital camera or mobile device with photography capabilities. Students are encouraged to participate in community events, display work publically and enter photography contests as often as possible. Fee: $26 per semester.
PRINTMAKING (L) / COURSE #4066-E0
ONE SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE
This course will introduce students to the artistic and creative aspects of printmaking, some specialized areas in the printmaking field, give students an opportunity to explore career opportunities in printmaking and learn a new art medium. Emphasis will be placed on using printmaking as a means of artistic expression. The types of printmaking we will explore include linoleum block, found object prints, stamps, and stencil. Students will work independently and in groups to print editions and group effort images. Aesthetics, criticism and art history as they relate to printmaking are covered. Students taking Printmaking will engage in sequential learning experiences that encompass art history, the study of art produced by multiple cultural groups, art criticism, aesthetics, and production and lead to the creation of portfolio-quality works. Students will be expected to write/reflect upon the process used to create their works of art. There will be opportunities for students to enter regional and national contests. This course may be repeated for an additional 7 credits. Fee: $24 per semester.

STUDIO ART [2D DESIGN PORTFOLIO], ADVANCED PLACEMENT (L) / COURSE #4050-A1, #4050-A2
FULL YEAR / GRADE: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: ART MAJOR (6 OR MORE VISUAL ART CREDITS) AND INSTRUCTOR PERMISSION
Students in AP Studio Art will create a portfolio that will qualify for submission for AP portfolio evaluation as well as college portfolio reviews. Emphasis is placed on the systematic investigation of formal and conceptual issues in the Quality, Concentration, and Breadth of work sections of the AP portfolio. Quality refers to mastery of design and technique. Concentration refers to the cohesiveness of the body of work in the portfolio and demonstrates a personal vision of the student. Breadth refers to the range of ability in concept, perception, expression, technique and design. Students have to synthesize their knowledge of aesthetics, art history, and production to create and select their work for the AP portfolio. Students will write and reflect upon the process used to create works of art. Students will participate in critiques of their own work, their peers work and the work of established artists to develop the skills necessary to evaluate and respond to a work of art. Students will assemble a portfolio following the AP guideline from the current year’s AP Poster. At the end of the second semester the students will mount a cumulative exhibition of their art work traditionally displayed during the Evening of the Arts. There will be opportunities for students to enter regional and national contests. Fee: $18 per semester.

STUDIO ART [3D DESIGN PORTFOLIO], ADVANCED PLACEMENT (L) / COURSE #4052-A1, #4052-A2
FULL YEAR / GRADE: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: ART MAJOR (6 OR MORE VISUAL ARTS CREDITS) AND INSTRUCTOR PERMISSION
This portfolio is intended to address sculptural issues as related to depth and space. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate proficiency of 3-D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, and three-dimensional fiber arts. Any work that makes use of (appropriates) other artists’ works (including photographs) and/or published images must show substantial and significant development beyond duplication. There will be opportunities for students to enter regional and national contests. Fee: $35 per semester. Note: Depending upon the material requirements of the work produced for this course some materials may need to be purchased by the maker outside of the class fees.

BEGINNING STAINED GLASS [INTRO TO 3D ART (L)] / COURSE #4002-E1 (FOR A FULL YEAR USE #4002-E1, #4006-E2)
ONE SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: NONE
Stained Glass I students will learn the processes involved in creating stained glass using the copper foil method of construction and making of mosaics. Specific tools, techniques, and terminology will be studied and applied. Students will learn to design and make patterns, to cut glass, to use copper foil, to solder, and to construct stained glass windows and mosaics. Students will also explore the history of stained glass, learn how glass is made, and gain a working vocabulary applicable to the history, tools, and techniques of stained glass. Through a process of self-evaluation, students will become familiar with ways to evaluate stained glass products made by their peers and modern glass artists. Students taking Stained Glass will engage in sequential learning experiences that encompass art history, the study of art produced by multiple cultural groups, art criticism, aesthetics, and production and lead to the creation of portfolio-quality works. Students will be expected to write/reflect upon the process used to create their works of art. There will be opportunities for students to enter regional and national contests. Fee: $33 per semester.

ADVANCED STAINED GLASS [ADVANCED 3D ART (L)] / COURSE #4006-E1, (FOR A FULL YEAR USE #4006-E1, #4006-E2)
ONE SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: STAINED GLASS I
Students will learn to use more intricate methods in creating three-dimensional stained glass projects such as lampshades, kaleidoscopes and other complex forms. Students will build models for three-dimensional pieces and design larger and more complex windows. Historical and stylistic influences are compared and considered during the designing phase. Learned vocabulary will be used to engage in critical analysis of the structural aspects of class projects. Students taking Advanced Stained Glass will engage in sequential learning experiences that encompass art history, the study of art produced by multiple cultural groups, art criticism, aesthetics, and production and lead to the creation of portfolio-quality works. Students will be expected to write/reflect
upon the process used to create their works of art. There will be opportunities for students to enter regional and national contests. This course may be repeated for an additional 6 credits with the permission of the instructor. Fee: $33 per semester.

THEATRE DIVISION

THEATRE ARTS (L) [THEATRE ARTS I-II] / COURSE #4242-E1, #4242-E2
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE
Theatre Arts is a place to explore and learn the basic ideas of theatre: improvisation, pantomime, theatre history, technical (make-up, costume and set design) and, of course, acting. This class is for everyone – from the merely curious to the aspiring thespian. Throughout the year students will learn and practice two of the main supports of performance: body movement and improvisation. They will also learn how to be comfortable in front of an audience, develop dramatic technique including voice and gesture, creating character, tenets of theatre design and production as well as review the important milestones in the history of theatre. Additionally, students will explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community. Fee: $8 per semester.

ADVANCED THEATRE ARTS (L) [ADVANCED THEATRE ARTS ACTING & DIRECTING I-II] / COURSE #4240-E1, #4242-E2
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: INSTRUCTOR PERMISSION, THEATRE ARTS
A full year course, this class builds on skills established in Theatre Arts. Study will enable students to further develop improvisational skills as a means to explore character, setting and purpose. This class is for those students who are interested in learning more about, and practicing the processes of acting and directing. Study will enable students to further develop improvisational skills as a means to explore character, setting and purpose, as well as deep analysis of text and making that interpretation come alive on stage. This course also explores a review of career opportunities, including the beginning preparation of an audition portfolio and understanding the interview process as it relates to theatre. Additionally, students explore careers in theatre arts and begin to develop a portfolio of their work. They also attend and critique theatre productions and identify ways to support the theatre in their community. Fee: $8 per semester.

ADVANCED ACTING [ADVANCED ACTING I-II] / COURSE #4250-E1, #4250-E2
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: THEATRE ARTS, ADVANCED THEATRE ARTS
Students will research, create, and perform characters through script analysis, observation, collaboration and rehearsal. Class work will incorporate elements of theatre history, culture, analysis, response, and the creative process. Students enrolled in Advanced Acting research, create and perform characters through script analysis, observation, collaboration and rehearsal. These projects incorporate elements of theatre history, culture, analysis, and criticism. Students will also explore career opportunities by attending plays and meeting with other theatre professionals. Students are required to see plays in the greater community. Students will prepare and present a Children's Play to area elementary schools. Students will continue to build their portfolios. Fee: $8 per semester.

THEATRE PRODUCTION (L) [THEATRE PRODUCTION I-II] / COURSE #4248-E1, #4248-E2
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: THEATRE ARTS, ADVANCED THEATRE ARTS
Theatre Production is a performance based class where the study of acting, theatre design and history is applied to a public performance. The intent of this class is to give students opportunity to experience and practice all aspects of theatre production, from exploration to conception to production. To that effort, students will produce and perform an end of the year production series of one-acts. Each student will work on at least two of the plays - doing performance in one show and production for the other. Every student will have the opportunity to direct, act, produce and be part of the creative team. Students will also have the opportunity to explore the difference in acting styles, as well as the set and costume designs for the play. Students will be required to create and maintain a production schedule as well as carry out all administrative duties as the production requires. Students will also participate in the Living Statue Project and a full length production done outside of class. The goals of this class will be to put on a production that is as professional as possible. There is a course fee that pays for royalties and other production costs. Fee: $8 per semester.

CHORAL DIVISION

BEGINNING CHORUS [TREBLE CHOIR] (L) / COURSE #4182-E1, #4182-E2
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE
Students taking Treble Choir develop musicianship and specific performance skills through ensemble or solo singing. The chorus will be composed of all Treble singers. Activities in this class create the development of quality repertoire in diverse styles of choral literature appropriate to the difficulty and range of 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, and analyzing, in addition to, focusing on specific subject matter. Self-knowledge competencies are stressed to develop ensemble rapport and values. Tone, melody, harmony, rhythm, texture, tonality, form, and expression will be covered in multiple dimensions. Basic rhythmic and vocal exploration will be experienced focusing on English in addition to other foreign language texts. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. A limited number of public performances may serve as a culmination of daily rehearsal.
written work, and actual ski basic ballet techniques, modern dance and translate ideas, images, emotions with Color Guard. The major emphasis will be on building these skills through exercises and routines. Students will be able to focusing on specific subject matter. Students develop the ability to understand the composer's intent in order to connect the performer with audience. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities outside of the school day that support and extend learning in the classroom. Choral repertoire should be developmentally appropriate and diverse in musical representation. Additional emphasis is placed on sight-reading, critical listening skills, and vocal technique, including building and working vocabulary and understanding of the basic elements of music. Repeatable for credit. Fee: $15 per year.

ADVANCED CHORUS (L) [CONCERT CHOIR] / COURSE #4188-E1, #4188-E2 FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: BEGINNING CHORUS OR AN AUDITION INCLUDING SIGHT-READING REQUIREMENTS.

Students singing in this choir experience more advanced challenges and opportunities to develop musicianship and specific performance skills through ensemble and solo singing suitable to the talents and abilities of selected performers. The choir is composed of Treble singers. Activities create the development of quality repertoire in diverse styles of choral literature that is appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas, including foreign languages. Chorus classes provide instruction in creating, performing, conducting, listening, and analyzing, in addition to focusing on specific subject matter. Students develop the ability to understand the composer's intent in order to connect the performer with audience. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities outside of the school day that support and extend learning in the classroom. Choral repertoire should be developmentally appropriate and of the highest caliber. Additional emphasis is placed on sight-reading, critical listening skills, and vocal technique, including the mastery of vocabulary, understanding of the eight basic elements of music, and mastering basic choral technique. Areas of refinement include a cappella singing, sight-reading, and critical listening skills. It is highly recommended that students participate in the ISSMA Solo and Ensemble opportunities during the year. Repeatable for credit. Fee: $15 per year.

CHORAL CHAMBER ENSEMBLE (L) [CHAMBER CHOIR] / COURSE #4180-E1, #4180-E2 FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: BEGINNING CHORUS AND AN AUDITION INCLUDING SIGHT-READING.

Chamber Choir is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. It is highly recommended that students participate in the ISSMA Solo and Ensemble opportunities during the year. Fee: $15

DANCE DIVISION

DANCE CHOREOGRAPHY I-II (L) [COLOR GUARD] / COURSE #4142-E1, #4142-E2 FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE

This class is designed for students to further enhance their skills in body movement as well as their skills with equipment associated with Color Guard. The major emphasis will be on building these skills through exercises and routines. Students will be able to translate ideas, images, emotions, perceptions and personal experiences into movement. Interpreting musical phrasing and rhythmic structures through Color Guard props will be a major area of concentration. The study of dance movement will include basic ballet techniques, modern dance and jazz. Students will be provided opportunities to gain extra experience by designing their own routines or by participating in dance recitals either in small groups or as a soloist. Grades will be based on daily rehearsal ethic, written work, and actual skill evaluation sessions. Choreographic activities provide students opportunities to participate in roles as a soloist, a choreographer or leader, and in a subject role. Participation in either fall Color Guard or Winter Guard is not required but encouraged, and you may participate in both guards. Auditions for Color Guard will take place in April. Repeatable for credit.
MUSIC DIVISION

MUSIC HISTORY & APPRECIATION [HISTORY OF ROCK & ROLL] / COURSE #4206-E0
ONE SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE

Students taking this course would study the history and appreciation of the musical and cultural melting pot of the 1950’s rock & roll and early 1960’s pop. The course begins with an overview of ancestors and influences: blues, boogie-woogie, jazz, swing, country & western, gospel and popular music, and the crossover success of rhythm & blues acts that marked the true birth of rock & roll. The focus then shifts to the cataclysmic arrival of Elvis Presley and the careers and musical styles of Chuck Berry, Bo Diddley, Little Richard, Fats Domino, Buddy Holly, the Everly Brothers and other Founding Fathers, and continues through the fifties R&B, doo-wop, the soul pioneers Ray Charles, Sam Cooke & Jackie Wilson and the early sixties pop landscape of Phil Spector, and the Brill Building writers, the teen idols, the Twist and American Bandstand. Activities include but are not limited to: listening to, analyzing and describing music, evaluating music and music performances, and understanding relationships between music and other arts, as well as disciplines outside of the arts.

MUSIC THEORY & COMPOSITION I-II / COURSE #4208-E1, #4208-E2
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE

This course will include the study of melody harmony, form, and structure of music from the 1500s through contemporary popular music. These elements will be approached through musical analysis, ear training, and composition. Students will acquire the theoretical knowledge needed to compose music, analyze sounds, and further their understanding of instruments. Completion of this course should provide the student with enough theory background to enter a college such as Indiana University as a music major. A portion of each semester will be spent on Music History and Music Appreciation.

MUSIC THEORY, AP / COURSE #4210-A1, #4210-A2
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: BACKGROUND IN READING MUSIC.

Music Theory, Advanced Placement is a course based on the content established by the College Board. Music Theory is intended for secondary school students who have completed music studies comparable to a first-year college course in music theory. The guidelines for the course that are published by The College Board may not match any particular college program, but they do reflect the coverage of content and level of skills typical of most first-year college courses. This course should integrate aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, history and style. The student’s ability to read and write musical notation is fundamental to this course, and it is also assumed that the student has acquired at least basic performance skills in voice or on an instrument.

INTERMEDIATE CONCERT BAND (L) / COURSE #4168-E1, #4168-E2
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: PREVIOUS BAND EXPERIENCE.

This class is designed for students with musical knowledge and skills on wind or percussion instruments. The major emphasis will be on building instrumental skills through exercises and the study of concert literature. Grades will be based on playing ability, written work, and attendance at performances. Band members will also be provided opportunities to gain musical experiences through participation in chamber ensembles and solo performance. Repeatable for credit. Fee: $15 per year.

INSTRUMENTAL ENSEMBLE (L) [ADVANCED WIND ENSEMBLE] / COURSE #4162-E1, #4162-E2
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: AUDITION

This class is designed for students with intermediate to advanced musical knowledge and skills on either wind or percussion instruments. The major emphasis will be on building instrumental skills through exercises and the studying and performing of upper-level concert band literature. The band will participate in various festivals and concerts throughout the year. Grades will be based on playing ability, written work, and attendance at performances. Band members will also be provided opportunities to gain musical experiences through participation in chamber ensembles solo performance, and all-state groups. All percussionists must be a member of the marching band during the fall semester. Repeatable for credit. Fee: $15 per year.

