BLOOMINGTON HIGH SCHOOL NORTH

Cougars

Principal......................................................
Assistant Principals........................................

Counselors....................................................

Athletic Director............................................
Assistant Athletic Directors............................

Mr. Jeffry Henderson
Mr. Tim Hudson
Ms. Betty Anderson
Mr. Marcus Debro
Dr. Andrea Mobley

Ms. Sarah Franklin
Mr. Gregg Chaffin
Ms. Adrien Himm
Ms. Mary Priester
Ms. Kathy Rillo

Mr. Mike Mossbrucker
Mr. Scott Bless
Mr. Andy Hodson
Mr. Jason Speer

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 FAMILY & STUDENT ACCESS

Family access 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. 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 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.

Therefore, these selections have a major impact on the master schedule and staffing needs for the following school year. Drop and add is only allowed when there is significant evidence present that a student will not be successful in a course. 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 his last year in high school earned a GPA of 3.375, his overall GPA would raise to 2.23. A freshman beginning with a GPA of 0.0 would raise his GPA 3.375 points, whereas a senior with the same semester grades but a prior
grade history could raise it only .23 points. That is because 27 has a bigger impact when divided by 8 than when, in the senior year, it is added to 96 grade points already earned and divided by 54.

Students who 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>1.3</td>
<td>1</td>
<td>.7</td>
<td>0</td>
</tr>
</tbody>
</table>

**INDIANA’S CORE 40 CURRICULUM**

Indiana’s Core 40 curriculum helps you make the most of your high school years by providing the academic foundation you will need 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 1a 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 lower 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.**
### Diploma Requirements Class of 2016 & Beyond

<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><strong>ENGLISH</strong></td>
<td>5 CREDITS</td>
<td>8 CREDITS</td>
<td>8 CREDITS</td>
<td>8 CREDITS</td>
</tr>
<tr>
<td></td>
<td>Must include literature, composition and speech.</td>
<td>Must include literature, composition and speech.</td>
<td>Must include literature, composition and speech.</td>
<td>Must include literature, composition and speech.</td>
</tr>
<tr>
<td><strong>MATH</strong></td>
<td>6 CREDITS</td>
<td>8 CREDITS</td>
<td>6 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>
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<td>2 CREDITS: GEOMETRY</td>
<td>2 CREDITS: GEOMETRY</td>
<td>2 CREDITS: GEOMETRY</td>
<td>2 CREDITS: GEOMETRY</td>
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<tr>
<td></td>
<td>2 CREDITS: ALGEBRA II</td>
<td>2 CREDITS: ALGEBRA II</td>
<td>2 ADDITIONAL CORE 40 MATH CREDITS</td>
<td>2 ADDITIONAL MATH CREDITS</td>
</tr>
<tr>
<td></td>
<td>2 ADDITIONAL MATH CREDITS ARE RECOMMENDED FOR ADMISSION TO A FOUR-YEAR COLLEGE.</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><strong>SCIENCE</strong></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>
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<tr>
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<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 ADDITIONAL MATH CREDITS</td>
<td>2 ADDITIONAL MATH CREDITS</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><strong>SOCIAL STUDIES</strong></td>
<td>6 CREDITS</td>
<td>6 CREDITS</td>
<td>6 CREDITS</td>
<td>6 CREDITS</td>
</tr>
<tr>
<td></td>
<td>2 CREDITS: US HISTORY</td>
<td>2 CREDITS: US HISTORY</td>
<td>2 ADDITIONAL MATH CREDITS</td>
<td>2 ADDITIONAL MATH CREDITS</td>
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<tr>
<td></td>
<td>1 CREDIT: US GOVERNMENT</td>
<td>1 CREDIT: US GOVERNMENT</td>
<td>1 CREDIT: ECONOMICS</td>
<td>1 CREDIT: ECONOMICS</td>
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<td>1 CREDIT: ECONOMICS</td>
<td>1 CREDIT: ECONOMICS</td>
<td>1 CREDIT: ECONOMICS</td>
<td>1 CREDIT: ECONOMICS</td>
</tr>
<tr>
<td><strong>WORLD LANGUAGE</strong></td>
<td>N/A</td>
<td>6-8 CREDITS</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>4-8 CREDITS RECOMMENDED FOR ADMISSION TO A FOUR-YEAR COLLEGE</td>
<td>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>4-8 CREDITS RECOMMENDED FOR ADMISSION TO A FOUR-YEAR COLLEGE</td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td>2 CREDITS</td>
<td>2 CREDITS</td>
<td>2 CREDITS</td>
<td>2 CREDITS</td>
</tr>
<tr>
<td><strong>HEALTH &amp; WELLNESS</strong></td>
<td>1 CREDIT</td>
<td>1 CREDIT</td>
<td>1 CREDIT</td>
<td>1 CREDIT</td>
</tr>
<tr>
<td><strong>FINE ARTS</strong></td>
<td>N/A</td>
<td>2 CREDITS</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>DIRECTED ELECTIVES</strong></td>
<td>5 CREDITS</td>
<td>5 CREDITS</td>
<td>5 CREDITS</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Any combination from World Languages, Fine Arts and Career &amp; Technical Education.</td>
<td>Any combination from World Languages, Fine Arts and Career &amp; Technical Education.</td>
<td>Any combination from World Languages, Fine Arts and Career &amp; Technical Education.</td>
<td>Any combination from World Languages, Fine Arts and Career &amp; Technical Education.</td>
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<tr>
<td>ELECTIVES</td>
<td>8 CREDITS</td>
<td>6 CREDITS</td>
<td>6 CREDITS</td>
<td>6 CREDITS</td>
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</tr>
<tr>
<td>COLLEGE &amp; CAREER PATHWAYS</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>6 CREDITS</td>
</tr>
<tr>
<td>COMPLETE ONE OF THE FOLLOWING:</td>
<td>A. Any one of the options (A - F) of the Core 40 with Academic Honors</td>
<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>C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.</td>
<td>D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.</td>
</tr>
<tr>
<td>ADDITIONAL REQUIREMENTS</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>FLEX CREDIT</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>5 CREDITS</td>
</tr>
<tr>
<td>1. Additional elective courses in a College and Career Pathway</td>
<td>2. Courses involving workplace learning such as Cooperative Education or Internship courses</td>
<td>3. High school/college dual credit courses</td>
<td>4. Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts</td>
<td></td>
</tr>
<tr>
<td>REQUIRED GRADES</td>
<td>NO INDIVIDUAL GRADES BELOW A &quot;C&quot; AND AN OVERALL GPA OF &quot;B&quot; OR HIGHER.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>42 CREDITS</td>
<td>47 CREDITS</td>
<td>47 CREDITS</td>
<td>42 CREDITS</td>
</tr>
</tbody>
</table>

Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities.
DIPLOMA & CERTIFICATE CONSIDERATIONS

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 Ms. Mary Priester at mprieste@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.

(Updated Dec., 2011)
• 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
Chemistry AP (L)
Environmental Science AP (L)
Physics I (L) Honors
AP Physics C (L)
Anatomy and Physiology Honor

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.

MATHEMATICS
Geometry Honors
Algebra II Honors
Pre-Calculus Honors
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 Honors
U.S. History AP - American Studies
U.S. Government Honors
Economics AP
Psychology Honors

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 students 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 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 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. Some of the courses available are: ENL RESOURCE (COURSE #1012-0K) / ENL ENGLISH (COURSE #1012-0C)
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 students’ ability to make sufficient academic progress in school. The special education program is governed by The State Board of Education under Special Education Rules Title 511, Article 7, Rules 32-47. Once identified, students’ support, program, and services are coordinated and implemented by a case conference committee through an Individualized Education Program/Individualized Transition Plan. Students can be referred for an initial evaluation for special education services by a parent/guardian or by a licensed school professional through the following process:
1) Parent/Guardian and/or licensed professional make the request for evaluation.
2) Within 10 instructional days of the request for evaluation, the school will provide written notice of the school's intent.
3) Should the school agree to conduct an initial evaluation, a social/developmental history form will be sent home with parent/guardian, along with notification and a 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 nonresidential commuter OPEN Program is available to eligible students each semester of the regular academic year as well as during the Second Summer Session.

Applicants must be concurrently enrolled in high school classes (pursuing a diploma) and living with 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. Students 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. 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 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. For students enrolled in Release periods so they can attend classes at Indiana University or IVY Tech State College, it means that they 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.

YOU ARE ELIGIBLE IF:

1) Age
   a) You do not turn 20 years old prior to or on the scheduled date of the IHSAA State Finals tournament in a sport.

2) Amateurism
   a) You have not played under an assumed name.
   b) You have not accepted money or merchandise directly or indirectly from athletic participation.
   c) You have not signed a professional contract in that sport.

3) Awards and Gifts
   a) You have not received recognition for your athletic ability any award that is not approved by your high school principal or the IHSAA.
   b) You have not used or accepted merchandise as an award, prize, gift or loan or purchase such for a token sum.
   c) You have not accepted awards, medals, recognitions, gifts and honors from colleges/universities or their alumni.

4) Conduct and Character
   a) You have not conducted yourself in or out of school in a way which reflects discredit on your school or the IHSAA.
   b) You have not created a disruptive influence on the discipline, good order, moral and educational environment in your school.

5) Consent and Release Certificate
   a) You have the completed certificate (physical form) on file with your principal each school year, between April 1 and your first practice.

6) Enrollment
   a) You enrolled in a school during the first 15 days of a semester.
   b) You have not been enrolled more than four consecutive years, or the equivalent (e.g. 8 semesters or 12 tri-mesters, etc.), beginning with grade 9.
   c) You have not represented a high school in a sport for more than four years.

7) Illness and Injury
   a) You are absent 5 to 10 or more consecutive school days due to illness or injury, and have participated in at least 4 separate days of practice prior to competing.
   b) You are absent 10 or more consecutive school days due to illness or injury, and have participated in at least 6 separate days of practice prior to competing.

8) Participation
   a) During a contest season:
      i) You do not participate in try-outs or demonstrations of athletic ability in that sport as a prospective post-secondary school student-athlete.
      ii) You do not participate in a practice with or against players not belonging to your school.
      iii) You do not participate in a non-school-sponsored contest without an approved waiver.
      iv) You do not attend a non-school camp.
      v) You do not attend and participate in a student-clinic.
   b) During school year out-of-season:
      i) You do not participate in a team sport contest as a member of a non-school team where there are more than the following number of students listed below in each sport, including incoming freshmen who have participated the previous year in a contest as a member of their school team in that sport. Basketball – 3, Baseball – 5, Football – 6, Volleyball – 3, Softball – 5, Soccer – 6.
      ii) You do not receive instruction in a team sport from individuals who are members of your high school coaching staff (Exception: open facility)
      iii) You do not participate in a non-school contest that required participation during school time, without gaining approval by the school principal or his/her designee.
   c) During summer:
      i) You do not attend any school-sponsored fall sports camp and/or clinic after Monday of Week 4 (See your athletic director for specific dates).
      ii) You do not attend any non-school camp and/or clinic after Monday of Week 7 (See your athletic director for specific dates).

9) Practice
   a) You have completed the required number of separate days of organized practice in your sport under the direct supervision of the high school coaching staff in your sport preceding participation in a contest.

10) Scholarship
    a) You passed 70% of the full credit subjects or the equivalent that a student can take in your previous grading period. Semester grades take precedence.
    b) You are currently enrolled in 70% of the full credit subjects or the equivalent that a student can take.
11) Transfer
   a) You do not transfer from one school to another primarily for athletic reasons:
      i) You are entering the 9th grade for the first time.
      ii) You are transferring from a school district or territory with a bona fide move by your parents.
      iii) You are a ward of the court.
      iv) You are an orphan.
      v) Your former school closed.
      vi) Your former school is not an IHSAA member school and is not accredited by the state accrediting agency in the state where the school is located.
      vii) Your transfer was pursuant to school board mandate for redistricting.
      viii) You transferred from a correctional school.
      ix) You are emancipated, as defined by the IHSAA.
      x) You did not participate in any contests as a representative of another school during the preceding 365 days.
      xi) You return to an IHSAA member school from a non-member school and reside with the same parent/s or guardian/s.
      xii) You transfer to a member boarding school with a corresponding move from the residence of your parent/s or you transfer from a member boarding school with a corresponding move to the residence of your parent/s.
      xiii) You are a qualified foreign exchange student attending under an approved CSIET program, who has attended a member school for less than one year.
      xiv) Your parent or legal guardian accepted a licensed or certified position at the school you are transferring to.
12) Undue Influence
   a) You, your parents or guardians have not been influenced by any person to secure you as a student at a member school.

NCAA ELIGIBILITY REQUIREMENTS

Division I Initial Eligibility Requirements

Core Courses: (16)

- Initial full-time collegiate enrollment on or after August 1, 2016:
  - Sixteen (16) core courses are required (see chart below for subject-area requirements).
  - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science. These courses/grades are “locked in” at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - SAT: critical reading and math sections. Best subscore from each section is used to determine the SAT combined core for initial eligibility.
  - ACT: English, math, reading and science sections. Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial eligibility.
- Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.

Core Grade-Point Average:

- Only core courses that appear on the high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- Initial full-time collegiate enrollment on or after August 1, 2016:
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the best 16 core courses that meet both progression (10 before seventh semester; seven in English, math or science; “locked in”) and subject-area requirements.

Division II Initial-Eligibility Requirements

Core Courses

- Division II currently requires 16 core courses. See the chart below.
- Beginning August 1, 2018, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- Division II currently requires a minimum SAT score of 820 or an ACT sum score of 68.
  - Beginning August 1, 2018, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.
Grade-Point Average

- Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school’s approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current Division II core GPA requirement is a minimum of 2.000. Division II core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum Division II core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using the NCAA core courses only.

<table>
<thead>
<tr>
<th>DIVISION I Qualifier Requirements</th>
<th>DIVISION I Academic Redshirt Requirements</th>
<th>DIVISION II 16 Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Athletics aid, practice, and competition</em></td>
<td><em>Athletics aid and practice (no competition)</em></td>
<td>3 years of English.</td>
</tr>
<tr>
<td>16 core courses</td>
<td>16 core courses</td>
<td>2 years of mathematics (Algebra I or higher).</td>
</tr>
<tr>
<td>o Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.</td>
<td>o No grades/credits &quot;locked in&quot; (repeated courses after the seventh semester begins may be used for initial eligibility).</td>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
</tr>
<tr>
<td>▪ &quot;Locked in&quot; for core-course GPA calculation.</td>
<td>▪ Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).</td>
<td>3 years of additional English, mathematics or natural/physical science.</td>
</tr>
<tr>
<td>Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).</td>
<td>▪ Graduate from high school.</td>
<td>2 years of social science.</td>
</tr>
<tr>
<td>Graduate from high school.</td>
<td></td>
<td>4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).</td>
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</tbody>
</table>
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 Advance Placement English Language Composition (11AP), W131 and L202 and Advanced Placement Literature and Composition (12AP).

If you have questions about any course, please talk with your current English teacher, your counselor, or see English Department Chair Ms. Alexis Harmon in 605, 330-7724 ext. 50141, aharmon@mccsc.edu.

NOTE: During the 2016-2017 academic school year we will be transitioning our Ivy Tech English 111 dual credit course to an English 12 course. Students in the class of 2017 took this course as juniors (with the exception of those students enrolled in English 11AP). Consequently, all juniors and seniors will take one semester of Speech/Advanced Speech and one semester of Novels. In 2017-2018, we will once again offer Ivy Tech English 111 to all students in the Class of 2018.

<table>
<thead>
<tr>
<th>9TH GRADE</th>
<th>10TH GRADE</th>
<th>11TH GRADE</th>
<th>12TH GRADE</th>
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<tbody>
<tr>
<td>ENGLISH 9 OR ENGLISH 9 HONORS</td>
<td>ENGLISH 10 OR ENGLISH 10 HONORS</td>
<td>SPEECH/ADV. SPEECH &amp; NOVELS OR ENGLISH 11 AP</td>
<td>SPEECH/ADV. SPEECH &amp; NOVELS OR ENGLISH 12 AP OR W131/L202</td>
</tr>
</tbody>
</table>

ENGLISH 9 / COURSE #1002-0C
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 will write responses to literature, expository and persuasive compositions, research reports, business letters and technical documents. Skills that are emphasized include: developing a thesis, providing support, understanding the paragraph as a formal structure and locating and evaluating online information. Students will learn to apply strategies for prewriting, drafting, 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 #1002-0H
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. Students are expected to read a novel over the summer between 8th and 9th grades, on which they will be tested (quotes and essay) the first week of school in the fall.

ENGLISH 10 / COURSE #1004-0C
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 #1004-0H

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.

**SPEECH / COURSE #1076-1C**

**ONE SEMESTER / GRADE: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: ENGLISH 9 AND ENGLISH 10**

A course based on Indiana's Academic Standards for English Language Arts, this course is designed to promote the overall improvement and development of students’ oral communication skills. Some areas to be addressed are public speaking, interpersonal relationships, group discussion, listening skills, oral interpretation, and debate. The class will provide a variety of opportunities for student to become effective communicators in a variety of situations. Students will refine their skills in creative, analytical, persuasive and expository writing processes. They will have opportunities to read and analyze spoken texts. Finally, this course emphasizes research using technology, careful organization, and preparation.

**ADVANCED SPEECH AND COMMUNICATIONS HONORS / DUAL CREDIT – IVY TECH COMM101 / COURSE #1078-1H**

**ONE SEMESTER / GRADES: 11-12 / DIPLOMA: DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY PREREQUISITES: ENGLISH 10 HONORS OR ENGLISH 10 AND SPEECH**

Advanced Speech and Communication, a course based on Indiana's Academic Standards for English/Language Arts and emphasizing the High School Speech and Communication Standards, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multi-media presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery. ADVANCED SPEECH AND COMMUNICATION PROJECT: Students complete a project, such as multi-media presentations that are reflective, reports or historical investigations, responses to literature, or persuasive arguments, which demonstrates knowledge, application, and speaking progress in the Advanced Speech and Communication course.

**NOVELS / COURSE # 1042-1C**

**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 a 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 #1056-0A**


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 the resources of 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.

ADVANCED ENGLISH[COMPOSITION&GENRES OF LITERATURE] / DUAL CREDIT – INDIANA UNIVERSITY ACP W131&L202 / COURSE #1124-0B

**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 3.0 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 #1058-0A
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. An appropriate choice for students who desire an accelerated pace, an intellectual challenge and academic rigor, students will critically analyze the structure, style, and themes of British literature from various genres and periods. Students will describe the use of elements of language such as figurative language, imagery, symbolism and tone, and they will demonstrate a sophisticated understanding of the reasons why writers employ these elements to achieve their intended effect. Students will write at least eight papers developed from students’ careful reading and analysis of the assigned texts. They will read at least eight extended works. In addition, students are expected to read a novel over the summer between 11th and 12th grades, on which they will be tested (quotes and essay) the first week of school in the fall. Finally, the emphasis in oral communication will be on audience awareness, on the effective and increasingly sophisticated organization and presentation of ideas, and on the appropriate use of technology to support and enhance clear communication.

CLASSICAL LITERATURE [MYTHOLOGY] / COURSE #1026-1E
ONE SEMESTER / GRADES: 9-12 / DIPLOMA: ELECTIVE GENERAL, CORE 40, AH, TH /PREREQUISITE: NONE
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.

CREATIVE WRITING [FICTION] / COURSE #1092-1E
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 #1060-1C
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 #1034-1C
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.
DEVELOPMENTAL READING / COURSE #1120-1C
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY /
PREREQUISITE: NONE
Developmental Reading is a supplemental course that provides students with individualized instruction designed to support success in completing language arts coursework aligned with Indiana's Academic Standards for English/Language Arts in Grades 9-12 and the Common Core State Standards for English/Language Arts, focusing on the Reading Standards (Indiana standards 1, 2, and 3). Note: This course is for students who need additional support in vocabulary development and reading comprehension.

LANGUAGE ARTS LAB [GQE REMEDIATION] / COURSE #1010-01
FULL YEAR OR ONE SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY /
PREREQUISITE: NONE
Language Arts Lab is a course designed to provide academic support for students who have yet to meet the Indiana State Standards on the language arts portion of the Graduation Qualifying Exam (GQE). Students gain reading, writing, speaking, and listening skills necessary to perform successfully both in the school and the community. Using an integrated approach to teach the Indiana Reading/Language Arts standards, the program helps students sharpen their skills and gain confidence in testing situations. Individualized instruction dominates the teaching strategies employed in a student-centered classroom.

ENGLISH AS A NEW LANGUAGE [ENL] / COURSE #1012-0C
FULL YEAR ENG/ENL / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY /
PREREQUISITE: ALL ENGLISH LANGUAGE LEARNERS WITH A LAS LINKS SCORE OF 1, 2, 3, OR 4
English as a New Language, an integrated English course based on Indiana's English Language Proficiency (ELP) Standards, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

- **Recommended Grade Level:** The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.
- **Recommended Prerequisites:** English proficiency placement test results.
- **Credits:** A two-semester course, one credit per semester. The nature of this course allows for successive semesters of instructions at advanced levels (up to a maximum of four credits).
- **English/Language Arts credit (1012):** If ENL course work addresses Indiana's Academic Standards for English/Language Arts, up to four (4) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

JOURNALISM & STUDENT MEDIA

JOURNALISM / COURSE #1080-11
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, sports articles, 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 #1080-21

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. Students will be required to write detailed analyses of the professional media’s coverage of current events and its effects on the general public. This class is a prerequisite for the newspaper, yearbook, and magazine classes. The fundamentals and techniques of journalistic design and photography will be taught as students develop the skills of media analysis.

Students will have the opportunities to exercise leadership, work with photography and design programs as well as create professional portfolios to be used for the continuation of journalistic and communication skills in college and with professional organizations. Assessment will be based on written assignments, individual and group projects, and classroom participation. 25% of the semester grade will be based on the creation of a publication to be distributed to the student body. 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.

TV PRODUCTION [STUDENT PUBLICATIONS] / COURSE #1086-0T
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 INSTRUCTORS PERMISSION

This is a laboratory class covering television projects. Staffers will work on script writing, computer production, and time management skills to complete assigned tasks. Students will be expected to produce the daily announcements, television news shows, and special reports using digital camera and video editing equipment. Areas of instruction include copy and video editing, news writing, news gathering, news judgment, interview skills, fact checking, and on-camera performance. Performance will be assessed on following ethical standards, ability to hit deadlines, working with others, and production of material based on journalistic ethics and standards. Students will be expected to complete at least one on-camera story per six weeks, with those stories being compiled by fellow group members to complete a news magazine production for school presentation. Note: TV production is repeatable for elective credit.

NEWSPAPER [STUDENT PUBLICATIONS] / COURSE #1086-0O
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 INSTRUCTORS PERMISSION

This is a production course of FUSED and NORTHUPDATE.COM, the school’s student newsmagazine and website. Students will write articles, layout the publication using InDesign software, sell advertising, take photos and edit them using Photoshop, and assume all 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 and time management are also important aspects of assessment. NOTE: Newspaper is repeatable for elective credit.

YEARBOOK [STUDENT PUBLICATIONS] / COURSE #1086-0Q
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 INSTRUCTORS 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 and advanced photography (including editing), 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, 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 and time management are also important aspects of assessment. NOTE: Yearbook is repeatable for elective credit.
SPECIAL NOTICE TO STUDENTS AND THEIR PARENTS, GUARDIANS: Because of the expensive nature of the materials used, students should note the cost of fees for each course.

USE COURSE # 4040-00 TO SIGN UP FOR ALL LEVELS OF CERAMICS. STUDENTS WILL BE PLACED IN THE APPROPRIATE LEVEL BY INSTRUCTORS.

CERAMICS (L) [CERAMICS I-II]
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 graffiti, 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, small sculptures, and a hand-built vessel based on historical ceramic forms. There will be opportunities for students to enter regional and national contests. Fee: $28 per semester.

CERAMICS (L) [CERAMICS III-IV]
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 hand building 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: $28 per semester.

CERAMICS (L) [CERAMICS V-VI]
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 hand building 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 dinner ware 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: $28 per semester.