INSTRUMENTAL ENSEMBLE (L) [ADVANCED SYMPHONIC BAND, HONORS LEVEL] / COURSE #4162-H1, #4162-H2
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: AUDITION

This course is designed for students with advanced musical knowledge and skills on either wind or percussion instruments. The major emphasis will be on the study of music through the reading and performance of symphonic band literature. The band will participate in various festivals and contests and present concerts throughout the year. Grades will be based on playing ability, written work, and attendance at rehearsals and performances. Band members will also be provided opportunities to gain musical experiences through participation in chamber ensembles, solo performance, and all-state groups. All percussionists must be a member of the marching band during the fall semester. Repeatable for credit. Fee: $15 per year.
This class is designed for students with a moderate to advanced knowledge of jazz and its performance. The course will cover all styles of jazz music as well as an in-depth study of improvisation. Grades will be based on playing ability, written work, and attendance at rehearsals and performances. The need for balanced instrumentation will be considered during the audition and, pending enrollment numbers, students will be assigned to different sections of the ensemble. The band will participate in various festivals, contests, and present concerts throughout the year. Band members will also be provided opportunities to gain musical experiences through participation in Jazz Combos. All guitar, piano, bass, and drum set players must play an audition for a high school director before enrolling in this course. Repeatable for credit. Fee: $15 per year.

JAZZ ENSEMBLE (L) [STUDIO II] / COURSE #4164-E5, #4164-E6
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: AUDITION
This class is designed for students with advanced knowledge of jazz and its performance. The course will cover all styles of jazz music and an in-depth study of improvisation. Grades will be based on playing ability, written work, and attendance at performances. The need for balanced instrumentation will be considered during the audition and, pending enrollment numbers, students will be assigned to different sections of the ensemble. The band will participate in various festivals, contests, and present concerts throughout the year. The need for balanced instrumentation will be considered during the audition and, pending enrollment numbers, students will be assigned to different sections of the ensemble. The band will participate in various festivals, contests, and present concerts throughout the year. Band members will also be provided opportunities to participate in Jazz Combos to gain increased knowledge. All guitar, piano, bass, and drum set players must play an audition for a high school director before enrolling in this course. Repeatable for credit. Fee: $15 per year.

INSTRUMENTAL ENSEMBLE (L) [MARCHING BAND] / COURSE #4162-E9
FALL SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: ABILITY TO PLAY A BAND INSTRUMENT OR SELECTION TO COLORGUARD
This class is designed for students with skills in brass, percussion, woodwinds, or color guard. Emphasis will be placed on marching, musical, and dance/equipment techniques. The group will perform at home varsity football games and marching band competitions. The marching band rehearses twice a week after school during August, September, and October. The season could extend through November if the group is involved in a major parade or bowl event. All Marching Band wind players and percussionists must also be enrolled in a concert or jazz band for the year. Repeatable for credit. Fee: $15 per year. Contact Director Thomas Wilson at twilson@mccsc.edu for more information.

ADVANCED ORCHESTRA (L) / COURSE #4174-E1, #4174-E2
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: AUDITION
Student musicianship and specific performance skills in this course are enhanced through large group instruction and performance. The ensemble will explore and perform various orchestral repertoires of all styles and eras. Through instrumental music students develop 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. Ensemble and individual musical activities develop elements of musicianship including, but not limited to: intonation, balance and blend, tone, tone quality, technique, rhythm, sight-reading, critical listening skills in music reading skills. Students must participate in public performances opportunities and adjudicated events outside the school day, which culminate the classroom activities and extend student learning. May be taken as an Honors Level course with the permission and approval of the instructor. Repeatable for credit. Fee: $15 per year.
Intermediate Orchestra is based on the Indiana Academic Standards for High School Instrumental Music. Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Fee: $15 per year.
HEALTH/PHYSICAL EDUCATION – PERRY SUMMITT | DEPARTMENT CHAIR

PHYSICAL EDUCATION I (L) / COURSE #3542-C1
ONE SEMESTER / GRADES: 9-10 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: none
Physical Education I emphasizes health-related fitness and development of the skills and habits necessary for a lifetime of activity. The class includes skill development and the application of the rules and strategies used in lifetime activities. Activities in this class include: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, and (5) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. Classes are coeducational.

PHYSICAL EDUCATION II (L) / COURSE #3544-C2
ONE SEMESTER / GRADES: 9-10 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: Physical Education I
Physical Education II emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase the knowledge of fitness concepts. Ongoing assessments include both written and performance-based skill evaluations.

HEALTH & WELLNESS EDUCATION / COURSE #3506-C0
ONE SEMESTER/GRADING: 9-12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: none
Health Education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors and attitudes related to student health and well-being. This course includes 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 risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy.

ADVANCED STRENGTH TRAINING [Elective PE] / COURSE #3560-E1, #3560-E2
ONE SEMESTER OR FULL YEAR / GRADES: 10-12 / DIPLOMA: Elective for General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas / PREREQUISITE: Physical education 1 & 2
This is a class designed to improve strength and fitness while promoting an active and physically fit lifestyle. Class activities will include weight training, core strengthening and other exercises to improve body composition, strength and fitness. Elective Physical Education, a course based on selected standards from the Indiana’s Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities. After completing this course, students should be able to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes performance-based skill evaluation. This class may be repeated for credit.

ATHLETIC PERFORMANCE [ELECTIVE PE] / COURSE #3560-E3, #3560-E4
ONE SEMESTER OR FULL YEAR / GRADES: 9-12 / DIPLOMA: Elective for General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. PREREQUISITES: must be a member of a Bloomington North athletic team. The student does not have to be participating during the semester to be enrolled as long as they are participating in a sport at some time during the school year. Athletic participation will be verified by the physical education department.
This is a high intensity class designed for athletes to train whether they are in their pre-season, in-season, or post-season training. This class is designed to improve total body strength and increase athletic performance. Elective Physical Education, a course based on selected standards from the Indiana’s Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities. Advanced strength for athletes provides opportunities to develop or refine skills and attitudes that promote lifelong fitness. Ongoing assessment includes performance-based skill evaluation. This course may serve as an alternate for Physical Education (3542-C1 / 3544-C2) if the student also completes a season on an athletic team during the same school year. This class may be repeated for credit.

TEAM SPORTS [ELECTIVE PE] / COURSE #3560-E6
ONE SEMESTER / GRADES: 10-12 / DIPLOMA: Elective for General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas / PREREQUISITES: Physical Education I and II
Students may sign up for team sports second semester. Team sports will provide instruction in basketball, volleyball, and softball. This class will provide instruction in the fundamentals and concepts of the three sports and students will be engaged in tournament play. Students taking this class should want to achieve above average skills in the three activities and a desire to maintain average fitness levels. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular

strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Team sports provide opportunities to develop or refine skills and attitudes that promote lifelong fitness. Ongoing assessment includes both written and performance-based skill evaluation. Students who earn a grade of at least a B may repeat this course for credit.

RACQUET SPORTS [elective pe] / COURSE #3560-E5
ONE SEMESTER / GRADES: 10-12 / DIPLOMA: Elective for General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas / PREREQUISITES: Physical Education I and II
Students may sign up for this first semester class, which features six weeks of badminton, tennis, and table tennis. This class will provide instruction in the fundamentals, basic skills and concepts in each of the three activities. Students will be engaged in skill development, practice games, and tournament play. Racquet sports class is for students wanting to achieve above average skill levels in racquet sports and also wanting to maintain an average level of fitness. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. These goals are accomplished by fitness activities each day and tournament play in each of the three disciplines. Racquet sports provides opportunities to develop or refine skills and attitudes that help promote lifelong fitness. Ongoing assessment includes both written and performance-based skill evaluation. Students who earn a grade of at least a B may repeat this course for credit.

PEER MEDIATION [PEER TUTORING] / COURSE #0520-E0
ONE SEMESTER / GRADES: 9-12 / DIPLOMA: General, Core 40, AH, TH, Elective all Diplomas / PREREQUISITES: None
In the first year students will be trained to serve as mediators between peers. Emphasis will be on developing leadership skills, communication skills, and structural sensitivity and diversity. Character development in terms of respect, responsibility, citizenship, and integrity will be the focus as students work with peers in the areas of problem solving/decision making, violence prevention, diversity issues, and meeting facilitation. In the second year and beyond the students who have been trained in peer mediations the prior year will conduct mediations between peers and will focus on leadership in the areas of problem solving/decision making, violence prevention, diversity issues and facilitation of conflict. This course is repeatable. One credit per semester.
MATHMATICS – ALICE KILBRIDE │DEPARTMENT CHAIR

ALGEBRA I / COURSE #2520-C1, #2520-C2
FULL YEAR / GRADES: 9-12 / Two Required Math Credits / DIPLOMA: Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: None

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) non-linear equations. Students will be expected to take notes and study, complete homework, and prepare for tests.

GEOMETRY: CORE 40 / COURSE #2532-C1, #2532-C2
FULL YEAR / GRADES: 9-12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: Algebra I

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

GEOMETRY HONORS / COURSE #2532-H1, #2532-H2
FULL YEAR / GRADES: 9-10 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: Algebra I

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the Geometry course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school INCC The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course, through an accelerated pace, compacts the Geometry curriculum described above and allows time for additional topics, such as transformations, tessellations, three-dimensional figures, and non-Euclidian geometries. The content of the material will be rigorous; ONLY VERY STRONG MATHEMATICS STUDENTS should consider enrollment. The typical student in this Honors Geometry course has studied Algebra in 8th grade.

ALGEBRA II / COURSE #2522-C1, #2522-C2
FULL YEAR / GRADES: 10-12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITES: Algebra I and Geometry

Algebra II is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations, and inequalities; (2) conic sections; (3) polynomials; (4) algebraic functions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.

ALGEBRA II HONORS / COURSE #2522-H1, #2522-H2
FULL YEAR / GRADES: 9-11 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITES: Algebra I and Geometry

This course, with a very demanding accelerated pace resulting in an even more demanding workload compacts the Algebra II curriculum described above as well as exploring topics at a higher level of difficulty. The content of the material will be rigorous; ONLY VERY STRONG MATHEMATICS STUDENTS should consider enrollment. The typical student in this class was a strong middle school Algebra student followed by a high-performing year in a middle school geometry course or the Honors Geometry class at North as a 9th grader.

PRE-CALCULUS / COURSE #2564-H1, #2564-H2
FULL YEAR / GRADES 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: GEOMETRY AND ALGEBRA II

Pre-Calculus/Trigonometry is a two-credit course that combines the material from Trigonometry and Pre-Calculus into one blended course of study. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses.
CALCULUS AB, ADVANCED PLACEMENT / COURSE #2562-A1, #2562-A2
FULL YEAR / GRADES: 11-12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: PRE-CALCULUS. HIGHLY RECOMMENDED A C OR BETTER GRADE IN PRE-CALCULUS
This course is for strong math students who have learned the mathematics from Algebra through Trigonometry/Precalculus. This calculus course teaches all of the standards of the College Board’s AP Calculus curriculum including (1) functions, limits, continuity, analysis of graphs; (2) derivatives and applications of derivatives; (3) definite and indefinite integrals, the Fundamental Theorem of Calculus, and applications of integration. The course will prepare students for the College Board’s AP Calculus AB level exam in May. Many students will test out of beginning college-level calculus course and be ready to start their college math beyond the elementary calculus level. Students will need to provide their own graphing calculator for this course.

Students may choose to take this course for “dual credit” as Indiana University’s M211 4 credit hour course in IU’s Advanced College Project (ACP) partnership with North. Students will need to provide their own graphing calculator for this course and also pay for any associated tuition fees.

CALCULUS BC, ADVANCED PLACEMENT/ACP M212 / COURSE #2572-A1, #2572-A2
FULL YEAR / GRADES: 11-12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: Calculus AB
This course assumes students have taken Calculus AB the year before the rest of the College Board’s Calculus BC level curriculum. Additional topics beyond the first year Calculus AB include (1) arclength and surface area of revolution, (2) expanding the AB topics of differentiation and integration to parametric and polar functions, (3) techniques of integration using trigonometry substitutions, integration by parts, integration by partial fractions, (4) improper integrals and L’Hopital’s Rule, (5) modeling with differential equations including the logistic curve, (6) solving differential equations with Euler’s method, and (7) Infinite Series: convergence and divergence, Taylor series, power series and series representations of functions and error estimates with the Lagrange remainder. This course prepares students for the College Board’s AP Calculus BC exam in May which allows students to place out of the first two college calculus courses. Students will need to provide their own graphing calculator for this course.

Students may choose to take this course for “dual credit” as Indiana University’s M212 4 credit hour course in IU’s Advanced College Project (ACP) partnership with North. Students will need to provide their own graphing calculator for this course and also pay for any associated tuition fees.

STATISTICS, ADVANCED PLACEMENT / COURSE #2570-A1, #2570-A2
FULL YEAR / GRADES: 11-12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: Algebra II
Statistics is a course that provides students with the content established by the College Board. The topics for AP Statistics are divided into four major themes: (1) Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns, (2) Data must be collected according to a well-developed plan if valid information is to be obtained, (3) Probability is the tool used for anticipating what the distribution of data should look like under a given model, (4) Statistical inference guides the selection of appropriate models. The use of graphing calculators will be required and students should supply their own for this course.

FINITE MATHEMATICS / DUAL CREDIT – INDIANA UNIVERSITY ACP M118 / COURSE #2530-B1, #2530-B2
FULL YEAR / GRADES: 11-12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE/COREQUISITE: Pre-Calculus
Finite Math is an extension of algebra. Topics studied in depth are linear equations, linear systems, matrices, linear programming, permutations and combinations, probability, statistics and set theory. This course assumes that students can work accurately with fractions, decimals, graphing linear equations and systems of equations without a calculator. Finite Math is considered an alternative for college-bound students who will not need Calculus at the college level. Course may be taken for IU credit (3 hrs., M118) in IU’s Advance College Project (ACP) partnership with North, or for high school credit alone.
PRACTICAL ARTS – JEANA KERR | DEPARTMENT CHAIR

BUSINESS TECHNOLOGY DIVISION

BUSINESS LAW AND ETHICS / COURSE #4560-E1, #4560-E2
FULL YEAR / GRADE: 11-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE
Business Law and Ethics is a business course that provides an overview of the legal system. Topics covered include: Basics of the law, Contract Law, Employment Law, Personal Law, and Property Law. Both criminal and civil trial procedures are presented. This course is designed to provide students with a practical view of the law and information they can use in their daily lives. The course will cover consumer rights and obligations, contractual agreements, business rights and obligations, torts, law for minors, and both criminal and civil trials. Instructional strategies may include mock trials, case studies, professional mentoring, job shadowing, field trips, guest speakers, and computer/technology applications.

DIGITAL APPLICATIONS AND RESPONSIBILITY / DUAL CREDIT – IVY TECH CINS101 / COURSE #4528-E1, #4528-E2
FULL YEAR / GRADE: 9-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE
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 seek industry-recognized digital literacy certifications. This course is aligned with postsecondary courses for Dual Credit from Ivy Tech for CINS101, Intro to Microcomputers.

INTRODUCTION TO COMPUTER SCIENCE / COURSE #4803-E0
ONE SEMESTER / GRADES: 9-10 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE
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.