CERAMICS (L) [CERAMICS V-VI HONORS]
FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: CERAMICS I-IV AND PERMISSION OF INSTRUCTOR

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: $28 per semester.

CERAMICS (L) [CERAMICS VII-VIII]
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 hand building and wheel-thrown techniques to develop an individual artistic style to produce portfolio quality work. Emphasis is place 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. Fee: $28 per semester.

CERAMICS (L) [CERAMICS VII-VIII HONORS]
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. Fee: $28 per semester.
DIGITAL DESIGN (L) [COMPUTER GRAPHICS I-II] / COURSE #4082-01
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 #4082-13
ONE SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: COMPUTER GRAPHICS 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 #4082-14
ONE SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: COMPUTER GRAPHICS III

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.

USE COURSE # 4060-01 TO SIGN UP FOR BEGINNING LEVEL DRAWING.

DRAWING (L) [DRAWING I-II] / COURSE #4060-01
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE

Students in Drawing I-II will complete specific projects designed to teach them the techniques of blending, color blending, stippling, hatching and textural shading while rendering images of flowers, birds, insects, and animals. Media for these projects will include graphite, colored pencil, and ink. Students will also be doing projects designed to teach them the techniques of blending with charcoal and chalk pastels. These projects will include a ribbon drawing, a composite drawing of hands and a final portrait drawing that will incorporate media and techniques of blending, hatching and textural shading. Students will learn the process of art criticism and will participate in individual and group techniques of work that was completed for this class. There will be opportunities for students to enter regional and national contests. Fee: $15 per semester.

USE COURSE # 4060-00 TO SIGN UP FOR ALL ADVANCED LEVELS OF DRAWING (LEVELS III-VIII). STUDENTS WILL BE PLACED IN THE APPROPRIATE LEVEL BY INSTRUCTORS.

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

The focus of Drawing III-IV is to teach students to gain control over the linear quality of their drawings. Students in Drawing III-IV will learn the techniques of 1, 2, 3, 4, 5 and 6 point perspective. Projects will include a 1-Point Perspective City, a 2-Point Box Design, a 2-Point Interlocking Box Design, a 3-Point or 4-Point Phrase Design, and a 5-Point or 6-Point Spherical Design. Students will also learn contour line, cross-contour line, and figure drawing techniques. Projects that focus on these skills may include: a Contour Shoe drawing, a Contour Portrait, a Cross-Contour Line project based on a subject that is chosen by the student, and a Final Figure drawing. Students will participate in individual and group techniques of work completed for this class. There will be opportunities for students to enter regional and national contests. Fee: $15 per semester.
DRAWING (L) [DRAWING V-VI]

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

Students in Drawing V-VI will complete a landscape drawing that includes a man-made structure using pen and ink, 3 self-portraits using 3 different media, and a composite self-portrait using the media of their choice. Media will include a variety of pens with black and colored ink for the landscape, and graphite, colored pencil, chalk pastels and oil pastels for the portraits. Students in Drawing VI will study the techniques of still life drawing including three drawings showing a variety of challenging surfaces including pottery, glass, fabric and a variety of natural objects. The final still life drawing will be of objects of personal interest to the student (such as sports equipment, musical instruments, art supplies, etc.) Students will experiment with a variety of media for the initial drawings and choose their own media, lighting, background and various points of view for the final still life drawing. There will be opportunities for students to enter regional and national contests. Fee: $15 per semester.

DRAWING (L) [DRAWING V-VI HONORS]


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]

FULL YEAR / GRADE: 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 portfolio of art work with a theme. The emphasis will be on developing the student’s individual and consistent style. The theme can be a specific subject, artistic style or can be media based. Assignments from former years can be incorporated into the portfolio if they contribute to the theme. New media and techniques include hatching, scratch drawing (etching), circulism, and printmaking that will further the student’s knowledge and skill in drawing. 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: $15 per semester.

FIBER ARTS I [FIBER ARTS (L)]

ONE SEMESTER / GRADES: 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.

FIBER ARTS II [FIBER ARTS(L)]

ONE SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: FIBER ARTS I

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 stitches 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.

USE COURSE # 4042-00 TO SIGN UP FOR ALL LEVELS OF JEWELRY. STUDENTS WILL BE PLACED IN THE APPROPRIATE LEVEL BY INSTRUCTORS.

JEWELRY (L) [JEWELRY I-II]

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 book mark, 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]

FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: JEWELRY I-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 #4042-03

FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: JEWELRY I-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 place 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]

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 PERMISSION OF INSTRUCTOR.

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]

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 place 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]

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

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]
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 techniques of color mixing and brush control while creating a color mixing book, painting an abstract painting based
on the qualities of Kandinsky, an abstract floral painting created from a section of a flower, and 2 landscape paintings. Students will learn how to paint skies and various atmospheres, such as white clouds, storm clouds, rain, and sunrise/sunset skies. Students will also learn techniques of painting various land structures, including hills, rocks, fields, forests, rivers, creeks, waterfalls, desert formations, lakes and oceans. Students will be introduced to the art history of painting while viewing and discussing professional artists works of the same subject matter. Students will use a variety of painting surfaces including canvas, Bristol Board and papers of different weights and tooth. Students will participate in individual and group critiques. There will be opportunities for students to enter regional and national contests. Fee: $20 per semester.

PAINTING (L) [PAINTING III-IV]
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE &
CAREER PATHWAY / PREREQUISITE: PAINTING I-II
In Painting III-IV students will learn techniques of watercolor and acrylic painting while using advanced color schemes. Students will study and apply various color schemes including a monochromatic color scheme, and a bi-chromatic color scheme. Students will learn 30 different watercolor techniques and apply those techniques to 4 different watercolor landscapes (a winter landscape, a landscape with a reflection in water, a landscape with a stormy sky, and a landscape with sparkling water). Students will produce an abstract floral painting with an overlay of a geometric design, and will produce a celebrity portrait. Students will use a variety of painting surfaces including watercolor paper, Bristol Board and canvas. Students will participate in individual and group critiques. There will be opportunities for students to enter regional and national contests. Fee: $20 per semester.

PAINTING (L) [PAINTING V-VI]
FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE, ELECTIVE FLEX CREDIT OR COLLEGE &
CAREER PATHWAY / PREREQUISITES: PAINTING I-IV
Painting V-VI students will learn the techniques of acrylic painting and basic oil painting techniques while painting a self-portrait, landscape of a place they have been and a painting of their own choosing using the spectrum techniques of John Nieto and Malcolm Furlow. Students will learn the techniques of underpainting to enhance skin tones in portraits, to add vibrancy in paintings of strong colors, and to add light to landscapes and seascapes. As the student advances in painting, color theory, color schemes, and painting styles continue to be emphasized while learning the techniques and processes of new projects. Students will use a variety of painting surfaces including canvas, Bristol Board and papers of different weights and tooth. There will be opportunities for students to enter regional and national contests. Fee: $20 per semester.

PAINTING (L) [PAINTING V-VI HONORS]
FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE &
CAREER PATHWAY / PREREQUISITES: PAINTING I-IV AND PERMISSION OF INSTRUCTOR
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 (ie 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 to the other honors students. Fee: $20 per semester.

PAINTING (L) [PAINTING VII-VIII]
FULL YEAR / GRADE: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR 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]
FULL YEAR / GRADE: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE &
CAREER PATHWAY / PREREQUISITES: PAINTING I-VI AND PERMISSION OF INSTRUCTOR
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]
**FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR 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 encompass. Students will engage in photographing silhouettes, portraits, low light situations, night scenes, macro shots and landscape photos. An emphasis will be placed on creativity in photography by pushing levels of unique camera angles, interesting view points, and use of compositional guidelines. Students will be able to communicate their processes, create 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 taking this class will be required to provide their own digital camera. Fee: $6 per semester.

PHOTOGRAPHY [III-IV]
**FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PHOTOGRAPHY I-II**
The primary objective of this course is to further enhance the development of photography skills and knowledge beyond a beginner level. Students will be introduced to various photography eras and movements as well as famous photographers. Students will engage in photography assignments based on Modernism, Post-Modernism, and Contemporary. An emphasis will be placed on creativity in photography, lighting and compositional fundamentals, and creating images with purpose and/or concept. 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 and trends. Students taking this class will be required to provide their own digital camera and be expected to enter contests (Drexel National Photography Contest, Photographer’s Forum National Contest, and the Scholastic Art and Writing Competition). Fee: $6 per semester.

PHOTOGRAPHY [V-VI]
**FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PHOTOGRAPHY I-V**
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 based on art movements and professional techniques. An emphasis will be placed on creativity in photography, lighting, compositional fundamentals, and creating images with purpose and/or concept. Students will be able to communicate their processes, create portfolio presentations of their work, and find correlations from photography to other disciplines. Artists Statements will accompany all work to share concepts and thought processes. Students will be expected to enter regional and national contests as part of the curriculum. Students taking this class will be required to provide their own digital camera and be expected to enter contests (Drexel National Photography Contest, Photographer’s Forum National Contest, and the Scholastic Art and Writing Competition). Fee: $6 per semester.

PHOTOGRAPHY [V-VI HONORS]
**FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PHOTOGRAPHY I-V AND INSTRUCTOR PERMISSION**
In addition to the PHOTOGRAPHY V-VI course work, Honors students will be required to write detailed artist statements. Statements will include an explanation of what their work was inspired by, the processes and planning, and a statement explaining their portfolios for each portfolio. Fee: $6 per semester.

PHOTOGRAPHY [VII-VIII]
**FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PHOTOGRAPHY I-VI**
The primary objective of this course is to develop a themed portfolio. The emphasis will be on developing the student’s individual and consistent style. Students will continue to write an artists’ statement to accompany their portfolio. An emphasis will be placed on creativity in photography, lighting, compositional fundamentals, and creating images with purpose and/or concept. Students will learn how to prepare work and take photos in a professional manner for shows and contests. Students taking this class will be required to provide their own digital camera and be expected to enter contests (Drexel National Photography Contest, Photographer’s Forum National Contest, and the Scholastic Art and Writing Competition). Fee: $6 per semester.

PHOTOGRAPHY [VII-VIII HONORS]
**FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: PHOTOGRAPHY I-VI AND PERMISSION OF INSTRUCTOR**
In addition the project assigned for Photography VII-VIII, Honors students will research two professional artists’ work which have been done based on their theme. Students will learn how to write an artist’s statement 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 photographs 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: $6 per semester.
PRINTMAKING (L) / COURSE #4066-1E
ONE SEMESTER / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR 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, woodcuts, stamps, silkscreen, 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 #4050-09
FULL YEAR / GRADE: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: ART MAJOR (6 OR MORE VISUAL ART CREDITS) AND PERMISSION OF INSTRUCTOR.

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 #4052-09
FULL YEAR / GRADE: 12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: ART MAJOR (6 OR MORE VISUAL ART CREDITS) AND PERMISSION OF INSTRUCTOR.

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, metalwork, 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: $18 per semester.

USE COURSE # 4002-00 TO SIGN UP FOR ONE SEMESTER OF STAINED GLASS. USE COURSE # 4006-00 TO SIGN UP FOR ONE YEAR OF STAINED GLASS. STUDENTS WILL BE PLACED IN THE APPROPRIATE LEVEL BY INSTRUCTORS.

STAINED GLASS I [INTRO TO 3D ART (L)]
ONE SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR 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.

STAINED GLASS II [ADVANCED 3D ART (L)]
ONE SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR 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 #4242-0E
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR 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 #4240-09
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: INSTRUCTOR PERMISSION
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 #4250-09
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 also be required to participate in a scene study that will be part of an in-school competition, as well as present a monologue to a community audition. Students will continue to build their portfolios. Fee: $8 per semester.

THEATRE PRODUCTION (L) [THEATRE PRODUCTION I-II] / COURSE #4248-09
FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: THEATRE ARTS, ADVANCED THEATRE ARTS, ADVANCED ACTING, AND AUDITION
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, the Audition Panel, and produce a play adaptation of a Seuss story to present at the Monroe County Public Library. 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.