COMPUTER ILLUSTRATION & GRAPHICS / COURSE #4516-E1, #4516-E2
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: DIGITAL APPLICATIONS & RESPONSIBILITY
Computer Illustration and Graphics is a business course designed to allow students to develop proficiency in using desktop publishing software to create a variety of printed publications. Students will incorporate journalistic principles in design and layout of print and Web publications including integration of text and graphics and use sophisticated hardware and software to develop and create quality materials for business related tasks. Students will incorporate the process of analyzing information and audience and choosing the appropriate visual signals to communicate the desired message effectively. Applied principles are used to analyze and organize information, set up a design structure, and produce special visual expressions. Instructional strategies may include computer/technology applications, teacher demonstrations, collaborative instruction, interdisciplinary and/or culminating projects, problem-solving and critical thinking activities, simulations and project-based learning activities.

WEB DESIGN / COURSE #4574-E1, #4574-E2
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: DIGITAL APPLICATIONS & RESPONSIBILITY
Web Design is a business course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies should include peer teaching, collaborative instruction, project-based learning activities, and school and community projects.

PRINCIPLES OF MARKETING / COURSE #5914-E1, #5914-E2
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE
Principles of Marketing is a business course that provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management.
INTRODUCTION TO BUSINESS / COURSE #4518-E1, #4518-E2
FULL YEAR / GRADES: 9-10 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE
Business Foundations, an introductory business course that provides the framework for pursuing additional business courses. 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. Instructional strategies may include simulations, projects, and cooperative ventures between the school and the community.

PERSONAL FINANCIAL RESPONSIBILITY / COURSE #4540-E0
ONE SEMESTER / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE
Personal Financial Responsibility is a business course that focuses on personal financial planning. The content includes financial planning, income and asset protection, income and money management, and spending and credit management. Students will learn the financial concepts and principles that provide a basis for avoiding financial pitfalls. This course prepares students for the roles and responsibilities of consumers, producers, entrepreneurs, and citizens. Instructional strategies should include simulations, guest speakers, Internet research, and business experiences. These standards and guidelines are aligned with those of the National Business Education Association (NBEA), JumpStart Institute, Coalition for Personal Financial Literacy, and Indiana State University Networks Financial Institute.

INTRODUCTION TO ACCOUNTING / COURSE #4524-E1, #4524-E2
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITES: NONE
Accounting is a business course that introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making. Instructional strategies should include the use of computers, projects, simulations, case studies, and business experiences requiring the application of accounting theories and principles.

PRINCIPLES OF BUSINESS MANAGEMENT / COURSE #4562-E1, #4562-E2
FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / RECOMMENDED PREREQUISITES: INTRODUCTION TO BUSINESS
Principles of Business Management, an advanced-level business course, focuses on the opportunities and challenges of ethically managing a business in the free enterprise system. Students will attain an understanding of management theories and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized. Instructional strategies should include job shadowing, simulations, guest speakers, tours, Internet research, and business experiences.

INTRODUCTION TO ENTREPRENEURSHIP / COURSE #5967-E1, #5967-E2
FULL YEAR / GRADES: 09-10 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / RECOMMENDED PREREQUISITES: NONE
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 in the development of a new venture. This course is ideal for students in starting their own art gallery, salon, restaurant, etc.

BUSINESS MATH / COURSE #4512-E1, #4512-E2
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: ALGEBRA I
Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trades area. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, and Internet research. This course may fulfill up to two credits of the minimum Mathematics requirements for graduation.

PREPARING FOR COLLEGE & CAREERS / COURSE #5394-E0
ONE SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE
Preparing for College and Careers addresses essential knowledge, skills, and behaviors all students need to live successfully in today’s world. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of college and careers. The focus of the course is on the impact of today’s choices on tomorrow’s possibilities. Topics to be addressed include higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, principles, and goals; life and career exploration and planning; examining multiple life roles and responsibilities as individuals and family members; planning and building
employability skills; transferring school skills to life and work; decision making and organizational skills; and managing personal resources. The opportunity for ninth graders to develop Four-Year Course Plans can be included, based on local curriculum needs.

**FAMILY & CONSUMER SCIENCE DIVISION**

**NUTRITION & WELLNESS / COURSE #5342-E1, #5342-E2**

**FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE**

NUTRITION AND WELLNESS 5342 (NTRN WLNS) Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. The first semester will focus on the fitness aspects of wellness and nutrition. Students will investigate diet patterns, physical fitness, and food choices as they relate to healthy lifestyles. Second semester course introduces students to the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. Food preparation experiences are a required component for both semesters. Direct, concrete mathematics and language arts proficiencies will be applied.

**ADVANCED NUTRITION & WELLNESS / COURSE #5340-E1, #5340-E2**

**FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NUTRITION & WELLNESS WITH A GRADE OF C OR BETTER**

This course addresses more complex concepts in nutrition and foods, with emphasis on contemporary issues, or on advanced special topics such as International, Regional, and/or Cultural Foods; Food Science, Nutrition, or Dietetics; or with emphasis on a particular aspect of the food industry, such as Baking, Catering, or Entrepreneurial Endeavors. Higher order thinking, communication, leadership and management processes will be integrated in classroom and laboratory activities. Topics include: in-depth study of daily nutrition and wellness throughout the lifespan; acquiring, organizing, and evaluating information on foods and nutrition; selecting and preparing nutritious meals; safety and sanitation in food production; meal planning and preparation for specific economic, psychological, and nutritional needs; community and world food concerns, including scarcity and hunger; advanced impacts of and technology on nutrition, food and related tools and equipment; exploring careers in nutrition and food industries. Laboratory experiences that emphasize advanced applications are required. School-based entrepreneurial enterprises, field-based observations/experiences, and service learning activities are recommended.

**INTRODUCTION TO HOUSING & INTERIOR DESIGN / COURSE #5350-E0**

**ONE SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE**

This course addresses selecting and planning living environments to meet the needs/wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, maintenance, and aesthetic factors. Topics include evaluation of housing styles, locations, zones, restrictions, and ownership options; managing resources including financing options and tax considerations; contemporary housing issues, elements and principles of design related to interiors, and architecture; blueprinting and floor planning skills; creating functional, safe, and aesthetic spaces; contemporary trends in housing, interiors, furniture, and exploration of housing-related careers.

**INTERPERSONAL RELATIONSHIPS / COURSE #5364-E0**

**ONE SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE**

Interpersonal Relationships addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include components of healthy relationships, roles and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships (e.g., power, conflicting interests, peer pressure, life events); establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communications styles; techniques for effective communication, leadership and teamwork; individual and group goal setting and decision making; preventing and managing stress and conflict; addressing violence and abuse; and related resources, services and agencies. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

**LEADERSHIP DEVELOPMENT IN ACTION / COURSE #5237-E0**

**ONE SEMESTER / GRADES 10-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE/ RECOMMENDED PREREQUISITES: PREPARING FOR COLLEGE AND CAREERS & A SEQUENCE OF COURSES RELEVANT TO THE STUDENT’S CTSO. ADMISSION VIA APPLICATION AND INSTRUCTOR APPROVAL. 1 CREDIT PER SEMESTER, MAXIMUM OF 6 CREDITS.**

This is a project-based course in which students integrate higher order thinking, communication, leadership, and management processes to conduct Career and Technical Student Organization (CTSO) leadership projects at the local, state, or national level. Each student will create a vision statement, establish standards and goals, design and implement an action plan and timeline, reflect on their accomplishments, and evaluate results. Authentic, independent application through CTSO student-directed programs or projects, internship, community based study, or in-depth laboratory experience is required. Research and development,
interdisciplinary projects, and/or collaboration with postsecondary faculty, community agencies or organizations are appropriate approaches. Membership in an Indiana recognized CTSO is required. Service learning experiences are highly recommended. Achievement of applicable Career and Technical Education (CTE), academic, and employability competencies will be documented through a required student portfolio.

**ADULT ROLES & RESPONSIBILITIES / COURSE #5330-E0**

**ONE SEMESTER / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE**

Through integrated, project-based learning founded on real-life situations and issues, the Adult Roles and Responsibilities course helps students gain confidence in setting and achieving personal goals, in examining career options, in handling their current and future jobs and careers, in meeting basic needs, and in managing finances. They will learn to use skills in critical and creative thinking, management, communication, and leadership to solve problems and make decisions. These are important developmental tasks toward independence, and this course helps students achieve these tasks in positive, responsible ways. Students who successfully develop the knowledge, skills, attitudes, and behaviors outlined for this course become independent, contributing, and responsible participants in family, community, and career settings. They and their future families will become more satisfied, more productive, and more self-sufficient, thereby strengthening society as a whole.

**CHILD DEVELOPMENT / COURSE #5362-E0**

**ONE SEMESTER / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE**

This course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. A project-based approach that utilizes higher-order thinking, communication, leadership, and management processes will be used to integrate suggested topics into the study of individual and family issues. The focus is on research-based nurturing and parenting practices and skills that support positive development of children. Topics include: consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birthing process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children’s needs for food, clothing, shelter, and caregiving; caring for children with special needs; parental resources, services, and agencies; and career awareness.

**ADVANCED CHILD DEVELOPMENT / COURSE #5360-E0**

**ONE SEMESTER / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: CHILD DEVELOPMENT**

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

**HUMAN DEVELOPMENT AND WELLNESS/ COURSE #5366-E0**

**ONE SEMESTER / GRADES: 10-12 / DIPLOMA GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE**

Human Development and Wellness is valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers impacted by individuals’ physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of these topics. Authentic applications through service learning are encouraged. • Qualifies as one of the F&S courses a student can take to waive the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses. For more information, see 511 IAC 6-7.1-4(c)(6).

**FASHION & TEXTILES / COURSE #5380-E0**

**ONE SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE**

This course addresses knowledge and skills related to design, production, acquisition, a distribution in the textiles and fashion arenas. Topics include exploration of textiles and fashion industries; elements of science and design in textiles and apparel. This course studies textile principles and applications in relation to the social, psychological, cultural and environmental aspects of clothing and textiles selection. Critical thinking is applied to consumer options for fashion, textiles, and related equipment and tools;
care and maintenance of textile products, equipment, and tools; impacts of technology; construction and alteration skills; contemporary issues, including global applications. This is a hands-on course. Students will need to purchase a variety of supplies for three major projects. This course is repeatable for credit.

ENGINEERING & TECHNOLOGY DIVISION

INTRODUCTION TO ENGINEERING DESIGN (PROJECT LEAD THE WAY) / DUAL CREDIT – IVY TECH DESN 101 / COURSE #4812-E1, #4812-E2
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE
Introduction to Engineering Design is an introductory course, which develops student problem solving skills with emphasis placed on the development of 3-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned, and equipment used, is state of the art and are currently being used by engineers.

INTRODUCTION TO CONSTRUCTION / COURSE #4792-E1, #4792-E2
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE
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 tradition 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 / COURSE #4784-E1, #4784-E2
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE
Introduction to Manufacturing I 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. During the first semester of the course, students develop an understanding of manufacturing as a means of obtaining fostering 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. Activities allow students to study techniques used in identifying and obtaining resources in addition to developing an understanding of the primary and secondary processes used to convert raw materials into finished products. Activities include the design and manufacturing of various wood, plastic, and metal products within tolerances. During the second semester of the course, students will learn to use modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Activities provide an understanding of the characteristics and properties of industrial materials and the processing of these materials into consumer goods. 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. In this course, each of these processes is a major body of content. It is through the study of common principles, supported by related laboratory and problem solving activities, that understanding is developed and reinforced. Activities include various manufactured products, assembly line manufacturing, and CNC lathe products.

INTRODUCTION TO TRANSPORTATION / COURSE #4798-E1, #4798-E2
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: NONE
The first semester of Introduction to Transportation specializes in the study of the transportation systems used to support commerce and the logistics for the efficient movement of goods and people. In this course, students will explore the systems, techniques and vehicles used to move people and cargo on land, water, air, and space. Activities allow students to understand a variety of transportation systems and investigate the energy, power and mechanical systems used to move people and products from one location to another. Problem-solving activities include, vehicle safety testing, and cargo transportation, and a rubber band powered car. The second semester of the course explores how transportation impacts individuals, society, and the environment and how these processes require continual assessment/feedback to control the system. This course focuses on the environments in which transportation occurs: land, air, water, and space and the logistical processes for receiving, storing, routing, loading, transporting, unloading, storing and delivering of people, cargo and goods. Activities include a mousetrap-powered vehicle, boat hull design, and compressed air rockets.
EARTH & SPACE SCIENCE I (L) / Course #3044-C1, #3044-C2
FULL YEAR / GRADERS: 9-12 / DIPLOMA: Fulfills a core 40 science course requirement for all diplomas; counts as an elective for all diplomas / PREREQUISITE: None
Earth and Space Science I is a course focused on the following core topics: the universe; the solar system; Earth cycles and systems; the atmosphere and hydrosphere; the solid Earth; Earth processes. Students analyze and describe earth’s interconnected systems and examine how earth’s materials, landforms, and continents are modified across geological time. Instruction focuses on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

EARTH & SPACE SCIENCE HONORS [EARTH & SPACE SCIENCE I (L)] / Course #3044-H1, #3044-H2
FULL YEAR / GRADERS: 9-10 / DIPLOMA: Fulfills the biology requirement for all diplomas / PREREQUISITE: none
This course is designed for the highly self-motivated student who exhibits a desire to work at an accelerated pace and who enjoys the challenge of discovery and problem solving. Many different aspects of earth science are studied and their interrelationships are highlighted and emphasized. Topics covered include: all topics in the previous description, geology, paleontology, erosion and weathering, earthquakes and volcanoes, meteorology, fresh and groundwater, astronomy, natural resources, and the environment. Also included are some map skills. The objectives are met through discussion, hands-on lab work, computer labs, group work, library project, and a second semester report.

BIOLOGY I (L) / Course #3024-C1, #3024-C2
FULL YEAR / GRADERS: 9-10 / DIPLOMA: Fulfills the biology requirement for all diplomas / PREREQUISITE: none
Biology I is a course based on the following core topics: cellular structure and function; matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. Instruction focuses on developing student understanding that scientific knowledge is gained from observation of natural phenomena and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

BIOLOGY I HONORS [BIOLOGY I (L)] / Course #3024-H1, #3024-H2
FULL YEAR / GRADERS: 9-10 / DIPLOMA: Fulfills the biology requirement for all diplomas / RECOMMENDED PREREQUISITES: Honors Earth/Space science, Grade B or better; middle school science, Grade A
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 the Biology description listed above. Emphasis will be on problem solving techniques, science as a process, scientific observation, and pre college study skills and habits.

BIOLOGY, ADVANCED PLACEMENT (L) / Course #3020-A1, #3020-A2
FULL YEAR / GRADERS: 11-12 / DIPLOMA: counts as a science course for all diplomas / RECOMMENDED PREREQUISITES: Biology and Chemistry; recommended B's or higher / Qualifies as a quantitative reasoning course
Biology, Advanced Placement is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. Living systems store, retrieve, transmit and respond to information essential to life processes. Biological systems interact, and these systems and their interactions possess complex properties. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html.

CHEMISTRY I (L) / Course #3064-C1, #3064-C2
FULL YEAR / GRADERS: 10-12 / DIPLOMA: Fulfills a core 40 science (physical) course requirement for all diplomas; counts as an elective for all diplomas / RECOMMENDED PREREQUISITE: BIOLGY AND MATH GRADE >C. Algebra II (can be taken concurrently) / Qualifies as a quantitative reasoning course
Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure and the periodic table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction focuses on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

CHEMISTRY I HONORS [CHEMISTRY I (L)] / Course #3064-H1, #3064-H2
FULL YEAR / GRADERS: 10-12 / DIPLOMA: Fulfills a core 40 science (physical) course requirement for all diplomas; counts as an elective for all diplomas / RECOMMENDED PREREQUISITE: Algebra II (can be taken concurrently) / Qualifies as a quantitative reasoning course
Honors Chemistry is designed for the student who desires an in-depth and accelerated first year chemistry curriculum. Topics include those listed in the Chemistry description above with additional emphasis on skills and content that will enhance the students understanding and success in future chemistry courses.
CHEMISTRY, ADVANCED PLACEMENT (L) / Course #3060-A1, #3060-A2
FULL YEAR / RECOMMENDED GRADES: 11-12 / DIPLOMA: counts as a science course for all diplomas / RECOMMENDED PREREQUISITES: Chem I, Algebra II, Pre-calc/Trigonometry / Qualifies as a quantitative reasoning course
Chemistry, Advanced Placement is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html.

ENVIRONMENTAL SCIENCE (L) / Course #3010-C1, #3010-C2 / dual credit – ivy tech bio 120 environmental science
FULL YEAR / GRADES: 11-12 / DIPLOMA: fulfills a core 40 science course requirement for all diplomas; counts as an elective for all diplomas / RECOMMENDED PREREQUISITES: Biology and one additional science course.
Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of the following: environmental systems; flow of matter and energy; natural disasters; environmental policy biodiversity; population; pollution; natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of local, national and global environmental systems. Topics of study will include the use and management of natural resources such as soil, water, minerals, energy, timber and ocean fisheries; quality of air, surface water and groundwater; waste management, climate modification, and land development. Local environmental concerns will be highlighted, e.g., restoration of wetlands, PCB contamination, development within the Lake Monroe watershed, the maintenance of the city sewage treatment, landfill, and recycling programs.

ENVIRONMENTAL SCIENCE, ADVANCED PLACEMENT (L) / Course #3012-A1, #3012-A2
FULL YEAR / GRADES: 11-12 / DIPLOMA: counts as a science course for all diplomas / RECOMMENDED PREREQUISITES: Biology and Chemistry / Qualifies as a quantitative reasoning course
Environmental Science, Advanced Placement is a course based on content established by the College Board. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

PHYSICS I (L) / Course #3084-C1, #3084-C2
FULL YEAR / RECOMMENDED GRADES: 9-12 / DIPLOMA: fulfills a core 40 science (physical) course requirement for all diplomas / RECOMMENDED PREREQUISITE: Algebra I / Qualifies as a quantitative reasoning course
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 I HONORS [PHYSICS I (L)] / Course #3084-H1, #3084-H2
FULL YEAR / RECOMMENDED GRADES: 9-12 / DIPLOMA: fulfills a core 40 science (physical) course requirement for all diplomas / RECOMMENDED PREREQUISITE: Algebra II / Qualifies as a quantitative reasoning course
Honors physics is designed for the student who desires an in-depth and accelerated first year physics curriculum. Topics include those listed in the above Physics course with greater depth. Emphasis will be placed on problems requiring derivation, higher algebra skills and problem solving techniques. Labs will show an increased emphasis on analysis and reporting.

PHYSICS C- MECHANICS, ADVANCED PLACEMENT (L) / Course #3088-A1, #3088-A2
FULL YEAR / RECOMMENDED GRADES: 11-12 / DIPLOMA: counts as a science course for all diplomas / RECOMMENDED PREREQUISITES: PHYSICS I, CALCULUS (CAN BE TAKEN CONCURRENTLY) / Qualifies as a quantitative reasoning course
Physics C, Advanced Placement is a course based on the content established by the College Board. 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.

PHYSICS II HONORS [PHYSICS II (L)] / Course #3086-H1, #3086-H2
FULL YEAR / RECOMMENDED GRADES: 11-12 / DIPLOMA: FULLFILLS A CORE 40 SCIENCE (PHYSICAL) COURSE REQUIREMENT FOR ALL DIPLOMAS / RECOMMENDED PREREQUISITE: PHYSICS I, PRE-CALCULUS/TRIGONOMETRY (CAN BE TAKEN CONCURRENTLY) / QUALIFIES AS A QUANTITATIVE REASONING COURSE
Honors Physics II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Physics II investigate physical phenomena and the theoretical models that are useful in understanding the interacting systems of the macro- and microcosms. Students extensively explore the unifying themes of physics, including such topics and applications of physics as: energy and momentum in two dimensions; temperature and thermal energy transfer; fluids; electricity; simple and complex circuits; magnetism; electromagnetic induction; geometric optics; particle and wave nature of light; modern physics. Use of laboratory
activities aimed at investigating physics questions and problems concerning personal needs and community issues related to physics are embedded within the course.

INTEGRATED CHEMISTRY-PHYSICS (L) / Course #3108-C1, #3018-C2
FULL YEAR / GRADES: 9-12 / DIPLOMA: fulfills a core 40 science course requirement for all diplomas; counts as an elective for all diplomas / recommended PREREQUISITE: Algebra I (can be taken concurrently)
Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity uniform accelerations; Newton’s laws of motion; energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

ANATOMY AND PHYSIOLOGY Honors / DUAL CREDIT – IVY TECH APHY101 / Course #5276-H1, #5276-H2
FULL YEAR / GRADES: 11-12 / DIPLOMA: DIRECTED ELECTIVE OR elective for all diplomas / PREREQUISITES: BIOLOGY, ENGLISH (GRADE “C” OR HIGHER), ALGEBRA I (“C” OR HIGHER). TWO years of high school science with consistent high academic achievement
Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields. This course is aligned with postsecondary courses for Dual Credit (Ivy Tech APHY 101).

Project Lead The Way: Biomedical Pathway

The Project Lead the Way® Biomedical Sciences™ program is a high school program divided into four sections, each section building upon the previous. This dynamic program uses hands-on, real-world problems to engage and challenge students. Students interested in math, science, and the human body will find the PLTW Biomedical Sciences™ program a great introduction to the numerous medical fields. It will also teach them how the skills they are used in the biomedical sciences. The Biomedical Sciences™ program is integrated into the high school curriculum. It is designed to augment the high school science and math college preparatory programs to establish a solid background in biomedical science.

PRINCIPLES OF THE BIOMEDICAL SCIENCES (PROJECT LEAD THE WAY) / Course #5218-E1, #5218-E2
FULL YEAR / GRADES: 9-11 / DIPLOMA: fulfills a core 40 science requirement for all diploma types; counts as a directed elective or elective for all diplomas / PREREQUISITE: Biology I or concurrent enrollment in Biology I.
In the Principles of Biomedical Sciences class students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing students to design their own experiments to solve problems. Students may qualify for university-level credit through an application process.

HUMAN BODY SYSTEMS (PROJECT LEAD THE WAY) / Course #5216-E1, #5216-E2
FULL YEAR / GRADES: 10-12 / DIPLOMA: fulfills a core 40 science requirement for all diploma types; counts as a directed elective or elective for all diplomas / PREREQUISITES: Biology I and Principles of Biomedical Sciences for 10-graders; recommended Prerequisites.
Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries. This course is the second in a series of four biomedical courses. Students may qualify for university-level credit through an application process.

MEDICAL INTERVENTIONS™ (PROJECT LEAD THE WAY) (CC115) / COURSE #5217-0C
ONE BLOCK ALTERNATE DAY / GRADES: 11-12 / DIPLOMA: fulfills a core 40 science requirement for all diploma types; counts as a directed elective or elective for all diplomas / PREREQUISITES: Principles of Biomedical Science 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 supportive care. The course explores the design and development of various medical interventions, including vascular stents, 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. Using 3D imaging, data acquisition software, and current scientific research, students design a product that can be used as a medical intervention.

NOTE: Year 4 of the Biomedical Pathway, Biomedical Innovation, may be taken through the HHCC. Please see page 53 for more information.
Social Studies is the integrated study of the social sciences and humanities to promote civic competence. It is designed to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

HONORS SOCIAL SCIENCES I [INTRODUCTION TO SOCIAL SCIENCE] / COURSE #1522-H1
SEMESTER I / GRADES: 9-10 / DIPLOMA: General, Core 40, AH, TH, Elective, Flex Credit or College & Career Pathway / PREREQUISITE: none

Honors Social Sciences is the recommended course for all honors-level freshmen who intend to pursue AP social studies courses later in high school. Although it is an elective, it is specifically tailored to lay the foundation for the skills necessary in AP courses. As part of a two course sequence, Introduction to Social Science develops an understanding of the nature of the social sciences and presents reasons for studying them. The course involves consideration of the social sciences such as: (1) the study of humanity; (2) the reasons for separate fields or disciplines; (3) the objectives, materials, and methods of each discipline; and (4) the difficulties encountered by social scientists in applying scientific method to the study of human life. Students will be exposed to high level reading and writing on topics as diverse as ancient Rome, the philosophy of American government, and economics. Content may include group and individual behavior, education, social systems, and the role of the social studies. Recommended to be taken first semester while taking Honors Social Sciences II during second semester.

HONORS SOCIAL SCIENCES II [TOPICS IN SOCIAL SCIENCE] / COURSE #1550-H2
SEMESTER II / GRADES: 9-10/DIPLOMA: General, Core 40, AH, TH, Elective, Flex Credit or College & Career pathway / PREREQUISITE: none

Topics in Social Science is the second course in the Honors Social Sciences sequence; it is recommended for honors-level freshmen interested in pursuing AP social studies courses later in high school. Topics in Social Science provides students with an opportunity for in-depth study of a specific topic, theme, or concept in one of the social science disciplines such as anthropology, economics, political science, psychology, or sociology. It is also possible to focus the course on more than one discipline. This honors course offers students one of the most exciting learning opportunities at Bloomington North. Units of study may include history (Victorian Age, Rome, etc.), psychology (adolescent development), sociology (the family), and others. This course is designed to encourage critical thinking, creativity, and other skills necessary for success in college. Class activities include regular discussion, role-playing activities, research, and analysis of film, media, etc. Recommended to be taken second semester while taking Honors Social Sciences I during first semester.

WORLD HISTORY & CIVILIZATION / COURSE #1548-C1, #1548-C2
FULL YEAR / GRADES: 10-12 / DIPLOMA: General, Core 40, AH, TH, Elective any diploma, Flex Credit or College & Career Pathway / PREREQUISITE: none

World History is a two-semester course. It emphasizes events and developments in the past that greatly affected large numbers of people across broad areas of the earth and that significantly influenced people and places in subsequent eras. Some key events and developments pertain primarily to particular people and place; others, by contrast, involve transcultural interactions and exchanges between various peoples and places in different parts of the world. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making. They are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world.

Students are expected to examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Finally, students are expected to apply content knowledge to the practice of thinking and inquiry skills and processes. There should be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history. World History is a one-year course designed for college preparation students. Economic, political, and social forces that have shaped our modern world will be emphasized. Skills needed to succeed in college will be emphasized, including theory and conceptualization of history, note taking from lectures, discussion, and memorization. Students will be expected to access information in order to solve problems, write papers, and make class presentations.

AP WORLD HISTORY / COURSE #1576-A1, #1576-A2
FULL YEAR / GRADE: 10-12 / DIPLOMA: General, Core 40, AH, TH, Elective any diploma, Flex Credit or College & Career Pathway / PREREQUISITE: none

AP World History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP World History focuses on developing students’ abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.
GEOGRAPHY & HISTORY OF THE WORLD / COURSE #1570-C1, #1570-C2
FULL YEAR / GRADES: 9-11 / DIPLOMA: General, Core 40, AH, TH, Elective any diploma, Flex Credit or College & Career Pathway / PREREQUISITE: none

Students use geographical and historical skills and concepts to deepen their understanding of the global themes contained in the standards. The skills provide the research tools needed to think geographically and historically: ask geographic and historical questions; acquire geographic and historical information relevant to these questions; produce maps, timelines, and other graphic representations to organize and display the information acquired; interpret maps, timelines, and other graphic representations to solve geographic and historical problems and to analyze world events and suggest feasible solutions to world problems; reach conclusions about the geographic and historical questions posed and give verbal, written, graphic, and cartographic expression to conclusions.

The concepts provide the intellectual tools needed to think geographically and historically: change over time, cultural landscape, diffusion, human environment interactions, human livelihoods, national character, origin, physical systems, sense of place, spatial distribution, spatial interaction, spatial organization, and spatial variation. At Bloomington High School North, this course will use a combination of geographic tools and historical events to study the world that we live in today. Students will study major global themes that have developed over time, such as imperialism, exploration, and the spread of religion, along with current issues addressing the world today. Primary and secondary resources will be used by students to research and present information on topics about our world. Students will present their findings in a variety of fashions, including projects, class presentations and written works. The goal of this course is to foster lifelong learners, responsible citizens, and global thinkers.

GEOGRAPHY & HISTORY OF THE WORLD [HONORS GEOGRAPHY] / COURSE #1570-H1, #1570-H2
FULL YEAR / GRADES: 9-11 / DIPLOMA: General, Core 40, AH, TH, Elective any diploma, Flex Credit or College & Career Pathway / PREREQUISITE: none

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

The honors section of this course requires students to distinguish themselves in these ways:
1) Work at an accelerated pace; 2) Demonstrate high-level mastery of the terms, concepts, and skills of geography and history; 3) Read and write at a level commensurate with late high school or early college; 4) Conduct mature discussions on a wide variety of topics; and 5) Produce and defend original theses.

UNITED STATES HISTORY / COURSE #1542-C1, #1542-C2
FULL YEAR / GRADE: 11 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: none

United States History is a two-semester course, which builds upon concepts developed in previous studies of American history. Students in this course are expected to identify and review significant events, persons, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of key events, persons, and groups with political, economic, social, and cultural influences on state and national development in the late nineteenth, twentieth, and early twenty-first centuries. Students are expected to trace and analyze chronological periods and examine the relationship of significant themes and concepts in Indiana and United States history. They are expected to develop skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, and research that uses primary and secondary sources found at local and state historic sites, museums, libraries, and archival collections, including electronic sources. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents that provide diverse perspectives.

Investigation of themes and issues includes cultural pluralism and diversity of opinion in American society. Students should exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision-making in the classroom, school, and community setting. In this course, students will identify and review significant events and movements in the development of our nation. Students will trace and analyze major relationships, themes, and concepts from a historical perspective. Students will sequence historical events, examine cause and effect, identify different viewpoints, and be able to relate historical situations to current issues. Opportunities will be given to develop inquiry skills by gathering and organizing information from primary and secondary source material, and through the use of a variety of sources, documents, and accounts of history. The focus of this course will be primarily theoretical with the emphasis on the development of social studies skills, and concepts.