TECHNICAL THEATRE (L) [TECHNICAL THEATRE I] / COURSE #4244-0E
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE
Technical Theatre instruction combines the theories of design and stagecraft with the construction and operation of the various elements of technical theatre. Included in the course are basic training in proper and safe operation of shop tools, both manual and power, design, construction, scenery painting, sound reinforcement and lighting design, and set-up and operation. Topics covered during the fall semester include stage terminology, shop tools terminology and skill tests, construction techniques and materials, lighting console operation, sound reinforcement (including equipment and console operation), introduction to painting tools and materials, elementary script analysis, and technical applications (fall play). Spring semester will build on skills learned in the first semester. Student will experience more advanced challenges and opportunities to demonstrate their ability to work with scene painting; lighting design; operation and maintenance of lighting instruments; understanding hanging, focusing, and patching lights; sound reinforcement projects; and mid-level script analysis and scenic design for the spring musical. Fee: $15 per semester.
CHORAL DIVISION

BEGINNING CHORUS (L) / COURSE #4182-0E
FULL YEAR / GRADERS: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE

Students taking beginning chorus develop musicianship and specific performance skills through ensemble or solo singing. The chorus may be composed of female singers or a mixed chorus. 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 improvisation will be experienced focusing on English and Latin 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 and music goals. Students must participate in performance opportunities outside of the school day that support and extend learning in the classroom. Repeatable for credit. Fee: $15 per year.

INTERMEDIATE CHORUS (L) / COURSE # 4186-0E
FULL YEAR / GRADERS: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: BEGINNING CHORUS AND AN AUDITION INCLUDING SIGHT-READING.

Intermediate Choir provides students with more advanced opportunities to develop musicianship and specific performance skills through ensemble and solo singing. This chorus may be composed of female singers or a mixed choir of male and female voices. 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. Additional emphasis is placed on sight-reading, critical listening skills, vocal technique and multi-cultural expression, including building and working vocabulary and understanding of the eight basic elements of music. Repeatable for credit. Fee: $15 per year.

ADVANCED CHORUS (L) [SHOW CHOIR] / COURSE #4188-09
FULL YEAR / GRADERS: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: BEGINNING CHORUS AND INTERMEDIATE CHORUS OR VOCAL JAZZ ENSEMBLE, AN AUDITION INCLUDING SIGHT-READING, VOCAL AND DANCE REQUIREMENTS.

Students singing in this choir experience more advanced challenges and opportunities to develop musicianship and specific performance skills through ensemble and solo singing including some movement and varied types of choreography, suitable to the talents and abilities of selected performers. The choir is composed of female singers or a male/female combination. 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, vocal technique and multi-cultural expression, 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.

VOCAL JAZZ (L) [ENSEMBLE] / COURSE #4184-0E
FULL YEAR / GRADERS: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: BEGINNING CHORUS AND AN AUDITION INCLUDING SIGHT-READING.

Students in this chorus experience more advanced challenges and opportunities to develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of vocal jazz. Instruction includes the study of the history and formative and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. Major, minor, dominant 7ths will be covered in addition to experiencing varieties of cadence styles and definitions. Chorus class provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing of specific subject matter. A limited amount of time, outside of the school day, will be scheduled for dress rehearsals and performances. A limited number of public performances 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 skill, vocal technique and multi-cultural expression, including the mastery of vocabulary, understanding of the eight basic elements of music, and mastering basic choral and vocal jazz techniques. Areas of refinement include a cappella singing, sight-reading, and critical listening skills. Repeatable for credit. Fee: $15 per year.
DANCE DIVISION

DANCE CHOREOGRAPHY I-II [COLOR GUARD] / COURSE #4142-0E
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR 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 #4206-0E
ONE SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR 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 catalyismic 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 #4208-0E
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR 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 #4210-0A
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR 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.

BEGINNING CONCERT BAND (L) / COURSE #4160-01
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE
This class is designed for students with basic or no musical knowledge and skill on wind instruments. The major emphasis will be on building instrumental skills through exercises and the study of concert band 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. Class is limited to woodwind and brass only. Repeatable for credit. Fee: $15 per year.

INTERMEDIATE CONCERT BAND (L) / COURSE #4168-02
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR 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. 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 WIND ENSEMBLE] / COURSE #4162-09
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR 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 #4162-0H
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR 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 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) [INTERMEDIATE I-II] / COURSE #4164-01
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: AUDITION OR DIRECTOR’S CONSENT
This class is designed for students with beginning to moderate knowledge of jazz and its performance. The objective is to provide a thorough foundation in the study of jazz. Much emphasis will be placed on improvisation, scales and chords, style, articulation and rhythm. The need for balanced instrumentation will be considered during auditions. Grades will be based on playing ability, written work, and attendance at rehearsals and performances. The band will participate in various festivals and 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) [LAB I-II] / COURSE #4164-02
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: AUDITION
This class is designed for students with limited or no experience in jazz performance. The objective is to provide a thorough foundation in the study of jazz. Much emphasis will be placed on improvisation, scales and chords, style, articulation and rhythm. The need for balanced instrumentation will be considered during auditions. Grades will be based on playing ability, written work, and attendance at rehearsals and performances. The band will participate in various festivals and 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 I-II] / COURSE #4164-03
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: AUDITION
This class is designed for students with moderate to advanced 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 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) [ADVANCED, HONORS LEVEL I-II] / COURSE #4164-0H
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR 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 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 band will participate in various festivals and 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.

INSTRUMENTAL ENSEMBLE (L) [STRING ENSEMBLES] / COURSE #4162-0E
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR ELECTIVE FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE
Student musicianship and specific performance skills in this course are enhanced through specialized small group and/or individual instruction. Small ensembles, (instrumentation dependant on enrollment), will explore and perform ensemble music particular to their genre. 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: tone, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature. Opportunities are provided for public performances and adjudicated events, which culminate the activities and support and extend learning in the classroom. Repeatable for credit. Fee: $15 per year.

**INSTRUMENTAL ENSEMBLE (L) [MARCHING BAND] / COURSE #4162-1E**
**FALL SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR 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 of 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 #4174-09**
**FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, DIRECTED ELECTIVE OR 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.
PHYSICAL EDUCATION I (L) / COURSE #3542-0C
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) teams 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 #3544-0C
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/PHYSICAL EDUCATION / COURSE #3506-1C
ONE SEMESTER/GRADeS: 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 #3560-0E
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: NONE
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.

ADVANCED STRENGTH TRAINING - ATHLETIC PERFORMANCE [ELECTIVE PE] / COURSE #3560-0T
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. THIS COURSE DOES NOT REPLACE THE PHYSICAL EDUCATION I AND II REQUIREMENT. / PREREQUISITES: PHYSICAL EDUCATION I AND II, AND 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 class may be repeated for credit.

TEAM SPORTS [ELECTIVE PE] / COURSE #3560-1T
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.

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RACQUET SPORTS [ELECTIVE PE] / COURSE #3560-1R
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.
NOTICE TO STUDENTS: ALL LISTED PREREQUISITES MUST BE MET BEFORE ENTRY IS GRANTED INTO ANY ONE OF THE PARTICULAR COURSES WITHIN THE MATHEMATICS DEPARTMENT.

GQE/EGA MATH REINFORCEMENT [MATHEMATICS LAB] / COURSE #2560-1K
ONE SEMESTER / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, ELECTIVE ALL DIPLOMAS, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: FAILING SCORE ON THE CORE 40 GQE.

This course is designed for those students who either have failed the math portion of their ISTEP Graduation Qualifying Exam (GQE), or the Algebra I Core 40 GQE. Those who may be new to Indiana and have never taken the Algebra I Core 40 GQE may also enroll based on previous test scores. This reinforcement class is designed to provide skills reinforcement and to identify skill deficiencies in math for those students in grades 10-12.

ALGEBRA I / COURSE #2520-0C
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 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. Students will be expected to take notes and study, complete homework, and prepare for tests. **May only be taken second semester.**

ALGEBRA I-1 / COURSE #2520-1C
SECOND SEMESTER ONLY / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: STUDENTS IN NEED OF CREDIT RECOVERY FOR ALGEBRA I, SEMESTER ONE.

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 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. Students will be expected to take notes and study, complete homework, and prepare for tests. **May only be taken second semester.**

ALGEBRA I-2 / COURSE #2520-2C
FIRST SEMESTER ONLY / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: STUDENTS IN NEED OF CREDIT RECOVERY FOR ALGEBRA I, SEMESTER TWO.

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 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) polynomials, (2) algebraic fractions, and (3) non-linear equations. Students will be expected to take notes and study, complete homework, and prepare for tests. **May only be taken first semester.**

ALGEBRA I LAB / COURSE #2516-0C
FULL YEAR / GRADES: 9-12 / TWO REQUIRED MATH CREDITS / DIPLOMA: GENERAL, ELECTIVE FOR CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE

Algebra Lab is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra Enrichment align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra Enrichment combines standards from high school courses with foundational standards from the middle grades.

ALGEBRA I-1 LAB / COURSE #2516-1C
SECOND SEMESTER ONLY / GRADES: 9-12 / DIPLOMA: GENERAL, ELECTIVE FOR CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE

Algebra Lab is a mathematics support course for Algebra I-1. As such, a student taking Algebra Enrichment must also be enrolled in Algebra I during the same academic year.

ALGEBRA I-2 LAB / COURSE #2516-2C
FIRST SEMESTER ONLY / GRADES: 9-12 / DIPLOMA: GENERAL, ELECTIVE FOR CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE

Algebra Lab is a mathematics support course for Algebra I-1. As such, a student taking Algebra Enrichment I-1 must also be enrolled in Algebra I-1 during the same academic semester.
Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra Enrichment combines standards from high school courses with foundational standards from the middle grades. Algebra Enrichment I-2 is designed as a support course for Algebra I-2. As such, a student taking Algebra Enrichment I-2 must also be enrolled in Algebra I-2 during the same academic semester.

GEOMETRY: CORE 40 / COURSE #2532-0C
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: C40-1 / COURSE #2532-1C
SECOND SEMESTER ONLY / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: STUDENTS IN NEED OF CREDIT RECOVERY FOR GEOMETRY: C40, SEMESTER ONE.

Geometry students examine the properties of two and three dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles, and planes; (2) polygons, with a special focus on quadrilaterals triangles, and right angles. May only be taken second semester.

GEOMETRY: C40-2 / COURSE #2532-2C
FIRST SEMESTER ONLY / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: STUDENTS IN NEED OF CREDIT RECOVERY FOR GEOMETRY: C40, SEMESTER TWO

Geometry students examine the properties of two and three dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) circles; and (2) polyhedra and other solids. May only be taken first semester.

GEOMETRY HONORS / COURSE #2532-0H
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 #2522-0C
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 #2522-0H

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 HONORS / COURSE #2564-0H
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 #2562-0A
FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: 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.

CALCULUS / DUAL CREDIT – INDIANA UNIVERSITY ACP M211 / COURSE #2527-0A
FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: PRE-CALCULUS.

This course is for strong math students who have learned the mathematics from Algebra through Trigonometry/Precalculus. The standards: (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. Students may choose to take this course for “dual credit” as Indiana University’s M211 4-credit hour course in IU’s Advance College Project (ACP) partnership with North. Students will need to provide their own graphing calculator for this course.

CALCULUS BC, ADVANCED PLACEMENT/ACP M212 / COURSE #2572-0A
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’Hospital’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.

STATISTICS, ADVANCED PLACEMENT / COURSE #2570-0A
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 #2530-0A
FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY/PREREQUISITE/Corequisite: PRE-CALCULUS OR PRE-CALCULUS/TRIGONOMETRY HONORS

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 with or without a calculator. Finite Math is considered an alternative to Trigonometry/Pre-Calculus 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 Valerie Lindsey  |  Department Chair

BUSINESS TECHNOLOGY DIVISION

DIGITAL APPLICATIONS AND RESPONSIBILITY / DUAL CREDIT – IVY TECH CINS101 / COURSE #4528-0E
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.

COMPUTER ILLUSTRATION & GRAPHICS / COURSE #4516-1E
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: DIGITAL APPLICATIONS AND 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 #4574-1E
FULL YEAR / GRADE: 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 AND 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.

COMPUTER SCIENCE I / COURSE #4801-0E
FULL YEAR / GRADE: 10-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITES: ALGEBRA AND DIGITAL APPLICATIONS AND RESPONSIBILITY

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

PRINCIPLES OF MARKETING / COURSE #5914-0E
FULL YEAR / GRADE: 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 #4518-0E
FULL YEAR / GRADE: 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 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), Jump$tart Institute, Coalition for Personal Financial Literacy, and Indiana State University Networks Financial Institute.

An overview of how to manage personal finances, the course includes information in the areas of personal finances, loans, credit, and investing. Upon successful completion of this course the student will be expected to: 1. Demonstrate the ability to maintain a checking and savings account; 2. Evaluate the components of loans and examine the process of a loan application; 3. Collect information concerning your personal credit status and options for alleviating credit stress; 4. Analyze different investing opportunities and prepare an investing plan. Topical areas of study include: Personal budgets, Checking accounts, Bank statement, Savings accounts, Saving options, Credit ratings, Simple interest, Compound interest, Loan applications, Loan types, Investing, and Bank Reconcile.

INTRODUCTION TO ACCOUNTING / COURSE #4524-0E
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: ALGEBRA I

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.

BUSINESS LAW & ETHICS / COURSE #4560-1E
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

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.

PRINCIPLES OF BUSINESS MANAGEMENT / COURSE #4562-1E
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 / 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.

ENTREPRENEURSHIP & NEW VENTURES / COURSE #5966-1E
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 / RECOMMENDED PREREQUISITES: PRINCIPLES OF MARKETING OR PRINCIPLES OF BUSINESS MANAGEMENT

Entrepreneurship and New Ventures is a specialized business course designed to enable students to acquire the knowledge and develop the skills needed to effectively organize, develop, create, and manage their own business. Topics addressed include the assessment of entrepreneurial skills, the importance of business ethics, and the role of entrepreneurs in a free enterprise system. Students will develop a written business plan for a business of their choice. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects available through the BPA/DECA programs of co-curricular activities.

BUSINESS MATH / COURSE #4512-0E
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, 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 #5394-1E
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 AND WELLNESS / COURSE #5342-0E
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

Students will investigate diet patterns and food choices as they relate to healthy lifestyles, develop skills in basic principles of food preparation, understand the nutritive contribution of foods, and develop skills in menu planning, meal management, and wise grocery shopping. The course will also provide experiences and activities in understanding food labels, microwave cooking, simulated computer programs in relation to nutrition and food purchases, use of convenience foods and time and energy saving appliances like bread makers, food processors, pasta makers, woks, etc. The skills taught in this course are important in the future lives of all students.

ADVANCED NUTRITION AND WELLNESS/ COURSE #5340-09
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 AND WELLNESS WITH 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 life span; 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. Repeatable for up to four semesters.

INTRODUCTION TO HOUSING & INTERIOR DESIGN / COURSE #5350-1E
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 #5364-1E
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.

ADULT ROLES & RESPONSIBILITIES / COURSE #5330-1E
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 #5362-0E
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

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; 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 care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness.

INTRODUCTION TO FASHION & TEXTILES / COURSE #5380-0E
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

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. A look at clothing and textile products for people with special needs is incorporated in this course. 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 #4812-0E
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 I / COURSE #4792-1E
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 Construction I is a course that specializes in how people use modern construction systems and the management of resources to efficiently produce a structure on a site. Students will explore the application of tools, materials, and energy in designing, producing, using, and assessing the construction of structures. Classroom activities introduce students to the techniques used in applying construction technology to the production of residential, commercial, and industrial buildings in addition to civil structures. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Activities include architectural drafting, bridge modeling and testing, and construction of a model house.

INTRODUCTION TO CONSTRUCTION II / COURSE #4792-2E
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: INTRODUCTION TO CONSTRUCTION I

Introduction to Construction II specializes in using technological processes to produce structures on a site. Structures may include residential, commercial, institutional, and industrial buildings. Additional structures may include special purpose facilities built for displays, sports contests, and transportation terminals. Students will 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. They may also investigate topics related to purchasing and maintenance of structures. Activities include architectural drafting, non-traditional structures modeling, and construction of a typical house section, which includes many aspects of a residential house, such as wiring, roofing, siding, etc.

INTRODUCTION TO MANUFACTURING I / COURSE #4784-1E
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

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. An understanding of manufacturing provides a background toward developing engineering & technological literacy. This understanding is developed through the study of the two major technologies, material processing and
management technology, used by all manufacturing enterprises. 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.

INTRODUCTION TO MANUFACTURING II / COURSE #4784-2E
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: INTRODUCTION TO MANUFACTURING I

Introduction to Manufacturing II is a course that specializes in using 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 I / COURSE #4798-1E
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

Introduction to Transportation I is a course that 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.

INTRODUCTION TO TRANSPORTATION II / COURSE #4798-2E
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: INTRODUCTION TO TRANSPORTATION I

Introduction to Transportation II is a course that specializes in the study of the transportation processes and the logistics of moving people, cargo and goods from one location to another. Transportation is a managed system that uses inputs, processes, and outputs to move people, cargo and goods. Content of this course includes the study of 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 #3044-0C
FULL YEAR / GRADES: 9-10 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE

Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and 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 #3044-0H
FULL YEAR / GRADES: 9-10 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / 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 #3024-0C
FULL YEAR / GRADES: 9-10 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE

Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction 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.

BIOLOGY I HONORS [BIOLOGY I (L)] / COURSE #3024-0H
FULL YEAR / GRADES: 9-10 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / RECOMMENDED PREREQUISITES: HONORS EARTH/SPACE SCIENCE, GRADE B OR BETTER; EARTH/SPACE 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. Topics include ecology, cellular biology, biochemistry, genetics, microbiology, and evolution.

HUMAN GENETICS [ADVANCED SCIENCE SPECIAL TOPICS] / COURSE #3092-0C
FULL YEAR / GRADES: 11-12 / DIPLOMA: ELECTIVE FOR GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / RECOMMENDED PREREQUISITES: BIOLOGY I OR HONORS BIOLOGY, CHEMISTRY, GRADE C OR BETTER.

A genetics course that explores the role genes play in disease susceptibility physical characteristics, with an eye toward genetic determinism; biotechnologies, including genetic testing, gene therapy, stem cell therapy, gene expression profiling, and personalized medicine; ethical concerns that arise from the interface of genetic information and privacy.

BIOLOGY, ADVANCED PLACEMENT (L) / COURSE #3020-0A
FULL YEAR / GRADES: 11-12 / DIPLOMA: ELECTIVE FOR GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / 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 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 #3064-0C
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / RECOMMENDED PREREQUISITE: 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; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. 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 #3064-0H
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / 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 #3060-0A
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 #3010-0C
FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / 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 ecosystems, population dynamics, resource management, and environmental consequences of natural and human processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, Advanced 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 ground water; 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 #3012-0A
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 #3084-0C
FULL YEAR / RECOMMENDED GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / RECOMMENDED PREREQUISITE: ALGEBRA II / QUALIFIES AS A QUANTITATIVE REASONING COURSE
Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. 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 #3084-0H
FULL YEAR / RECOMMENDED GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / 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) and the addition of an astronomy unit. 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, ADVANCED PLACEMENT (L)  /  COURSE #3088-0A
Physics C, Advanced Placement is a course based on the content established by the College Board. There are two AP Physics C courses, Physics C: Mechanics, and Physics C: Electricity and Magnetism. AP Physics C: Mechanics provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. AP Physics C: Electricity and Magnetism provides instruction in each of the following five content areas: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism.

INTEGRATED CHEMISTRY-PHYSICS (L)  /  COURSE #3108-0C
FULL YEAR / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / RECOMMENDED PREREQUISITE: ALGEBRA I (CAN BE TAKEN CONCURRENTLY)
Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

SCIENCE RESEARCH, INDEPENDENT STUDY (L) / COURSE #3008-1E
FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: TWO YEARS OF HIGH SCHOOL SCIENCE WITH CONSISTENT HIGH ACADEMIC ACHIEVEMENT, CONCURRENT OR PRIOR ENROLLMENT IN AP-LEVEL SCIENCE, AND AN APPLICATION PROCESS BEFORE ENROLLING IN COURSE. PICK UP AND RETURN APPLICATION TO GUIDANCE COUNSELOR.

Science Research, Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will complete a science project to be exhibited at a regional science fair and/or state science symposium during the same school year; additionally, an end-of-course project or product may be required, such as a scientific research paper or some other suitable presentation of their findings. Students will be paired with a higher education and/or business mentor. Students must be able to commit to 7 hours of work every two weeks. Students are responsible for their own transportation.

ANATOMY AND PHYSIOLOGY HONORS / DUAL CREDIT – IVY TECH APHY101 / COURSE #5276-0H
FULL YEAR / GRADES: 11-12 / DIPLOMA: DIRECTED ELECTIVE OR ELECTIVE GENERAL, CORE 40, AH, TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: BIOLOGY, ENGLISH (GRADE "C" OR HIGHER), ALGEBRA I ("C" OR HIGHER), TWO YEARS OF HIGH SCHOOL SCIENCE WITH CONSISTENT HIGH ACADEMIC ACHIEVEMENT, CONCURRENT OR PRIOR ENROLLMENT IN AP-LEVEL SCIENCE, AND AN APPLICATION PROCESS BEFORE ENROLLING IN COURSE. PICK UP AND RETURN APPLICATION TO GUIDANCE COUNSELOR.

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
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.

PRINCIPLES OF THE BIOMEDICAL SCIENCES (PROJECT LEAD THE WAY) / COURSE #5218-0E
FULL YEAR / GRADES: 9-11 / DIPLOMA: GENERAL, CORE 40, AH, TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITE: BIOLOGY I OR CONCURRENT ENROLLMENT IN BIOLOGY I; IF THE BIOLOGY PREREQUISITE HAS BEEN MET THEN ANOTHER SCIENCE COURSE MUST BE TAKEN CONCURRENTLY.

Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. This course is the first in a series of four biomedical courses. Students may qualify for university-level credit.

HUMAN BODY SYSTEMS (PROJECT LEAD THE WAY) / COURSE #5216-0E
FULL YEAR / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, ELECTIVE OR DIRECTED ELECTIVE, COLLEGE & CAREER PATHWAY, CAREER-TECHNICAL PROGRAM, OR FLEX CREDIT COURSE / PREREQUISITES: BIOLOGY I AND PRINCIPLES OF BIOMEDICAL SCIENCES FOR 10TH GRADERS; PREREQUISITES FOR 11-12: BIOLOGY. ANOTHER SCIENCE COURSE MUST BE TAKEN CONCURRENTLY.

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. Would you like to continue the PLTW Biomedical pathway? Medical Interventions course #5217-0C and Biomedical Innovations course #5219-0C may be taken through Hoosier Hills Career Center.
SOCIAL STUDIES - Pat Wilson | Department Chair

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 #1522-1H
FULL YEAR / GRADES: 9-10 / DIPLOMA: GENERAL, CORE 40, AH, TH, ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE

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. Content may include group and individual behavior, education, social systems, and the role of the social studies. Recommended to be taken paired with Topics in Social Science Honors.

HONORS SOCIAL SCIENCES II [TOPICS IN SOCIAL SCIENCE] / COURSE #1550-2H
FULL YEAR/GRADES: 9-10/DIPLOMA: GENERAL, CORE 40, AH, TH, ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITE: NONE

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 paired with Intro to Social Sciences Honors Semester I.

WORLD HISTORY & CIVILIZATION / COURSE #1548-0C
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 peoples 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.

WORLD HISTORY & CIVILIZATION [HONORS WORLD HISTORY] / COURSE #1548-0H
FULL YEAR / GRADE: 10-11 / 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 peoples 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. The World History Honors class is designed to be rigorous, and the students will be expected to do more reading, writing, and analysis than in a Core 40 class. Students will also be expected to perform at higher levels on projects, tests, papers, and all other activities.

GEOGRAPHY & HISTORY OF THE WORLD / COURSE #1570-0C
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 #1570-0H
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 #1542-0C
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.