AP UNITED STATES HISTORY / COURSE #1562-A1, #1562-A2
FULL YEAR / GRADE: 11 / DIPLOMA: General, Core 40, AH, TH, Elective any diploma, Flex Credit or College & Career Pathway / PREREQUISITE: none

United States History, Advanced Placement is a two-semester survey course based on the content established by the College Board. The course covers 9 time periods from 1491 to the present. Seven historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations and perspectives of historical issues in secondary sources. This AP U.S. History course is designed to be the equivalent of an introductory college course. Students will develop the skills necessary to arrive at...
conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format such as document based questions, oral presentations, debate activities and Socratic Seminars. The text used for the course is "By the People: A History of the United States," with supplementary readings in the form of documents/essays. Additional books with special themes are incorporated into the course materials. The major themes, created by the AP U.S. History Development Committee serve as unifying concepts to help students synthesize material so that they may place the history of the United States into larger analytical contexts.

SOCIOMETRY / COURSE #1534-E0
ONE SEMESTER / GRADES: 10-12 / DIPLOMA: General, Core 40, AH, TH, Elective any diploma, Flex Credit or College & Career Pathway / PREREQUISITE: none
Sociology provides opportunities for students to study human social behavior from a group perspective. The sociological perspective is a distinct method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students will describe the development of sociology as a social science and identify methods and strategies of research. Students examine society, group behavior, and social structures through research methods using scientific inquiry. The influence of culture on group behavior is addressed through areas of content including social institutions such as the family, religion, education, economics, government, community organizations, and political and social groups. Students will also explore the impacts of social groups and social institutions on individual and group behavior and examine the changing nature of society. The development of group organizations and interactions, the factors that influence group behavior and social problems, and the impact of cultural change on society are included in the study. Students will analyze a range of social problems in today's world and examine the role of the individual as a member of the community. Sociology is the study of human relationships. This course will impart the sociological skills, methods, theories, and concepts necessary for the study of our basic culture, society structures, functions and social institutions. The sociological perspective will be the tool used to examine social issues, topics, and problems. Our focus will range from a global point of view to the individual. Class activities include lecture, readings, discussions, simulations, small group activities, application research and research papers. This course prepares students for the beginning level of Sociology in college which is required for most majors.

PSYCHOLOGY HONORS / DUAL CREDIT – IVY TECH PSYC101 / COURSE #1532-H1, #1532-H2
FULL YEAR / GRADES: 10-12 / DIPLOMA: General, Core 40, AH, TH, Elective any diploma, Flex Credit or College & Career Pathway / PREREQUISITE: none
Psychology is the scientific study of mental processes and behavior. The Standards have been divided into content areas. Topical areas of study include: History of Psychology, Major Psychological Perspectives, Research Methods, Learning/Behavior, Memory, Biological Functioning, Social Psychology, Developmental Psychology, Personality, and Psychological Disorders (Abnormal Psychology). In the Research Methods area, research methods and ethical considerations are discussed. Developmental Psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development from birth to adulthood. Cognitive aspects of psychology focus on learning, memory, information processing, and language. Personality/Mental Health (Abnormal Psychology) topics include psychological disorders, treatment, personality, and assessment. Social Psychology studies different dimensions of behavior and deals with topics such as conformity, obedience, perceptions, attitudes, prejudice, and the influence of the group on the individual. The Biological Functioning section focuses on the way the brain and nervous system functions, including topics such as sensation, perception, motivation, and emotion. Psychology is a course requiring regular textbook and supplemental reading, active student participation, cooperative work, and basic research on various topics. Upon completion of the course, students should have a better understanding of why people learn, think, and behave the way they do. This course covers content typically found in beginning-level college Psychology courses.

THE CULTURE OF AMERICAN SPORT [TOPICS IN SOCIAL SCIENCE] / COURSE #1550-E0
ONE SEMESTER / GRADES: 10-12 / DIPLOMA: General, Core 40, AH, TH, Elective any diploma, Flex Credit or College & Career Pathway / PREREQUISITE: none
This course will examine America's fascination with sports. From recreational activities to the billion-dollar world of professional leagues, sports are present in almost all aspects of American culture. Units of study will include: Sports through history, including ancient Greece and Rome; modern sports as big business and entertainment; topical issues including the role of sports in high school, the payment of college athletes, the use of performance-enhancing drugs, etc.; race, gender, and other cultural aspects of sports.

THE 1960'S [TOPICS IN HISTORY] / COURSE #1538-E0
ONE SEMESTER / GRADES: 10-12 / DIPLOMA: General, Core 40, AH, TH, Elective any diploma, Flex Credit or College & Career Pathway / PREREQUISITE: none
This is an in-depth and fun, yet academically challenging, course that examines one of the most dynamic and important time periods in American history. The Vietnam War, the Beatles, racial and political violence, the rise of youth culture, women's and gay rights, fashion, sports, and other dramatic events brought both progress and problems. Students will examine the actual artifacts of the time period, including music, speeches, written documents, and media accounts of key events in order to understand how the ideas and events of the 1960's continue to influence us today. The focus is on research, lecture, film, and project work. There is no textbook.
ETHNIC STUDIES: NATIVE AMERICAN & AFRICAN AMERICAN HISTORY [Topics in History] / COURSE #1516-E0
ONE SEMESTER / GRADES: 10-12 / DIPLOMA: General, Core 40, AH, TH, Elective any diploma, Flex Credit or College & Career Pathway / PREREQUISITE: none
This one-semester social studies class consists of two major units each covering a distinct area of the cultural heritage of citizens of the United States. Units include Native-Americans and African-Americans. Each unit will include a history of the group, and an examination of current issues relevant to that group in modern American society. Ethnic Studies provides opportunities to broaden students’ perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. In this course, the student will learn patterns of cultural development, immigration, and assimilation, as well as the contributions of specific groups to American life. The focus is on research, lecture, film, and project work. There is no textbook.

MINORITIES IN AMERICA-LATINOS, ASIANS, ARABS, MUSLIMS, & OTHERS [TOPICS IN HISTORY] / COURSE #1538-E1
ONE SEMESTER / GRADES: 10-12 / DIPLOMA: General, Core 40, AH, TH, Elective any diploma, Flex Credit or College & Career Pathway / PREREQUISITE: none
This one-semester social studies class consists of several major units each covering a distinct area of the cultural importance to citizens of the United States. Units include Latinos, Asian Americans, Arab Americans, Muslim Americans and others as time permits. The course also includes introductory units on Hate Groups and Immigration. Each unit will include a history of the group, and an examination of current issues relevant to that group in modern American society. This course provides opportunities to broaden students’ perspectives concerning lifestyles and cultural patterns of various minorities in the United States. The focus is on original source materials, research, lecture, film, and project work. There is no textbook.

UNITED STATES GOVERNMENT / COURSE #1540-C0
ONE SEMESTER / GRADE: 12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: none
United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States of America. Responsible and effective participation by citizens is stressed. Students will understand the nature of citizenship, politics, and government when they understand their rights and responsibilities as citizens and be able to explain how those rights and responsibilities as citizens are part of local, state, and national government in the United States today. Students examine how the United States Constitution protects individual rights and provides the structures and functions for the various levels of government affecting their lives. Students will also analyze how the United States government interacts with other nations and evaluate the United States’ role in world affairs. Students inquire about American government through primary and secondary sources and articulate, evaluate, and defend positions on political issues with sound reasoning and evidence. As a result, students can explain the roles of citizens in the United States and the participation of individuals and groups in government, politics, and civic activities, recognize the need for civic and political engagement of citizens, and exercise rights and responsibilities in order to preserve and improve their civil society and constitutional government.

AP GOVERNMENT AND POLITICS [UNITED STATES GOVERNMENT] / COURSE #1560-A0
ONE SEMESTER / GRADE: 12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: none
AP United States Government and Politics is a course based on the content established and copyrighted by the College Board. The courses is not intended as a dual credit course. AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Topics include: (1) constitutional underpinnings, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties.

ECONOMICS / COURSE #1514-C0
ONE SEMESTER / GRADE: 12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway / PREREQUISITE: none
Economics is the social studies course that examines the allocation of scarce resources and their alternative uses for satisfying human wants. This course analyzes the economic reasoning used as consumers, producers, savers, investors, workers, voters, and government agencies make decisions. Key elements of the course include a study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices in all aspects of daily life and demonstrate understanding of the role that supply, demand, prices, and profits play in a market economy. Both macro and micro economics topics will be covered. There will be a primary emphasis on application-based instruction.

AP ECONOMICS: MICROECONOMICS / COURSE #1566-A0
ONE SEMESTER / Grades: 12 / Diploma: General, CORE 40, AH, TH, ELECTIVE ANY DIPLOMA, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE
Microeconomics, Advanced Placement is a course based on content established by the College Board. The course gives students a thorough understanding of principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economics system. Topics include: (1) basic economic concepts, (2) the nature and functions of product markets, (3) factor markets, and (4) market failure and the role of the government.
MILITARY HISTORY / COURSE #1538-E2 / ONE SEMESTER – non repeatable / GRADES: 10-12 / DIPLOMA: General, Core 40, AH, TH, Elective any diploma, Flex Credit or College & Career Pathway / PREREQUISITE: none
Military History will examine the battles, strategies, and military technologies that have shaped our world. Key units of study will include ancient Greece and Rome, medieval warfare, the American Civil War, and the future of warfare. Students will be given the chance to play historically accurate strategy games and simulations, read first-hand accounts of battles and soldiers' lives, and evaluate the role of armed conflict in world and American history.

INDIANA STUDIES / COURSE #1518-E0
ONE SEMESTER / GRADES: 9-12 DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway Course / PREREQUISITE: NONE
Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. Please see your guidance counselor for more details.
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. The student’s schedule is determined at a case conference by the case conference committee. A combination of the following courses may be offered. Students will earn a credit or unit based on their course of study as outlined in their IEP. The course of study for an Indiana General Diploma or Core 40 Diploma is different from the course of study for the Certificate of Completion (CoC). The CoC is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student’s Individual Education Plan (IEP).

<table>
<thead>
<tr>
<th>Course Offerings</th>
<th>Grade</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Interpersonal Relationships</td>
<td>9-12</td>
<td>Enrollment is determined by the Case Conference Committee</td>
</tr>
<tr>
<td>Applied Career Information and Exploration</td>
<td>9-10</td>
<td>Enrollment is determined by the Case Conference Committee</td>
</tr>
<tr>
<td>Applied Work Based Learning</td>
<td>11-12</td>
<td>Applied Career Information and Exploration Enrollment is determined by the Case Conference Committee</td>
</tr>
<tr>
<td>Applied Human Development and Wellness</td>
<td>9-10</td>
<td>Enrollment is determined by the Case Conference Committee</td>
</tr>
<tr>
<td>Applied Nutrition and Wellness</td>
<td>11-12</td>
<td>Applied Human Development and Wellness Enrollment is determined by the Case Conference Committee</td>
</tr>
<tr>
<td>Applied Adult Roles and Responsibilities</td>
<td>11-12</td>
<td>Applied Human Development and Wellness Enrollment is determined by the Case Conference Committee</td>
</tr>
<tr>
<td>Applied English 9, 10, 11, 12</td>
<td>9-12</td>
<td>Enrollment is determined by the Case Conference Committee</td>
</tr>
<tr>
<td>Applied Algebra</td>
<td>9-10</td>
<td>Enrollment is determined by the Case Conference Committee</td>
</tr>
<tr>
<td>Applied Business Math</td>
<td>11-12</td>
<td>Enrollment is determined by the Case Conference Committee</td>
</tr>
<tr>
<td>Applied Personal Financial Responsibility</td>
<td>11-12</td>
<td>Enrollment is determined by the Case Conference Committee</td>
</tr>
<tr>
<td>Applied Topics in Social Science: Geography</td>
<td>9-10</td>
<td>Enrollment is determined by the Case Conference Committee</td>
</tr>
<tr>
<td>Applied US Government</td>
<td>11-12</td>
<td>Enrollment is determined by the Case Conference Committee</td>
</tr>
<tr>
<td>Applied Biology</td>
<td>9-10</td>
<td>Enrollment is determined by the Case Conference Committee</td>
</tr>
<tr>
<td>DEVELOPMENTAL READING: READ 180</td>
<td>9-12</td>
<td>Enrollment is determined by the Case Conference Committee</td>
</tr>
<tr>
<td>BASIC SKILLS/INDEPENDENT STUDY [RESOURCE]</td>
<td>9-12</td>
<td>Enrollment is determined by the Case Conference Committee</td>
</tr>
</tbody>
</table>
SPECIAL PROGRAMS

INDEPENDENT STUDY
Independent study students may pursue an independent course of study that is not offered at Bloomington High School North, or one that is not able to be scheduled. Students will submit a proposal to the Independent Study Coordinator, Dr. Cory Irwin. The course must meet state curricular guidelines and will include the plan of study, goals, objectives, timeline for completion, and criteria for evaluation. Students will work with a mentor and a faculty member. Course numbers will reflect course of study.

COMPUTER TECH SUPPORT [COMP TECH] / COURSE #5230-E1, #5230-E2
FULL YEAR or semester / GRADES: 10-12 / DIPLOMA: directed Elective or Elective for all Diplomas / PREREQUISITE: digital applications and responsibility (4528)

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

PEER TUTORING / COURSE #0520-E1, #0520-E2
FULL YEAR / GRADES: 11-12 / DIPLOMA: General, Core 40, AH, TH, Elective all Diplomas / PREREQUISITE: Special education teacher approval

The purpose of this course is to help integrate the student with substantial disabilities into North High School, to provide positive role models of typical high school behaviors, to instruct peer tutors concerning disabilities and community-based instruction, and to provide an opportunity for friendships and acquaintances to develop. Typical activities performed by peer tutors are tutoring, accompanying a staff member and a student on a community trip, small group teaching and completion of outside assignments as indicated on the syllabus. One elective credit per semester will be earned. This course can be repeated for credit.

CAREER EXPLORATION INTERNSHIP [SENIOR INTERNSHIPS] / COURSE #0530-E1, #0530-E2
FULL YEAR / GRADE: 12 / DIPLOMA: General, Core 40, AH, TH, Electives All Diplomas, Flex Credit or College & Career Pathway Course / PREREQUISITE: Completed application process prior to enrolling in course

Senior Internship is a practical course that allows you to experience the rigor and responsibilities of working in a desired profession. Although you don’t get paid, you will learn about the day-to-day activities of a normal employee in the field of your interest. Attendance, work performance, communication skills, growth, and reliability are all important qualities we evaluate you upon. The Internship Program is focused on the following three objectives: 1) To provide an opportunity for you to link school to career while exploring the many facets of the workplace. 2) We will monitor you at your place of internship, be a liaison between you and your workplace coordinator, and be available to help evaluate your performance, and 3) We want you to have a worthwhile, hands-on experience at your internship site in a field of your interest. You will be exposed to a variety of tasks and/or situations. Your site supervisor will evaluate you as if you were a current paid employee. Students will spend a portion of their internship time in class discussing a variety of work-related issues. All seniors enrolled in this course will create a portfolio during semester one that highlights individual and educational achievements and highlights their service-learning experience. Students will need to provide their own transportation to their service site. All seniors will be required to write their Senior Project paper during first semester and present their Senior Project on Senior Project Night during second semester. 2 credits per semester, 4 for the year.

COMMUNITY SERVICE [COMMUNITY SERVICE: NON-PROFIT] / COURSE #0524-E1, #0524-E2
FULL YEAR / GRADES: 11-12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway Course / PREREQUISITE: Completed application process prior to enrolling in course

This full year course is designed for students who want an opportunity to serve a non-profit service group or institution that embraces a possible career choice. Students will need to have junior or senior class status and provide their own transportation to their service site. All candidates who want to be considered for placement in this course will have to complete a proposal process. All juniors and seniors enrolled in this course will create a portfolio during semester one that highlights individual and educational achievements, highlights their service-learning experience, and explores professional and career opportunities. All juniors will participate second semester in the Senior Project Night by creating a display highlighting their experience for the community to view and being room facilitators. All seniors will be required to write their Senior Project paper during first semester and present their Senior Project on Senior Project Night during second semester. This course is available for one or two credits.

COMMUNITY SERVICE [COMMUNITY SERVICE: SCHOOLS] / COURSE #0524-E3, #0524-E4
FULL YEAR / GRADES: 11-12 / DIPLOMA: General, Core 40, AH, TH, Flex Credit or College & Career Pathway Course / PREREQUISITE: Completed application process prior to enrolling in course

This full year course is designed for students who want an opportunity to serve local schools in a variety of capacities, both within individual classrooms and in the school as a whole that will embrace a possible career choice in education. Students will need to have a junior or senior class status and provide their own transportation to their service site. All candidates who want to be considered for placement in this course will have to complete an application process. All students enrolled in this course will create a portfolio during semester one that highlights individual and educational achievements, highlights their service-learning experience, and explores professional and career opportunities. All juniors will participate second semester in the Senior Project Night by creating a display highlighting their experience for the community to view and being room facilitators. All seniors will be required to write their Senior Project paper during first semester and present their Senior Project on Senior Project Night during second semester. This course is available for one or two credits.
CADET TEACHING / COURSE #0502-E1, #0502-E2
FULL YEAR / GRADES: 11-12 / DIPLOMA: General, Core 40, AH, TH, Elective All Diplomas, Flex Credit or College & Career Pathway Course / PREREQUISITE: Completed application process prior to enrolling in course. May earn up to four credits.
This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through grade nine (9). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Study topics and background reading provide the cadets with information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. All students enrolled in this course will create a portfolio during semester one that highlights individual and educational achievements, highlights their service-learning experience, and explores professional and career opportunities. All juniors will participate second semester in the Senior Project Night by creating a display highlighting their experience for the community to view and being room facilitators. All seniors will be required to write their Senior Project paper during first semester and present their Senior Project on Senior Project Night during second semester. 2 credits per semester, 4 per year.

SAT PREPARATION / COURSE #0500-E0
ONE SEMESTER / GRADES: 10-12 / DIPLOMA: Elective, General, Core 40, AH, TH, Elective All Diplomas, Flex Credit or College & Career Pathway Course / PREREQUISITE: Algebra I
This course is designed to prepare students for the Scholastic Aptitude Test (SAT). A computerized program will determine the students' math and verbal skills. The program will guide the students through both review materials and an actual SAT. Students should plan to take the SAT at the end of the course. Strong independent study skills are recommended.
Knowledge of other languages is a great asset in today’s increasingly global society. Students who wish to qualify for the honors diploma need three years of one world language or two years each of two languages. While world language is not a graduation requirement at North, most colleges recommend that students take a world language in high school. College credit may be earned for knowledge demonstrated on placement exams. Please verify entrance requirements with each specific college or university, since these vary widely. When choosing a language, students should consider their individual interests and possible career directions.

Please review the chart below to understand how world language skills are differentiated among the available levels of coursework.

**Chinese**

**Chinese I / Course #2000-C1, #2000-C2**

**Full Year / Grades: 9-12 / Diploma: Core 40 and AH, Elective or Directed Elective, Flex Credit or College & Career Pathway / Prerequisite: None**

Chinese I, a course based on Indiana’s Academic Standards for World Languages, introduces students to effective strategies for beginning Chinese language learning, and to various aspects of Chinese-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Chinese-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom.
Chinese II, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Chinese language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Chinese-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom.

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

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

French II, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for French language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of French-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom.
FRENCH III / COURSE #2040-C1, #2040-C2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PASSING GRADE IN FRENCH I & II, “C” AVERAGE OR HIGHER IS HIGHLY RECOMMENDED
French III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for French language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of French-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding French language and culture outside of the classroom.

FRENCH IV / COURSE #2042-C1, #2042-C2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PASSING GRADE IN FRENCH III, “C” AVERAGE OR HIGHER IS HIGHLY RECOMMENDED
French IV, a course based on Indiana’s Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of French-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student’s own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the French language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native French speakers.

GERMAN

GERMAN I / COURSE #2040-C1, #2040-C2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE
Level I German courses provide instruction enabling students to discuss the many reasons for learning languages and develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, the course provides students with opportunities to: respond to and give oral directions and commands and to make routine requests in the classroom and public places; understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events; ask and answer simple questions and participate in brief guided conversations related to their needs and interests; read isolated words and phrases in a situational context, such as menus, signs, and schedules; comprehend brief written directions and information; read short narrative texts on simple topics; and write short narrative texts on simple topics; and write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. Additionally, students learn: about nonverbal communication, such as gestures and body language; about awareness of current events in the cultures; the major holidays and geographical features of the countries being studied; greeting and leave taking behaviors in a variety of social situations; the appropriate way to respond to introductions and use courtesy behaviors; and appropriate etiquette in a variety of social settings.

GERMAN II / COURSE #2042-C1, #2042-C2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: PASSING GRADE IN LEVEL I, “C” AVERAGE OR HIGHER IN LEVEL ONE HIGHLY RECOMMENDED
Level II German courses enable students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Students are able to: ask questions regarding routine activities; participate in conversations on a variety of topics; relate a simple narrative about a personal experience or event; interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life; understand main ideas and facts from simple texts over familiar topics; read aloud with appropriate intonation and pronunciation; and write briefly in response to given situations, for example postcards, personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style. Additionally, students become familiar with major geographical features, historical events, and political structures of the country or countries being studied; familiar with different aspects of the culture, including the visual arts, architecture, literature and music, using the world language where appropriate; able to extend and respond to hospitality as a host or a guest; and aware of time expectations, such as arrival for appointments and social engagements.
GERMAN III / COURSE #2044-H1, #2044-H2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PASSING GRADE IN LEVEL I & II, "C" AVERAGE OR HIGHER IN LEVEL II HIGHLY RECOMMENDED

Level III German courses provide instruction enabling students to understand and appreciate other cultures by comparing social behaviors and values of people using the languages being learned. Students are willing to initiate and participate in discussions concerning these cultures. In addition, students are able to: respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases; read for comprehension from a variety of authentic materials, such as advertisements in newspapers and magazines, and cartoons and personal correspondence; read short literary selections of poetry, plays, and short stories; complete authentic forms and documents and take notes that require familiar vocabulary and structures; write paraphrases, summaries, and brief compositions; describe different aspects of the culture, using the world language where appropriate, including: (1) major historical events, (2) political structures, (3) value systems, (4) visual arts, (5) architecture, (6) literature, and (7) music; and seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries.

GERMAN IV / COURSE #2046-H1, 2046-H2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PASSING GRADE IN LEVELS III, "C" AVERAGE OR HIGHER IN LEVEL III HIGHLY RECOMMENDED

Level IV German courses enable students to participate in classroom and extra-curricular activities related to the language studied, such as presentations to the student body and to parent groups and taking leadership roles in language clubs. Students are willing to participate in conversations with native and advanced non-native speakers, either in their community or in the school. This course also enables students to: respond to factual and interpretive questions, interact in complex social situations, and express opinions and make judgments; give presentations on cultural topics including: (1) traditions, (2) historical and contemporary events, and (3) major historical and artistic figures; paraphrase or restate what someone else has said; read for comprehension from a variety of longer authentic materials, such as newspapers and magazine articles, novels, and essays, as well as make judgments about what is read; write well-organized compositions on a given topic; and begin using the language creatively in writing simple poetry and prose. Students are also: aware of the relationship between various art forms in at least one major historical period; aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in which the language is spoken; able to adjust speech appropriate to the situation and audience; and able to participate appropriately in a variety of specific circumstances which could include public meetings, attending concerts, and using public transportation.

JAPANESE

JAPANESE I / COURSE #2060-C1, #2060-C2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE

Level I Japanese courses provide instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, the course provides students with opportunities to: respond to and give oral directions and commands and to make routine requests in the classroom and in public places; understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events; ask and answer simple questions and participate in brief guided conversations related to their needs and interests; read isolated words and phrases in a situational context, such as menus, signs, and schedules; comprehend brief written directions and information; read short narrative texts on simple topics; and write short narrative texts on simple topics; and write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. Additionally, students learn: about nonverbal communication, such as gestures and body language; about awareness of current events in the cultures; the major holidays and geographical features of the countries being studied; greeting and leave taking behaviors in a variety of social situations; the appropriate way to respond to introductions and use courtesy behaviors; and appropriate etiquette in a variety of social settings.

JAPANESE II / COURSE #2062-C1, #2062-C2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: PASSING GRADE IN LEVEL I, "C" AVERAGE OR HIGHER IN LEVEL I HIGHLY RECOMMENDED

Level II Japanese courses enable students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Students are able to: ask questions regarding routine activities; participate in conversations on a variety of topics; relate a simple narrative about a personal experience or event; interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life; understand main ideas and facts from simple texts over familiar topics; read aloud with appropriate intonation and pronunciation; and write briefly in response to given situations, for example postcards, personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style. Additionally, students become: familiar with major geographical features, historical events, and political structures of the country or countries being studied; familiar with different aspects of the culture, including the visual arts, architecture, literature and music, using the world language where appropriate; able to extend and respond to hospitality as a host or a guest; and aware of time expectations, such as arriving for appointments and social engagements.
JAPANESE III / COURSE #2064-H1, #2064-H2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PASSING GRADE IN LEVELS I, II, “C” AVERAGE OR HIGHER IN LEVEL II HIGHLY RECOMMENDED

Level III Japanese courses provide instruction enabling students to understand and appreciate other cultures by comparing social behaviors and values of people using the languages being learned. Students are willing to initiate and participate in discussions concerning these cultures. In addition, students are able to: respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases; read for comprehension from a variety of authentic materials, such as advertisements in newspapers and magazines, and cartoons and personal correspondence; read short literary selections of poetry, plays, and short stories; complete authentic forms and documents and take notes that require familiar vocabulary and structures; write paraphrases, summaries, and brief compositions; describe different aspects of the culture, using the world language where appropriate, including: (1) major historical events, (2) political structures, (3) value systems, (4) visual arts, (5) architecture, (6) literature, and (7) music; and seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries.

JAPANESE IV / COURSE #2066-H1, #2066-H2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PASSING GRADE IN LEVELS IIII, “C” AVERAGE OR HIGHER IN LEVEL III HIGHLY RECOMMENDED

Level IV Japanese courses enable students to participate in classroom and extra-curricular activities related to the language studied, such as presentations to the student body and to parent groups and taking leadership roles in language clubs. Students are willing to participate in conversations with native and advanced non-native speakers, either in their community or in the school. This course also enables students to: respond to factual and interpretive questions, interact in complex social situations, and express opinions and make judgments; give presentations on cultural topics including: (1) traditions, (2) historical and contemporary events, and (3) major historical and artistic figures; paraphrase or restate what someone else has said; read for comprehension from a variety of longer authentic materials, such as newspapers and magazine articles, novels, and essays, as well as make judgments about what is read; write well-organized compositions on a given topic; and begin using the language creatively in writing simple poetry and prose. Students are also aware of the relationship between various art forms in at least one major historical period; aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in which the language is spoken; able to adjust speech appropriate to the situation and audience; and able to participate appropriately in a variety of specific circumstances which could include public meetings, attending concerts, birthdays, weddings, funerals, and anniversaries, and using public transportation.

LATIN

LATIN I / COURSE #2080-C1, #2080-C2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE

The Latin I course provides instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak or spoke them. Students have opportunities to apply effective strategies for language learning and show a willingness to experience various aspects of the culture(s) studied including foods, sports, and music. Students are able to: respond to and give oral directions and commands and make routine requests in the classroom; understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events; ask and answer simple questions; read isolated words and phrases in a situational context such as menus, signs, and schedules, as well as comprehend brief written directions and information; read all language they use orally; write familiar words and phrases in appropriate contexts; and respond in writing to various stimuli. Students will also be: aware of nonverbal communication through art and architecture and will demonstrate awareness of the contributions of important people; familiar with major holidays, geography, and history of the language and culture; and able to recognize the contributions of the Latin language and culture studies to American society and the world.

LATIN II / COURSE #2082-C1, #2082-C2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: PASSING GRADE IN LEVEL I OF “C” OR HIGHER

The Latin II course provides opportunities for students to participate in classroom and extracurricular activities related to Latin and to participate in conversations dealing with the influence of the classical world on modern culture. Students are able to: ask questions regarding activities, tell about daily routines and events, and relate a simple narrative about a personal experience or event; interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life; understand main ideas and facts from simple texts over familiar topics; read aloud, in Latin, with appropriate intonation and pronunciation; write short messages that respond to given situations and write letters using culturally appropriate format and style; and write simple guided texts on familiar topics. In addition, students become familiar with major geographical features, historical events, and political structures of the classical world and with different aspects of Roman culture, including the visual arts, architecture, and literature.
LATIN III / COURSE #2084-H1, #2084-H2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PASSING GRADE IN LEVELS I, II, “C” AVERAGE OR HIGHER IN LEVEL II HIGHLY RECOMMENDED
The Latin III course provides instruction enabling students to understand and appreciate other cultures by comparing social behaviors and values of the ancient Roman people. Students are willing to initiate and participate in discussions concerning the Roman culture and language. Students are able to: respond to factual and interpretive questions, restate what someone else has said, and give short presentations on cultural topics; read for comprehension from a variety of longer authentic materials and read short literary selections, such as simple poetry, short plays, and short stories; make judgments about what is read; use the language creatively in writing poetry, prose, and essays; and write a short well-organized composition on a given topic. In addition, students become familiar with major historical events, political structures, and value systems of the Roman culture. Using the Latin language where appropriate, they are able to describe different aspects of the culture including: (1) the visual arts, (2) architecture, (3) literature.

LATIN, ADVANCED PLACEMENT / COURSE #2092-A1, #2092-A2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PASSING GRADE IN LEVELS III, “B” AVERAGE OR HIGHER IN LEVEL III HIGHLY RECOMMENDED; APPROVAL BY TEACHER FOR INDEPENDENT STUDY
Latin: Virgil, Advanced Placement is a course based on the content established by the College Board. The AP Latin: Virgil exam is designed to test the student’s ability to read, translate, understand, analyze, and interpret the lines of the Aeneid that appear on the AP course syllabus in Latin. Familiarity with the content of Books 1 through 12 is also tested on the AP Latin: Virgil exam. The exam will test some or all of the following abilities: to write a literal English translation of a Latin passage on the syllabus; to identify the context and significance of short excerpts from the required books; to identify and analyze characteristic or noteworthy features of the poet’s mode of expression, including his use of word choice and placement, imagery, figures of speech, sound and metrical effects, as seen in specific passages; to discuss particular motifs or general themes not only suggested by specific passages but also relevant to the poem as a whole; and to analyze characters or situations as portrayed in specific passages. Critical appreciation of the Aeneid as poetry implies the ability to translate literally, to analyze, to interpret, to read aloud with attention to pauses and phrasing, and to scan the dactylic hexameter verse. Students should be given extensive practice in reading at sight and in translating literally.