UNITED STATES HISTORY, ADVANCED PLACEMENT / COURSE #1562-0A
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 course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives. The course at Bloomington North is designed to provide students with the analytic skills necessary to deal critically with the problems and materials in United States History. This AP U.S. History course is designed to be the equivalent of an introductory college course. It is a two semester survey of American History from the Age of Exploration and Discovery to the present. 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 and oral presentations. This is designed as a survey course that uses America: Past and Present, with supplementary reading 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 my students synthesize material and place the history of the United States into larger analytical contexts.
**SOCIETY / COURSE #1534-1C**

**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 #1532-0H**

**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 #1550-1C**

**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 #1538-2E**

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

Topics In History provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. 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 text.

**ETHNIC STUDIES: NATIVE AMERICAN & AFRICAN AMERICAN HISTORY [TOPICS IN HISTORY] / COURSE #1516-1E**

**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 text.

**MINORITIES IN AMERICA-LATINOS, ASIANS, ARABS, & OTHERS [TOPICS IN HISTORY] / COURSE #1538-3E**

**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 three major units each covering a distinct area of the cultural heritage of citizens of the United States. Units include Latinos, Asian Americans, Arab 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 ethnic groups in the United States. The focus is on original source materials, research, lecture, film, and project work. There is no text.

UNITED STATES GOVERNMENT / COURSE #1540-1C
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.

HONORS GOVERNMENT [UNITED STATES GOVERNMENT] / COURSE #1540-1H
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. In the Honors course at North, the classroom becomes a catalyst for social justice, civic participation, and volunteerism. We will establish a foundation for scholarly and civil discourse, which will focus on issues that stimulate tremendous controversy and involve people with competing and complex agendas. Issues addressing universal healthcare, the death penalty, substandard housing, the widening gap between rich and poor, educational opportunities and conditions, racism, classism and social justice form the constructs of this course.

ECONOMICS / COURSE #1514-1C
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.

Students will examine the functions of government in a market economy and study market structures, including the organization and role of businesses. Students will understand the role of economic performance, money, stabilization policies, and trade of the United States. While the economic way of thinking involves scientific tools and techniques, economics remains a social science, which endeavors to systematically study the behavior of people, institutions, and societies. This course provides students with the necessary theoretical and practical background to function as a decision-maker in a democratic society. Students will engage in economic analysis and study of economic policy primarily of a market economy and its historical and current alternatives. Both macro and micro economics topics will be covered. There will be a primary emphasis on application-based instructions.

MICROECONOMICS, ADVANCED PLACEMENT / COURSE #1566-1A
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.
COMMUNITY-BASED PROGRAM
GRADES: 9-12 / PREREQUISITES: SPECIAL EDUCATION ELIGIBILITY AND AGREEMENT OF CASE CONFERENCE COMMITTEE
This course is designed as an individual program for students who exhibit various learning difficulties as specified by the case conference committee. The objectives of the program, as developed by the case conference committee, including the following:

1. To integrate students to the maximum extent possible in the school and the community.
2. To teach students to function as independently as possible in all school, vocational, and community environments as outlined on the students Individualized Educational Program (IEP).
3. To integrate all ancillary services necessary for students to meet their individual goals.
4. To develop a transition plan to meet students’ post-graduation needs.

CAREER EXPLORATION INTERNSHIP [WORK STUDY] / COURSE #0530-1S-8S
GRADES: 9-12 / PREREQUISITES: SPECIAL EDUCATION ELIGIBILITY AND AGREEMENT OF CASE CONFERENCE COMMITTEE
The Career Exploration Internship course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. In this course students will gain experience in various work environments of their choosing. Students will acquire skills in the areas of working, searching for a job, interviewing, and the soft skills that are necessary to obtain and maintain employment. In addition to their workplace learning experience, students are responsible for:

1. Regularly scheduled meetings with the work study coordinator.
2. Writing weekly journals that are reflective of the world of work.
3. Remaining in good standing in regards to attendance.

The amount of time spent in the work experience is determined by the case conference committee as set forth in the Individualized Educational Program. All of these activities are carried out to develop a transition plan to meet students’ post-secondary needs.

BASIC SKILLS/INDEPENDENT STUDY [RESOURCE] / COURSE #0500-1S & COURSE #0500-2S
GRADES: 9-12 / PREREQUISITES: SPECIAL EDUCATION ELIGIBILITY AND AGREEMENT OF CASE CONFERENCE COMMITTEE
This course is designed as an individualized program for students who exhibit various learning difficulties as specified by the case conference committee. The objectives of the program are to meet the individual learning needs of the student that cannot be otherwise met in the general education setting as set forth in the students Individualized Educational Program and/or to provide students continuing opportunities to develop basic skills in:

1. Reading
2. Writing
3. Listening
4. Speaking
5. Mathematical computation
6. Note-taking
7. Study and organizational skills
8. Problem solving skills essential for high school course work achievement

These objectives are developed at the case conference by the case conference committee. Students may spend from one to four periods a day in their assigned programs and earn a total of one credit per period provided they satisfactorily complete the course requirements specified by their IEP.

BASIC SKILLS/LIFE SKILLS [INDEPENDENT LIVING SKILLS] [MILD DISABILITIES]/COURSE #0500-LS
GRADES: 9-12 / PREREQUISITES: SPECIAL EDUCATION ELIGIBILITY AND AGREEMENT OF CASE CONFERENCE COMMITTEE
This course is designed to help students become more independent at home and in the community. They will practice various skills necessary for independence. These include learning to ride the transit, read a bus schedule and maps, use a telephone to get information, purchase items and use money, request items from a stranger (e.g. ordering at a restaurant or asking directions), grocery shop and cook basic foods, and how to clean. Students will explore sites in the community about once a week. Sites are chosen to build skills in handling money, talking to strangers, or having fun. These may include the library, mall, or bowling alley. The program is designed to meet individual objectives developed by the case conference committee. Students are expected to provide about $5 per week to participate in activities.

ENGLISH COMPETENCY-BASED [SELF-CONTAINED]
GRADE 9 COURSE #1002-0S
GRADE 10 COURSE #1004-0S
GRADE 11 COURSE #1006-0S
GRADE 12 COURSE #1008-0S
PREREQUISITES: SPECIAL EDUCATION ELIGIBILITY AND AGREEMENT OF CASE CONFERENCE COMMITTEE
This course is designed for students with various disabilities who require significant remediation in areas of English/Language Arts that are essential for functional and independent living. The course is designed to address students’ individual needs as identified in their IEP and NOT grade level state standards.
PRE-ALGEBRA [SELF-CONTAINED] / COURSE #0500-PA
FULL YEAR / GRADES: 9-12 / PREREQUISITES: SPECIAL EDUCATION ELIGIBILITY AND AGREEMENT OF CASE CONFERENCE COMMITTEE

Designed for students with various disabilities who will NOT be gaining credit toward graduation state competencies but require additional preparation and remediation in math prior to enrolling in the year of Algebra. Topics include whole numbers, integers, rational numbers, decimals and their application, number theory, ratio, proportion, percent, equations, graphing, square roots, and some geometry concepts. Problem solving strategies and applications are emphasized throughout.

DEVELOPMENTAL READING: READ 180 [SELF-CONTAINED] / COURSE #1120-0S
FULL YEAR / GRADES: 9-12 / PREREQUISITES: SPECIAL EDUCATION ELIGIBILITY AND AGREEMENT OF CASE CONFERENCE COMMITTEE

Developmental Reading is a supplemental course that provides students with individualized instruction designed to support and improve reading comprehension and vocabulary development. The READ 180 program is used to individualize programing based on the reading needs of each student.

BUSINESS & LIFE SKILLS MATHEMATICS [SELF CONTAINED] / COURSE #4512-0S
FULL YEAR / GRADES: 9-12 / PREREQUISITES: SPECIAL EDUCATION ELIGIBILITY AND AGREEMENT OF CASE CONFERENCE COMMITTEE

Designed for students with various disabilities who require significant remediation in areas of math that is essential for functional and independent living. The course is designed to address students' individual needs as identified in their IEP and NOT grade level state standards. This is a class for non-diploma students only. This course prepares students to apply acquired math skills to meet the challenges of the adult world. Topics include: applying mathematical applications related to personal finance, banking, budgeting, travel and home improvement.

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. Andrea Mobley. 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 #5230-0E
FULL YEAR / GRADES: 11-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, ELECTIVE ALL DIPLOMAS / PREREQUISITE: INFORMATION COMMUNICATIONS & TECHNOLOGY

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 #0520-0E
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.

PEER MEDIATION [PEER TUTORING] / COURSE #0520-0M
SEMESTER / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, ELECTIVE ALL DIPLOMAS

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.

LIBRARY MEDIA [LIBRARY & INFORMATION SERVICES] / COURSE #1082-0E
ONE SEMESTER / GRADES: 10-12 / DIPLOMA: GENERAL, CORE 40, AH, TH, ELECTIVES ALL DIPLOMAS / PREREQUISITES: LIBRARIAN INTERVIEW AND AN APPROVED SIGNED CONTRACT. GRADE “C” OR ABOVE NEEDED TO REPEAT.

The purpose of the library information service (LIS) course for the high school students is to help North students develop skills for life long learning; to be role models and assist students to become efficient information users; to develop skills necessary for informed decision making and to acquire skills for self-directed learning. The library information service course will foster positive attitudes toward library use. This course will help students become active participants in the dissemination and organization of information. LIS students will be evaluated on job performance, attendance, library and reading assignments, computer skills, and cooperation in working with their peers. The LIS course provides a perspective on information selection, classification/storage, retrieval and delivery of information beyond that gained in the classroom. Students must be recommended by their counselor, teacher, librarian (past attendance, disciplinary record, and tardies will be considered) and sign a LIS contract. The librarian and students must sign this contract before counselors enroll the student. Contracts can be picked up in the library or counseling office. No more than four students may be assigned
This course is designed to prepare students for the Scholastic Aptitude Test (SAT). A computerized program will determine the students' math and verbal

COURSE #0530-0E

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 COURSEC

The Senior Internship Program is an exciting and practical course that allows students to experience the rigors and responsibilities of working in a desired profession. Although you don’t get paid, you are expected to accomplish the tasks of a normal employee. 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 components. 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 performance, and 3) We want you to have a worthwhile, hands-on experience at the workplace. You should 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, highlights their service-learning experience, and explores professional and career opportunities. Students will need to provide their own transportation to their service site. All seniors will be involved in the Senior Project Night during second semester. Students may take up to two credits each semester.

COMMUNITY SERVICE [COMMUNITY SERVICE: NON-PROFIT] / COURSE #0524-0E

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 their community and in some cases participate with 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 go through an application 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 involved in the Senior Project presentation during second semester. This course is available for one or two credits.

COMMUNITY SERVICE [COMMUNITY SERVICE: SCHOOLS] / COURSE #0524-0S

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 go through 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 participate in the Senior Project presentation during second semester. This course is available for one or two credits.

CADET TEACHING / COURSE #0502-0E

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 with organized exploratory teaching experiences in grades kindergarten (K) through grade nine (9). Students will need to have a junior or senior class status and provide their own transportation to their service site. All teaching experiences should be pre-planned by the high school Cadet Teaching Experience teacher and the cooperating teacher(s) who are interested in 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. Evaluation is based upon the cadet teachers’ cooperation, day-to-day practical performance, and class work including the cadets’ potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum. Total credits are limited to four (4)—one per semester. Seniors having a desire to cadet teach on a daily basis should also enroll in the course Community Service: Schools. All seniors will be required to participate in the Senior Project Night during second semester.

SAT PREPARATION / COURSE #0500-1E

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.
WORLD LANGUAGES - Natasha Roe | Department Chair

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.

Note: In accordance with the recommendations and policies of the Indiana Department of Education, all language classes are listed in academic sequence and should be taken as such. If a student must take a course out of sequence, then it must be done so with the approval of the classroom teacher, department chair, counselor, and an administrator following a parent-teacher conference.

CHINESE

CHINESE I / COURSE #2000-0C
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / 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 / COURSE #2002-0C
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / PREREQUISITE: CHINESE I
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 / 2004-0H
FULL YEAR/ GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / PREREQUISITES: PASSING GRADE IN CHINESE I AND II, “C” AVERAGE OR HIGHER IS HIGHLY RECOMMENDED.
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 as the application of understanding Chinese language and culture outside of the classroom.