CLASSICAL LITERATURE [MYTHOLOGY] / COURSE #1026-E0
This course offers an introduction to the characters and themes of Greek and Roman myth. The myths of ancient Greece and Rome provide material for much of Western literature, art, and music. This course will introduce students to some of these myths and their appearance in Greek and Roman literature. Original Greek and Roman sources in translation will be used in addition to the main textbook. In this way students will be able to acquire a better understanding of the works themselves, as well as the ways in which classical authors approached their own mythology. These myths are inseparable from the baric of Greek and Roman culture, so in the process of learning about classical mythology, they will also learn about ancient art, history, geography, and archaeology. Naturally, slides will be used to illustrate many of the lectures.

SPANISH

SPANISH I / COURSE #2120-C1, #2120-C2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE
Level I Spanish courses provide instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, the course provides students with opportunities to: respond to and give oral directions and commands and to make routine requests in the classroom and in public places; understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events; ask and answer simple questions and participate in brief guided conversations related to their needs and interests; read isolated words and phrases in a situational context, such as menus, signs, and schedules; comprehend brief written directions and information; read short narrative texts on simple topics; and write short narrative texts on simple topics; and write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. Additionally, students learn: about nonverbal communication, such as gestures and body language; about awareness of current events in the cultures; the major holidays and geographical features of the countries being studied; greeting and leaving taking behaviors in a variety of social situations; the appropriate way to respond to introductions and use courtesy behaviors; and appropriate etiquette in a variety of social settings.

SPANISH II / COURSE #2122-C1, #2122-C2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: PASSING GRADE IN LEVEL I, “C” AVERAGE OR HIGHER IN LEVEL I HIGHLY RECOMMENDED
Level II Spanish courses enable students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Students are able to: ask questions regarding routine activities; participate in conversations on a variety of topics; relate a simple narrative about a personal experience or event; interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life; understand main ideas and facts from simple texts over familiar topics; read aloud with appropriate intonation and pronunciation; and write briefly in response to given situations, for example postcards,
personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style. Additionally, students become familiar with major geographical features, historical events, and political structures of the country or countries being studied; familiar with different aspects of the culture, including the visual arts, architecture, literature and music, using the world language where appropriate; able to extend and respond to hospitality as a host or a guest; and aware of time expectations, such as arriving for appointments and social engagements.

SPANISH III / COURSE #2124-H1, #2124-H2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PASSING GRADE IN LEVEL I-II, “C” AVERAGE OR HIGHER IN LEVEL II HIGHLY RECOMMENDED
Level III Spanish courses provide instruction enabling students to understand and appreciate other cultures by comparing social behaviors and values of people using the languages being learned. Students are willing to initiate and participate in discussions concerning these cultures. In addition, students are able to: respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases; read for comprehension from a variety of authentic materials, such as advertisements in newspapers and magazines, and cartoons and personal correspondence; read short literary selections of poetry, plays, and short stories; complete authentic forms and documents and take notes that require familiar vocabulary and structures; write paraphrases, summaries, and brief compositions; describe different aspects of the culture, using the world language where appropriate, including: (1) major historical events, (2) political structures, (3) value systems, (4) visual arts, (5) architecture, (6) literature, and (7) music; and seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries.

SPANISH IV / COURSE #2126-H1, #2126-H2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PASSING GRADE IN LEVEL I-III, “C” AVERAGE OR HIGHER IN LEVEL III HIGHLY RECOMMENDED
Level IV Spanish courses enable students to participate in classroom and extra-curricular activities related to the language studied, such as presentations to the student body and to parent groups and taking leadership roles in language clubs. Students are willing to participate in conversations with native and advanced non-native speakers, either in their community or in the school. This course also enables students to: respond to factual and interpretive questions, interact in complex social situations, and express opinions and make judgments; give presentations on cultural topics including: (1) traditions, (2) historical and contemporary events, and (3) major historical and artistic figures; paraphrase or restate what someone else has said; read for comprehension from a variety of longer authentic materials, such as newspapers and magazine articles, novels, and essays, as well as make judgments about what is read; write well-organized compositions on a given topic; and begin using the language creatively in writing simple poetry and prose. Students are also: aware of the relationship between various art forms in at least one major historical period; aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in which the language is spoken; able to adjust speech appropriate to the situation and audience; and able to participate appropriately in a variety of specific circumstances which could include public meetings, attending concerts, and using public transportation.

AMERICAN SIGN LANGUAGE

AMERICAN SIGN LANGUAGE I / COURSE #2156-C1, 2156-C2
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE
American Sign Language I is a course that introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional-notational 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.
The program descriptions that follow give brief details about the programs available to Bloomington High School North students through 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 directed electives as part of a technical area meeting Core 40 Academic and Technical Honors Diploma elective requirements.

**AGRICULTURE CLUSTER**

**AGROBUSINESS MANAGEMENT (CC107) / COURSE #5002-0C**
FULL YEAR / GRADES 9-12 / CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS
This course provides foundational 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, and leadership development. Dual Credit: Ivy Tech Community College

**ANIMAL SCIENCE (CC107) / COURSE #5008-0C**
FULL YEAR / GRADES 9-12 / CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS
Animal Science provides an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction; nutrition, careers in animal science, common diseases and parasites, social and political issues related to the industry, and management practices for the care and maintenance of animals. Dual Credit: Ivy Tech Community College

**ADVANCED LIFE SCIENCE: ANIMALS (CC107) / COURSE #5070-0C**
FULL YEAR / GRADES 11-12 / CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS / PREREQUISITES: BIOLOGY AND CHEMISTRY
Animals provides students with opportunities to participate in a variety of activities including laboratory work. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory and fieldwork, 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. Dual Credit: Ivy Tech Community College

**HORTICULTURE SCIENCE (CC107) / COURSE #5132-0C**
FULL YEAR / GRADES 9-12 / CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS
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. Offered every other year opposite Landscape Management. Length of course: 2 semesters; 1 credit per semester. Dual Credit: Ivy Tech Community College

**INTRODUCTION TO AGRICULTURE FOOD & NATURAL RESOURCES (CC107) / COURSE #5056-0C**
FULL YEAR / GRADES 9-12 / CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS
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.

**PLANT & SOIL SCIENCE (CC107) / COURSE #5170-0C**
FULL YEAR / GRADES 9-12 / CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS
Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, environmental factors affecting plant growth, diseases and pests of plants and their management, biotechnology, the basic components and types of soil, calculation of fertilizer application rates and procedures for application, soil tillage and conservation, irrigation and drainage, land measurement, cropping systems, precision agriculture, principles and benefits of global positioning systems, harvesting, and career opportunities in the field of plant and soil science. Dual Credit: Ivy Tech Community College

**TRANSPORTATION CLUSTER**

**INTRODUCTION TO TRANSPORTATION (CC106) / COURSE #4798-0C**
FULL YEAR / GRADES 9-12 / CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS
An introductory course designed to help students become familiar with fundamental principles in transportation, including basic mechanical skills and processes involved in 2 and 4 stroke small engines and 4, 6 and 8 cylinder engines in the transportation of people, cargo and goods. 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.
AUTOMOTIVE SERVICE TECHNOLOGY I (CC102A/B) / COURSE #5510-0A
FULL YEAR / GRADES: 11-12 / AM OR PM (DAILY)
Automotive Services Technology I is a first year course that encompasses the subtopics of the NATEF/ASE identified areas of Steering and Suspension and Braking Systems. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, engine repair will be included as time permits. This one year offering must meet the NATEF program certifications and provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. ASE certification will be available to students when competencies are met. Students will need to provide basic auto repair tools for this class. Dual Credit: Ivy Tech Community College

AUTOMOTIVE SERVICE TECHNOLOGY II (CC102A/B) / COURSE #5546-0A
FULL YEAR / GRADES: 11-12 / AM OR PM (DAILY)
Automotive Services Technology II is a second year course that encompasses the subtopics of the NATEF/AS identified areas of Electrical Systems and Engine Performance. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, engine repair will be included as time permits. This one year offering must meet the NATEF program certifications and provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. Students will need to provide basic auto repair tools for this class. A possible 6-week internship placement with local automotive service repair related businesses could be available during the senior year. Dual Credit: Ivy Tech Community College

AUTOMOTIVE COLLISION REPAIR I (CC104) / COURSE #5514-0A
FULL YEAR / GRADES: 11-12 / AM OR PM (DAILY)
Automotive Collision Repair Technology I is a first year course that covers all phases of the repair of damaged vehicle bodies and frames, including metal straightening; smoothing areas by filing, grinding, or sanding; concealment of imperfections; painting; and replacement of body components including trim. Students examine the characteristics of body metals including the installation of moldings, ornaments, and fasteners with emphasis on sheet metal analysis and safety as well as instruction in personal and environmental safety practices as well as measurement principles and automotive fasteners, computerized frame diagnosis, computerized color-mixing, and computerized estimating of repair costs. ASE certification will be available to students when competencies are met. Dual Credit: Vincennes University

AUTOMOTIVE COLLISION REPAIR II (CC104) / COURSE #5544-0A
FULL YEAR / GRADES: 11-12 / AM OR PM (DAILY)
Automotive Collision Repair Technology II is a second year course that introduces concepts in auto paint considerations with emphasis on the handling of materials and equipment in modern automotive technologies. Instruction should also emphasize computerized frame diagnosis, computerized color-mixing, and computerized estimating of repair costs. Additional academic skills taught in this course include precision measurement and mathematical calibrations as well as scientific principles related to adhesive compounds, color-mixing, abrasive materials, metallurgy, and composite materials. ASE certification will be available to students when competencies are met. A possible 6-week internship placement with local automotive service repair related businesses could be available during the senior year. Dual Credit: Vincennes University

RECREATIONAL AND MOBILE EQUIPMENT I (CC106) / COURSE #5842-0A
FULL YEAR / GRADES: 11-12 / AM OR PM (DAILY)
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.

ARCHITECTURE & CONSTRUCTION CLUSTER

CONSTRUCTION TECHNOLOGY I (CC109) / COURSE #5580-0A
FULL YEAR / GRADES: 11-12 / AM OR PM (DAILY)
A first year course that includes experiences with the formation, installation, maintenance, and repair of buildings, homes, and other structures. Plans, including the relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching residential design and site work will be covered. Instruction in administrative requirements, definitions, building planning, foundations, wall coverings, roof and ceiling construction, and roof assemblies as well as the interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including OSHA Standards for the construction industry. Students need to provide basic building trades tools. Dual Credit: Vincennes University

CONSTRUCTION TECHNOLOGY II (CC109) / COURSE #5578-0A
FULL YEAR / GRADES: 11-12 / AM OR PM (DAILY)
A second year course that includes experiences materials, occupations, and professional organizations within the industry. Develops basic knowledge, skills, and awareness of interior trim. Provides training in installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Develop skills in the finishing of the exterior of a building. Skills development in the installation of the cornice, windows, doors and various types of sidings used in today's marketplace. Studies the design and
construction of roof systems. Use of the framing square for traditional rafter and truss roofing. A possible 6-week internship placement with local contractors, lumber companies, architects, and related businesses could be available during the senior year. Safety standards and proper use and care of equipment are stressed at all times. Students need to provide basic building trades tools. A possible 6-week internship placement with local automotive service repair related businesses could be available during the senior year. Dual Credit: Vincennes University

CONSTRUCTION TECHNOLOGY I (CC109) / COURSE #5580-0D
FULL YEAR / GRADES: 11-12 / AM OR PM (two BLOCKS ALTERNATING DAY)
A first year course that includes experiences with the formation, installation, maintenance, and repair of buildings, homes, and other structures. Plans, including the relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, three dimensional drawing techniques, and sketching residential design and site work will be covered. Instruction in administrative requirements, definitions, building planning, foundations, wall coverings, roof and ceiling construction, and roof assemblies as well as the interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including OSHA Standards for the construction industry. Students need to provide basic building trades tools.

ARCHITECTURAL DRAFTING & DESIGN I (CC119) / COURSE #5640-0B
FULL YEAR / GRADES: 10-12 / ONE BLOCK DAILY / RECOMMENDED PREREQUISITE: GEOMETRY
A first year course covering the basic understanding of lettering, sketching, proper use of equipment, geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to ANSI standards. Methods of geometric construction, three dimensional drawing techniques, and sketching will be presented as well as elemental aspects of residential design and site work. Areas of emphasis will include print reading and drawing, basic understanding of the features associated with the operation of a computer-aided design (CAD) system. Students will gain valuable hands-on experience with AutoCAD. Topics include: 2D drawing commands, coordinate systems, editing commands, paper and model space, inquiry commands, layers, plotting, text, and basic dimensioning. This course will also include Basic Architectural AutoCAD practices. Dual Credit: Ivy Tech Community College

ARCHITECTURAL DRAFTING & DESIGN II (CC119) / COURSE #5652-0B
FULL YEAR / GRADES: 10-12 / ONE BLOCK DAILY
A second year course that looks at problems of site analysis, space planning, conceptual design, proper use of materials, and selection of structure and construction techniques are covered. Basic architectural theory, related architectural styles, design strategies, and a visual representation of the student’s design process. Focus on advanced CAD features, including fundamentals of three dimensional modeling for design including overview of modeling, graphical manipulation, part structuring, coordinate system, and developing strategy of modeling. Advanced CAD will enable the student to make the transition from 2D drafting to 3D modeling. Various Architectural software packages and applications may be used. A possible 6-week internship placement with local automotive service repair related businesses could be available during the senior year. Dual Credit: Ivy Tech Community College

MECHANICAL DRAFTING & DESIGN I (CC119) / COURSE #4836-0B
FULL YEAR / GRADES: 10-12 / ONE BLOCK DAILY – SEE YOUR COUNSELOR TO EXPLORE THIS OPTION / RECOMMENDED PREREQUISITE: GEOMETRY
A first year block class covering lettering, sketching, proper use of equipment, geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to ANSI standards, basic understanding of the operation of a computer-aided design (CAD) system. Students will gain experience with Auto CAD. Topics include: 2D drawing commands, coordinate systems, editing commands, paper and model space, inquiry commands, layers, plotting, text, and basic dimensioning.Dual Credit: Ivy Tech Community College

MECHANICAL DRAFTING & DESIGN II (CC119) / COURSE #4838-0B
FULL YEAR / GRADES: 10-12 / ONE BLOCK DAILY / RECOMMENDED PREREQUISITE: GEOMETRY
A second year course that looks at detailed working and assembly drawings including fastening devices, thread symbols and nomenclature, surface texture symbols, classes of fits, and the use of parts lists, title blocks and revision blocks. Focus on advanced CAD features, including fundamentals of three dimensional modeling for design. Includes overview of modeling, graphical manipulation, part structuring, coordinate system, and developing strategy of modeling in the transition from 2D drafting to 3D modeling. Theory and methods include graphic developments and the relationships between points, lines and planes, curved lines and surfaces, intersections, and development. Dual Credit: Ivy Tech Community College

MANUFACTURING CLUSTER

WELDING TECHNOLOGY I (CC103) / COURSE #5776-0A
FULL YEAR / GRADES: 11-12 / AM OR PM (DAILY)
A first year course covering that includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. This course is designed for individuals who intend to make a career as a Welder, Technician, Sales, Design, Research or Engineering. OSHA standards and guide lines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols,
and mechanical drawing. Students will need to provide some basic tools including safety glasses, welding helmet, leather welding gloves and tape measure. Dual Credit: Ivy Tech Community College

WELDING TECHNOLOGY II (CC103) / COURSE #5778-0A  
FULL YEAR / GRADES: 11-12 / AM OR PM (DAILY)  
A second year course including classroom and laboratory experiences that develop a variety of skills in Gas Metal Arc welding, Flux Cored Arc Welding, Gas Tungsten Arc welding, Plasma Cutting and Carbon Arc. OSHA standards and guide lines endorsed by the American Welding Society (AWS) are used. More in depth coverage of the properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing. Students will need to provide some basic tools including safety glasses, welding helmet, leather welding gloves and tape measure. College credits may be earned through Ivy Tech Community College. Dual Credit: Ivy Tech Community College

PRECISION MACHINING I (CC103) / COURSE #5782-0A  
FULL YEAR / GRADES: 11-12 / AM OR PM (DAILY)  
A first year course providing students with a basic understanding of the precision machining processes used in industry, manufacturing, maintenance and repair including industrial safety, terminology, tools and machine tools, measurement and layout. Students will become familiar with the setup and operation of power saws, drill press, lathe, milling machine, grinders and an introduction to CNC (computer controlled) machines. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing. Students will need to provide some basic tools including safety glasses, welding helmet, leather welding gloves and tape measure.