FRENCH

FRENCH I / COURSE #2020-0C
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / PREREQUISITE: NONE
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 / COURSE #2022-0C
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / PREREQUISITE: PASSING GRADE IN LEVEL I, “C” AVERAGE OR HIGHER IN LEVEL ONE HIGHLY RECOMMENDED.

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 #2024-0H
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / PREREQUISITES: PASSING GRADE IN FRENCH I AND 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 #2026-0H
FULL YEAR / GRADES: 10-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / PREREQUISITES: PASSING GRADE IN FRENCH I, II, AND 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 #2040-0C
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / 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 #2042-0C
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / 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 arriving for appointments and social engagements.

GERMAN III / COURSE #2044-0H
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / PREREQUISITES: PASSING GRADE IN LEVEL I AND II, “C” AVERAGE OR HIGHER IN LEVEL TWO 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 #2046-0H
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / PREREQUISITES: PASSING GRADE IN LEVEL I, II, AND III, “C” AVERAGE OR HIGHER IN LEVEL THREE 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 #2060-0C
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / 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 #2062-0C
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / PREREQUISITE: PASSING GRADE IN LEVEL I, “C” AVERAGE OR HIGHER IN LEVEL ONE 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 #2064-0H
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / PREREQUISITES: PASSING GRADE IN LEVEL I AND II, “C” AVERAGE OR HIGHER IN LEVEL ONE 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 #2066-0H
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / PREREQUISITES: PASSING GRADE IN LEVEL I, II, AND III, “C” AVERAGE OR HIGHER IN LEVEL ONE 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 #2080-0C
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / 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 wrote 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.

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LATIN II / COURSE #2082-0C
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / 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 #2084-0H
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / PREREQUISITES: PASSING GRADE IN LEVEL I AND II, HIGHLY RECOMMENDED “C” AVERAGE OR HIGHER IN LATIN II.
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, and (3) literature.

LATIN, ADVANCED PLACEMENT / COURSE #2092-0A
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / PREREQUISITES: PASSING GRADE IN LATIN I, II, AND III “B” AVERAGE OR HIGHER IN LATIN III, HIGHLY RECOMMENDED, APPROVAL BY TEACHER FOR INDEPENDENT STUDY.
Latin: Vergil, Advanced Placement is a course based on the content established by the College Board. The AP Latin: Vergil 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: Vergil 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.

SPANISH
SPANISH I / COURSE #2120-0C
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / 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 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.

SPANISH II / COURSE #2122-0C
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / PREREQUISITE: PASSING GRADE IN LEVEL I, “C” AVERAGE OR HIGHER IN LEVEL ONE 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; ask for 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 #2124-0H
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / PREREQUISITES: PASSING GRADE IN LEVEL I AND II, “C” AVERAGE OR HIGHER IN LEVEL TWO 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 #2126-0H
FULL YEAR / GRADES: 9-12 / DIPLOMA: CORE 40 AND AH, ELECTIVE OR DIRECTED ELECTIVE, FLEX CREDIT OR COLLEGE & CAREER PATHWAY COURSE / PREREQUISITES: PASSING GRADE IN LEVEL I, II, AND III, “C” AVERAGE OR HIGHER IN LEVEL THREE 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.

ENGLISH LANGUAGE LEARNER COURSES

[ENGLISH AS A NEW LANGUAGE [ENL] / COURSE #1012-0C
FULL YEAR ENG/ENL CREDIT / GRADES: 9-12 / DIPLOMA: GENERAL, CORE 40, AH AND TH, FLEX CREDIT OR COLLEGE & CAREER PATHWAY / PREREQUISITES: ALL ENGLISH LANGUAGE LEARNERS WITH A LAS LINKS SCORE OF 1, 2, 3, OR 4.

English as a New Language, an integrated English course based on Indiana’s English Language Proficiency (ELP) Standards, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

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

•Recommended Prerequisites: English proficiency placement test results

•Credits: A two-semester course, one credit per semester. The nature of this course allows for successive semesters of instructions at advanced levels (up to a maximum of four credits).
The program descriptions that follow give very brief details about the programs available to Bloomington High School North students at the Hoosier Hills Career Center. If a student or parent/guardian needs more detail, they should contact the Career Center Office at 330-7730. NOTE: All Career Center courses count as Core 40 directed electives as part of a technical area and as Academic and Technical Honors Diploma electives.

AGRICULTURE CLUSTER

INTRODUCTION TO AGRICULTURE FOOD & NATURAL RESOURCES (CC107) / COURSE #5056-0C / TWO SEMESTERS / GRADES: 9-12 / CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS
DESCRIPTION: A two semester course that is highly recommended as a prerequisite to and a foundation for all other agricultural classes. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure, and technology, careers in agriculture, leadership, and supervised agricultural experience.

ANIMAL SCIENCE (CC) CC107 / COURSE #5008-0C / TWO SEMESTERS / GRADES: 9-12 / CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS
DESCRIPTION: 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.

AGRIBUSINESS MANAGEMENT (CC107) / COURSE #5002-0C / TWO SEMESTERS / GRADES: 9-12 / CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS
DESCRIPTION: Agribusiness Management provides foundation concepts in agricultural business. It is a course that introduces students to the principles of business organization and management from a local and global perspective, with the utilization of technology. Concepts covered in the course include: food and fiber, forms of business, finance, marketing, management, sales, careers, leadership development, and supervised agriculture experience programs. This course offers dual credit for AGRI102 through IVY Tech.

HORTICULTURAL SCIENCE (CC107) / GRADES: 11-12 / COURSE #5132-0C / TWO SEMESTERS / CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS / RECOMMENDED PREREQUISITES: INTRODUCTION TO AGRICULTURE, FOOD & NATURAL RESOURCES AND PLANT & SOIL SCIENCE
DESCRIPTION: Horticulture Science is a two semester course designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest, and pest management. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse. Offered every other year opposite Landscape Management.

PLANT & SOIL SCIENCE (CC) / COURSE #5170-0C / TWO SEMESTERS / GRADES: 9-12 / CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS
DESCRIPTION: 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.

ADVANCED LIFE SCIENCE: ANIMALS (CC) CC107 / COURSE #5070-0C / TWO SEMESTERS / GRADES: 11-12 / CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS / PREREQUISITES: BIOLOGY AND CHEMISTRY
DESCRIPTION: 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.

TRANSPORTATION CLUSTER

INTRODUCTION TO TRANSPORTATION (CC106) / COURSE #4798-0C / TWO SEMESTERS / GRADES: 9-12 / CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS
DESCRIPTION: 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. This course provides an excellent foundation to our ASE Certified Automotive Technology programs.
AUTOMOTIVE SERVICE TECHNOLOGY I (CC102) / COURSE #5510-0A / TWO SEMESTERS / GRADES: 11-12 / AM OR PM (DAILY)
DESCRIPTION: Automotive Services Technology I is a first year course that encompasses the sub topics 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. This course offers dual credit for AUTC 101 & 121 through IVY Tech. Advanced placement credits will be available through Ivy Tech Community College.

AUTOMOTIVE SERVICE TECHNOLOGY II (CC102) / COURSE #5546-0A / TWO SEMESTERS / GRADES: 11-12 / AM OR PM (DAILY)
DESCRIPTION: Automotive Services Technology II is a second year course that encompasses the sub topics 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. Advanced placement credits will be available through Ivy Tech Community College. This course offers dual credit for AUTC 109 & 113 through IVY Tech.

AUTOMOTIVE COLLISION REPAIR II (CC104) / COURSE #5544-0A / TWO SEMESTERS / GRADES: 11-12 / AM OR PM (DAILY)
DESCRIPTION: 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. Advanced placement credits will be available through Ivy Tech Community College. This course offers dual credit for AUBR 104,105 & 110 through IVY Tech.

ARCHITECTURE & CONSTRUCTION CLUSTER

CONSTRUCTION TECHNOLOGY I (CC109) / COURSE #5580-0A / TWO SEMESTERS / GRADES: 11-12 / AM OR PM (DAILY)
DESCRIPTION: 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.

CONSTRUCTION TECHNOLOGY II (CC109) / COURSE #5578-0A / TWO SEMESTERS / GRADES: 11-12 / AM OR PM (DAILY)
DESCRIPTION: 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 market place. 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.

CONSTRUCTION TECHNOLOGY I (CC109) / COURSE #5580-00 / TWO SEMESTERS / GRADES: 10-12 / AM OR PM (TWO BLOCKS ALTERNATING DAY)
DESCRIPTION: 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.
ARCHITECTURAL DRAFTING & DESIGN I (CC119) / COURSE #5640-0A / TWO SEMESTERS / GRADES: 10-12 / AM OR PM (DAILY) / RECOMMENDED PREREQUISITE: GEOMETRY
DESCRIPTION: 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 elementary 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 Auto CAD. 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. This course offers dual credit for ADMF 115 through IVY Tech.

ARCHITECTURAL DRAFTING & DESIGN II (CC119) / COURSE #5652-0A / GRADES: 10-12 / AM OR PM (DAILY)
DESCRIPTION: 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. This course offers dual credit for ADMF 115 through IVY Tech.

ARCHITECTURAL DRAFTING & DESIGN I (CC119) / COURSE #5640-0B (ONE BLOCK DAILY) / COURSE #5640-0D (TWO BLOCKS ALTERNATING DAYS) / GRADES: 10-12 / TWO SEMESTERS / RECOMMENDED PREREQUISITE: GEOMETRY
DESCRIPTION: A first year block 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 elementary 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 Auto CAD. 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. This course offers dual credit for ADMF 115 through IVY Tech.

MECHANICAL DRAFTING & DESIGN I (CC119) / COURSE #4836-0A / GRADES: 10-12 / AM (DAILY) / RECOMMENDED PREREQUISITE: GEOMETRY
DESCRIPTION: A first year course 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. This course offers dual credit for DESN 103 & 105 through IVY Tech.

MECHANICAL DRAFTING & DESIGN II (CC119) / COURSE #4838-0A / TWO SEMESTERS / GRADES: 10-12 / AM (DAILY) / RECOMMENDED PREREQUISITE: GEOMETRY
DESCRIPTION: 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. This course offers dual credit for DESN 103 & 105 through IVY Tech.

MECHANICAL DRAFTING & DESIGN I (CC119) / COURSE #4836-0B / TWO SEMESTERS / GRADES: 10-12 / ONE BLOCK DAILY – SEE YOUR COUNSELOR TO EXPLORE THIS OPTION / RECOMMENDED PREREQUISITE: GEOMETRY
DESCRIPTION: 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. A possible 6-week internship placement with local automotive service repair related businesses could be available during the senior year. This course offers dual credit for DESN 103 & 105 through IVY Tech.

WELDING TECHNOLOGY I (CC103) / COURSE #5776-0A / TWO SEMESTERS / GRADES: 11-12 / AM OR PM (DAILY)
DESCRIPTION: A first year course covering 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. College credits may be earned through Ivy Tech Community College. This course offers dual credit for WELD 108 through IVY Tech.
WELDING TECHNOLOGY II (CC103) / COURSE #5778-0A / TWO SEMESTERS / GRADES: 11-12 / AM OR PM (DAILY)
DESCRIPTION: 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. A possible 6-week internship placement with local automotive service repair related businesses could be available during the senior year. This course offers dual credit for WELD 207 & 208 through Ivy Tech.

WELDING TECHNOLOGY I (CC103) / COURSE #5776-0D (TWO BLOCKS ALTERNATING DAYS) / GRADES: 11-12
DESCRIPTION: A first year block 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. College credits may be earned through Ivy Tech Community College.

PRECISION MACHINING I (CC103) / COURSE #5782-0A / TWO SEMESTERS / GRADES: 11-12 / AM OR PM (DAILY)
DESCRIPTION: 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. A possible 6-week internship placement with local automotive service repair related businesses could be available during the senior year. College credits may be earned through Ivy Tech Community College.

PRECISION MACHINING II (CC103) / COURSE #5784-0A / TWO SEMESTERS / GRADES: 11-12 / AM OR PM (DAILY)
DESCRIPTION: 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. College credits may be earned through Ivy Tech Community College.