PRECISION MACHINING II (CC103) / COURSE #5784-0A  
FULL YEAR / GRADES: 11-12 / AM OR PM (DAILY)  
A second year course providing more in-depth study of skills learned in Precision Machining I with a stronger focus in CNC setup/operation/programming. Activities include precision set-up and inspection work as well as machine shop calculations. Students will develop skills in advanced machining and measuring parts involving tighter tolerances and more complex geometry. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing. Students will need to provide some basic tools including safety glasses, welding helmet, leather welding gloves and tape measure.

INDUSTRIAL ENGINEERING TECHNICAL I / COURSE #5686-0A  
FULL YEAR / AM OR PM (DAILY)  
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. Dual Credit: Ivy Tech Community College or Vincennes University

HEALTH SCIENCE CLUSTER

FIRE & RESCUE I (CC113) / COURSE #5820-0A  
FULL YEAR / GRADES: 11-12 / AM OR PM (DAILY)  
A first year course providing instruction in five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum. Firefighters and emergency services workers help protect the public against dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. TEAMWORK and RESPONSIBILITY are stressed throughout this program. An annual physical and CPR training session are required segments of this program. Dual Credit: Ivy Tech Community College

FIRE & RESCUE II (CC113) / COURSE #5826-0A  
FULL YEAR / GRADES: 11-12 / AM OR PM (DAILY)  
A full year course that is a continuation of Fire and Rescue I. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, and (5) Hazardous Material Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum. TEAMWORK and RESPONSIBILITY are stressed throughout this program. An annual physical and CPR training session are required segments of this program. Dual Credit: Ivy Tech Community College

EMERGENCY MEDICAL SERVICES (CC) / COURSE #5210-0A  
FULL YEAR / GRADES: 11-12 / AM OR PM (DAILY) - STUDENTS MUST BE 18 DURING TRAINING YEAR TO PARTICIPATE
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. An annual physical and CPR training session are required segments of this program. Dual Credit: Ivy Tech Community College

HEALTH SCIENCE EDUCATION I (CC060) / COURSE #5282-0A
FULL YEAR / GRADES: 10-12 / AM OR PM (DAILY)
A first year course with content common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, an introduction to health care systems, anatomy, physiology, and medical terminology. Lab experiences are organized and planned around the activities associated with the student’s career objectives. Job seeking and personal management skills, self-analysis to aid in career selection and completion of the application process for admission into a post-secondary program of their choice are also included in this course. Students will demonstrate competency in basic technical skills suitable for entry-level employment in the field of health care. Students will participate in the Health Occupations Students of America. Successful completion of this course provides students with CPR/First Aid Certification. The learning environment will include simulated in-school laboratory experiences, job shadowing, and guest speakers. Professional traits are taught which could apply to any career. Dual Credit: Ivy Tech Community College

HEALTH SCIENCE EDUCATION II (CC116) / COURSE #5284-0A
FULL YEAR / GRADE: 12 / AM OR PM (DAILY) / RECOMMENDED PREREQUISITES: BIOLOGY AND HAVE AT LEAST A C AVERAGE IN ACADEMIC SUBJECTS OR SUCCESSFUL COMPLETION OF THE COMPETENCIES IN INTRODUCTION TO HEALTH CARE SYSTEMS WITH INSTRUCTOR RECOMMENDATION.
A second year course with extended laboratory experience at the student’s choice of clinical site designed to provide students the opportunity to assume the role of a health care provider and practice technical skills previously learned in the classroom. Prepares students with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed nurses. Provides students with the knowledge, attitudes, and skills needed to transition from school to work in health science careers. Involvement in HOSA, the health science student organization, encourages development of leadership, communication, community service and health care related skills. Dual Credit: Ivy Tech Community College

PROJECT LEAD THE WAY: BIOMEDICAL

The Project Lead the Way® Biomedical Sciences™ program is a high school program divided into four sections, each section building upon the previous. This dynamic program uses hands-on, real-world problems to engage and challenge students. Students interested in math, science, and the human body will find the PLTW Biomedical Sciences™ program a great introduction to the numerous medical fields. It will also teach them how the skills they learn are used in the biomedical sciences. The Biomedical Sciences™ program is integrated into the high school curriculum. It is designed to augment the high school science and math college preparatory programs to establish a solid background in biomedical science.

MEDICAL INTERVENTIONS™ (CC115) / COURSE #5217-0C
FULL YEAR / GRADES: 11-12 / ONE BLOCK ALTERNATE DAY
Student projects investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. The course explores the design and development of various medical interventions, including vascular stents, 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. Using 3D imaging, data acquisition software, and current scientific research, students design a product that can be used as a medical intervention.

BIOMEDICAL INNOVATION™ (CC116) / COURSE #5219-0C
FULL YEAR / GRADE: 11-12 / ONE BLOCK ALTERNATE DAY
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 healthcare or business community or the school’s PLTW® partnership team.

NOTE: Years one and two of the Biomedical Pathway may be taken through the BHSN Science Department. Please see page 34 for more information.
HOSPITALITY & HUMAN SERVICES CLUSTER

COSMETOLOGY I / COURSE #5802-0A
TWO YEARS / GRADES: 11-12 / AM OR PM (DAILY)
A first year course offering an introduction to cosmetology with emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring business and personal ethics, and bacteriology and sanitation. In the second semester greater emphasis is placed on the application and development of these skills. State of Indiana requires a total of 1500 hours of instruction for licensure. Upon acceptance into the program, students will need to provide uniform, shoes, and their own transportation. The one-time fee to students will be approximately $600.00 for the kit required. During the senior year of the program, some Saturday hours will be required. Dual Credit: Vincennes University

COSMETOLOGY II / COURSE #5806-0A
FULL YEAR / GRADES: 12 / PM (DAILY) / CLASS MEETS AT INDIANA COSMETOLOGY ACADEMY MONDAY-FRIDAY 12:30-4:30 PM
A first year course offering an introduction to cosmetology with emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring business and personal ethics, and bacteriology and sanitation. In the second semester greater emphasis is placed on the application and development of these skills. State of Indiana requires a total of 1500 hours of instruction for licensure. Upon acceptance into the program, students will need to provide uniform, shoes, and their own transportation. The one-time fee to students will be approximately $600.00 for the kit required. During the senior year of the program, some Saturday hours will be required. Dual Credit: Vincennes University

CULINARY ARTS & HOSPITALITY MANAGEMENT (CC058) / COURSE #5440-0A
THREE TRIMESTERS / GRADES: 11-12 / AM OR PM (DAILY)
A one year course for first year students. Prepares students for occupations and higher education programs of study. Topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; application of sanitation and safety principles to maintain safe and healthy food service and hospitality environments; use and maintenance of related tools and equipment; and application of management principles. Students will learn to operate a commercial kitchen where they select and prepare foods, serve customers, alter recipes, use quantity cookery, decorate cakes, and cater special events. General restaurant management is stressed while students learn portion control, cashier responsibilities, cleanliness standards, and safety procedures. Students prepare and serve meals to the public in a restaurant setting. Students are required to attend 2 evening functions: the HHCC Fall Open House and the Spring Awards Ceremony. Foods-related field trips are taken 2 to 3 times a year. Students in this program work closely with local chefs. Students participate in a one-week internship experience as well as compete in regional and state cooking contests. A notebook, recipe file, cake decorating kit, a chef’s coat, and a chef’s hat will be needed during the program. Dual Credit: Ivy Tech Community College

ADVANCED CULINARY ARTS (CC058) / COURSE #5346-0A
FULL YEAR / GRADES: 11-12 / AM OR PM (DAILY)
A one year course for second year students. Prepares students for occupations and higher education programs of study. Arts builds upon skills and techniques learned in Culinary Arts and Hospitality Management. Topics for this advanced course include: basic baking theory and skills, introduction to breads, introduction to pastry arts, nutrition, nutrition accommodations and adaptations, cost control and purchasing, and current marketing and trends. Instruction and intensive laboratory experiences include commercial applications of principles of nutrition, aesthetic, and sanitary selection; purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; baking and pastry arts skills; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; and related research, development, and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or “on-the-job” or a combination of the two, which must be successfully completed before enrolling in this course. Dual Credit: Ivy Tech Community College

CULINARY ARTS & HOSPITALITY MANAGEMENT (CC058) / COURSE #5440-0D
FULL YEAR / GRADES: 11-12 / TWO BLOCKS ALTERNATING DAYS
A one year course for first year students. Prepares students for occupations and higher education programs of study. Topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; application of sanitation and safety principles to maintain safe and healthy food service and hospitality environments; use and maintenance of related tools and equipment; and application of management principles. Students will learn to operate a commercial kitchen where they select and prepare foods, serve customers, alter recipes, use quantity cookery, decorate cakes, and cater special events. General restaurant management is stressed while students learn portion control, cashier responsibilities, cleanliness standards, and safety procedures. Students prepare and serve meals to the public in a restaurant setting. Students are required to attend 2 evening functions: the HHCC Fall Open House and the Spring Awards Ceremony. Foods-related field trips are taken 2 to 3 times a year. Students in this program work closely with local chefs. Students participate in a one-week internship experience as well as compete in regional and state cooking contests. A
notebook, recipe file, cake decorating kit, a chef's coat, and a chef's hat will be needed during the program.  

**Early Childhood Education I (CC061)** / Course #5412-0A  
**Full Year / Grades: 11-12 / Am or Pm (Daily)**  
A one year course for first year students. Prepares students for employment in early childhood education from birth to 8 years (3rd grade). Examines basic principles of child development, planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. An annual TB test, and criminal history report are requirements of this program. Dual Credit: Ivy Tech Community College

**Early Childhood Education II (CC061)** / Course #5406-0A  
**Full Year / Grades: 11-12 / Am or Pm (Daily)**  
A one year course for second year students. A sequential course that builds on the foundational knowledge and skills of Early Childhood Education I. Students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of ECE II include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in ECE I and ECE II. These experiences may be either school-based or "on-the-job" in community-based early childhood education centers, or in a combination of the two. Second year students will work in the lab setting the first half of the school year. They will be taking a more active part in planning, leading and supervising activities. During the second half of the year, students will intern with childcare providers. When possible these providers will be within the student’s local community. All student contact with small children will be supervised by an adult. An annual TB test, a physical, and CPR training sessions are a required segment of this program. Dual Credit: Ivy Tech Community College

**Information Technology**

**Computer Technology Support (CC112)** / Course #5230-0A  
**Full Year / Grades: 11-12 / Pm (Daily)**  
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. Dual Credit: Vincennes University

**Networking I** / Course #5234-0B **in combination with Networking II** / Course #4589-0B  
**Full Year / Grades: 11-12 / Am (Daily)**  
These courses combine to offer students an in-depth look at computer networking. Topics include network topologies, home and small business networks, local and wide area networking, the OSI model, and network media and intermediary devices. Security and data integrity are stressed throughout the course. Students will work extensively with Cisco routers and switches while they learn to configure devices using the TCP/IP protocol, implement IP address schemes, and create wired and wireless LANs. This course offers Cisco CCENT certification. Dual Credit: Vincennes University

**Project Lead The Way: Pre-Engineering**

PLTW's premier high school program, *Pathway To Engineering™*, is a four-year course of study integrated into the students' core curriculum. The combination of traditional math and science courses with innovative Pathway To Engineering courses prepares students for college majors in engineering and E/T fields and offers them the opportunity to earn college credit while still in high school. *Pathway To Engineering™* courses engage high school students through a combination of activities-based, project-based, and problem-based (APPB) learning.

**Principles of Engineering BHSN (CC120)** / Course #4814-0C  
**Full Year (BHSN) / Grades: 10-12 / One Block, Alternating Day**  
A course that helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. This course offers dual credit for ADMF 115 through IVY Tech.

**Civil Engineering & Architecture (CC118)** / Course #4820-0C  
**Full Year (BHSN) / Grades: 11-12 / One Block Alternating Day / Prerequisite: IED or POE**
This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course offers dual credit for DESN 105 through IVY Tech.

ENGINEERING DESIGN & DEVELOPMENT (CC118) / COURSE #4828-0C
FULL YEAR / GRADES: 11-12 / ONE BLOCK DAILY
This course is designed to introduce students to the fundamental aspects of engineering and engineering technology. Instruction will emphasize underlying principles of engineering processes and the development of three-dimensional solid models. Instructional activities will build skills ranging from sketching simple geometric shapes to applying a solid modeling computer software package. Students will develop critical thinking and problem-solving skills through instructional activities that pose design and application challenges for which they develop solutions. The techniques learned, and equipment used, should be state of the art and reflect equipment and processes currently being used by engineers throughout the United States.

WORK-BASED COOPERATIVE EDUCATION

INTERDISCIPLINARY COOPERATIVE EDUCATION (CC) / COURSE #5902-0A
FULL YEAR / GRADE: 12 / CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS / PREREQUISITE: A LOGICAL SEQUENCE OF SCIENCE COURSES FROM AREAS RELATED TO THE STUDENT’S CAREER PATHWAY.
Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The following two components must be included as part of the Interdisciplinary Cooperative Education course. Related Instruction, that is classroom based, shall be organized and planned around the activities associated with the student’s individual job and career objectives in a career cluster area; and shall be taught during the same semesters as the student is receiving on-the-job training. On-the-Job Training is the actual work experience in an occupation in any one of the Indiana career clusters that relates directly to the student’s career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.