PRECISION MACHINING I (CC103) / COURSE #5782-0D (TWO BLOCKS ALTERNATING DAYS) / TWO SEMESTERS / GRADES: 11-12
DESCRIPTION: A first year block 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. College credits may be earned through Ivy Tech Community College.

INTRODUCTION TO ADVANCED MANUFACTURING(CC112) / COURSE #5608-0C / TWO SEMESTERS / GRADES: 9-12 / PM (ALTERNATING DAY)
DESCRIPTION: Introduction to Advanced Manufacturing, is a course that includes classroom and laboratory experiences in two broad areas; Industrial Technology/Software Controls and Manufacturing Trends. Industrial Technology and Software Controls covers wiring and schematic diagrams used to design, install, and repair electrical/electronic equipment such as wireless communication devices, programmable controllers. Course content will include basic theories of electricity, electronics, digital technology, and basic circuit analysis. Activities include experiences in: soldering; use of an oscilloscope, meters, signal generators and tracers; breadboarding; circuit simulation software; and troubleshooting. Understanding and using the underlying scientific principles related to electricity, electronics, circuits, sine waves, and Ohm’s Law are integral to this course. Manufacturing Trends covers basic concepts in manufacturing operations and plant floor layout in the production environment.

Applications of Computer Numerical Control (CNC), and lathe and turning operations are developed as a foundation for machining operations. Coordinate system concepts are introduced as relevant to machining processes, as well as fluid and mechanical power, welding, and lean manufacturing. Fluid power concepts will include hydraulic components and circuits, laws and principles, fluid power controllers, and the construction of systems. In the mechanical power portion of the course, students will learn about machine specifications, basic forces, friction, simple machines, motors, and motor controls. Students will also be introduced to lean manufacturing where they will study concepts including: lean goals, product quality, eliminating waste, cost effectiveness, lean concepts, resource planning, continuous improvement, and the various advantages of lean manufacturing. This course includes MSSC concepts required to earn MSSC certification and dual credit for MPRO coursework.

ADVANCED MANUFACTURING I (CC112) / COURSE #5239-0A / TWO SEMESTERS / GRADES: 11-12 / AM OR PM (DAILY)
DESCRIPTION: An Advanced Manufacturing pathway course developed by industry introducing students to Computer Numerical Control (CNC) lathe and milling machine programming and operation. Skills in the setup and operation of CNC equipment, coordinate systems, tool paths, speeds and feeds and tool selection leading to NIMS (National Institute for Metalworking Skills) certifications, internships and college dual credit and/or employment. (11-12). Computer Numerical Control (CNC) Machining and Programming CTE Pilot Course. Length of Course 1 or 2 years (Half Day) AM/PM.
HEALTH SCIENCE CLUSTER

FIRE & RESCUE I (CC113) / COURSE #5820-0A / TWO SEMESTERS / GRADES: 11-12 / AM OR PM (DAILY)
DESCRIPTION: 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. This course may include two industry certifications earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum. Teamwork and Responsibility are stressed throughout this program. This course offers dual credit for FIRE 100, 116 & 117 through Ivy Tech.

FIRE & RESCUE II (CC113) / COURSE #5826-0A / TWO SEMESTERS / GRADES: 11-12 / AM OR PM (DAILY)
DESCRIPTION: 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. This course offers dual credit for FIRE 100, 116 & 117 through Ivy Tech.

HEALTH SCIENCE EDUCATION I (CC060) / COURSE #5282-0A / GRADES: 10-12 / AM OR PM (DAILY)
DESCRIPTION: 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. These 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. College credit may be earned through Ivy Tech Community College. This course offers dual credit for HLHS 100 through Ivy Tech.

HEALTH SCIENCE EDUCATION II (CC116) / COURSE #5284-0A / GRADES: 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.
DESCRIPTION: 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. College credit may be earned through Ivy Tech Community College. This course offers dual credit for HLHS 101 through Ivy Tech.

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.

PRINCIPLES OF THE BIOMEDICAL SCIENCES™ / COURSE #5218-0C / ONE YEAR / GRADE: 9 / BHSN
DESCRIPTION: Students explore the concepts of human medicine and are introduced to research processes and to bioinformatics. Hands-on projects enable students to investigate human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Over the length of the course, students will work together to determine the factors that led to the death of a fictional person. After pinpointing those factors, the students study life choices and medical treatments that might have prolonged the person’s life. The course is designed to provide an overview of all the courses in the Biomedical Sciences Program and to lay the scientific foundation necessary for student success in the subsequent courses. The key biological concepts embedded in the curriculum include homeostasis, metabolism, and inheritance of traits, feedback systems, and defense against disease. Where appropriate, engineering principles are also incorporated into the curriculum. These include the design process, feedback loops, fluid dynamics, and the relationship of structure to function.

HUMAN BODY SYSTEMS™ / COURSE #5216-0C / ONE YEAR / GRADE: 10 / BHSN
DESCRIPTION: Students examine the processes, structures, and interactions of the human body systems to learn how they work together to maintain homeostasis (internal balance) and good health. Using real-world cases, students take the role of biomedical professionals and work together to solve medical mysteries. Hands-on projects include designing experiments, investigating the structures and functions of body systems, and using data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Important concepts covered in the course are communication, transport of substances, locomotion, metabolic processes, defense, and protection.

MEDICAL INTERVENTIONS™ (CC115) / COURSE #5217-0C / ONE YEAR / GRADE: 11 / ONE BLOCK ALTERNATE DAY
DESCRIPTION: Students 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 / GRADE: 12**

**DESCRIPTION:** 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.

**HOSPITALITY & HUMAN SERVICES CLUSTER**

**COSMETOLOGY I / COURSE #5802-0A / TWO YEARS / GRADES: 11-12 / PM (DAILY) / CLASS MEETS AT INDIANA COSMETOLOGY ACADEMY MONDAY-FRIDAY 12:30-4:30 PM**

**DESCRIPTION:** 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, facial, 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 cost to students will be approximately $600.00. During the senior year of the program, some Saturday hours will be required.

**COSMETOLOGY II / COURSE #5806-0A / TWO SEMESTERS / GRADES: 12 / PM (DAILY) / CLASS MEETS AT INDIANA COSMETOLOGY ACADEMY MONDAY-FRIDAY 12:30-4:30 PM**

**DESCRIPTION:** 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, facial, 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 cost to students will be approximately $600.00. During the senior year of the program, some Saturday hours will be required.

**CULINARY ARTS & HOSPITALITY MANAGEMENT (CC058) / COURSE #5440-0A / THREE TRIMESTERS / GRADES: 11-12 / AM OR PM (DAILY)**

**DESCRIPTION:** 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 2-3 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. A possible 6-week internship placement with local automotive service repair related businesses could be available during the senior year. This course offers dual credit for HOSP 101 through IVY Tech.

**ADVANCED CULINARY ARTS (CC058) / COURSE #5346-0A / ONE YEAR / GRADANCES: 11-12 / AM OR PM (DAILY)**

**DESCRIPTION:** 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. This course offers dual credit for HOSP 102 through IVY Tech.

**CULINARY ARTS & HOSPITALITY MANAGEMENT (CC058) / COURSE #5440-0D / TWO SEMESTERS / GRADES: 11-12 / TWO BLOCKS ALTERNATING DAYS**

**DESCRIPTION:** 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 2-3 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. This course offers dual credit for HOSP 101 through IVY Tech.

EARLY CHILDHOOD EDUCATION I (CC061) / COURSE #5412-0A / TWO SEMESTERS / GRADES: 11-12 / AM OR PM (DAILY)
DESCRIPTION: 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, a physical, and CPR training sessions are a required segment of this program. College credits may be earned through Ivy Tech Community College. This course offers dual credit for ECED 100 through IVY Tech.

EARLY CHILDHOOD EDUCATION II (CC061) / COURSE #5406-0A / TWO SEMESTERS / GRADES: 11-12 / AM OR PM (DAILY)
DESCRIPTION: 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. A possible 6-week internship placement with local automotive service repair related businesses could be available during the senior year. College credits may be earned through Ivy Tech Community College. This course offers dual credit for ECED 101 through IVY Tech.

INFORMATION TECHNOLOGY

COMPUTER TECHNOLOGY SUPPORT (CC112) / COURSE #5230-0A / TWO SEMESTERS / GRADES: 11-12 / AM (DAILY)
DESCRIPTION: 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. A possible 6-week internship placement with local automotive service repair related businesses could be available during the senior year. Successful completion of this course may qualify the student to earn credit at Ivy Tech Community College.

NETWORKING FUNDAMENTALS (CC112) / COURSE #5234-0C / TWO SEMESTERS / GRADES: 9-12 / PM (ALTERNATING DAYS)
DESCRIPTION: A block class that Fundamentals introduces students to concepts of local and wide area networks, home networking, networking standards using the IEEE/OSI Model, network protocols, transmission media and network architecture/topologies. Security and data integrity will be introduced and emphasized throughout this course. The purpose of this course is to offer students the critical information needed to successfully move into a role as an IT professional supporting networked computers. Concepts covered will include TCP/IP client administration, planning a network topology, configuring the TCP/IP protocol, managing network clients, configuring routers and hubs as well as creating a wireless LAN, problems. Successful completion of this course may qualify the student to earn credit at Ivy Tech Community College.

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
DESCRIPTION: 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
DESCRIPTION: 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 / TWO SEMESTERS / GRADES: 11-12 / ONE BLOCK DAILY
DESCRIPTION: 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 #5902-0C / TWO SEMESTERS / GRADE: 12 / CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS / TAKEN CONCURRENTLY WITH TECHNICAL AREA COURSE / PREREQUISITE: A MINIMUM OF FOUR CREDITS IN A LOGICAL SEQUENCE OF COURSES FROM PROGRAM AREAS RELATED TO THE STUDENT’S CAREER PATHWAY.

DESCRIPTION: 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.
## Bloomington High School North Schedule Work Sheet

**Student name_________________________________________________________________________**

<table>
<thead>
<tr>
<th>Diploma (check requirements)</th>
<th>CORE 40</th>
<th>CORE 40 Academic Honors</th>
<th>CORE 40 Technical Honors</th>
</tr>
</thead>
</table>

### 9th Grade

<table>
<thead>
<tr>
<th>Subject</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9-1</td>
<td>English 10-1</td>
<td>English 11-1</td>
<td>English 12-1</td>
</tr>
<tr>
<td>English 9-2</td>
<td>English 10-2</td>
<td>English 11-2</td>
<td>English 12-2</td>
</tr>
<tr>
<td>P.E. 1</td>
<td>Health</td>
<td>U.S. History</td>
<td>Government</td>
</tr>
<tr>
<td>P.E. 2</td>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Social Studies 9 or 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies 9 and/or 10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Alternates

1.  
2.  
3.  
4.  

---

Section 13 – Schedule Work Sheet - 62
# Cougar Four-Year Plan for Graduation

**Diploma**

<table>
<thead>
<tr>
<th>English – 8 credits</th>
<th>Core 40 * – 8 credits</th>
<th>Academic Honors * – 8 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 9</td>
<td>Eng 9</td>
<td>Eng 9</td>
</tr>
<tr>
<td>Eng 10</td>
<td>Eng 10</td>
<td>Eng 10</td>
</tr>
<tr>
<td>Eng 2cr</td>
<td>Eng 2cr</td>
<td>Eng 2cr</td>
</tr>
<tr>
<td>Eng 2cr SP</td>
<td>Eng 2cr SP</td>
<td>Eng 2cr SP</td>
</tr>
</tbody>
</table>

**Math – 4 credits**

<table>
<thead>
<tr>
<th>Alg I</th>
<th>Geometry</th>
<th>Alg I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Science – 4 credits**

<table>
<thead>
<tr>
<th>Biology I</th>
<th>Biology I</th>
<th>Biology I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Social Studies – 6 credits**

<table>
<thead>
<tr>
<th>Electives</th>
<th>W Geog/W History</th>
<th>W Geog/W History</th>
</tr>
</thead>
<tbody>
<tr>
<td>US History</td>
<td>US History</td>
<td>US History</td>
</tr>
<tr>
<td>Gov/Econ</td>
<td>Gov/Econ</td>
<td>Gov/Econ</td>
</tr>
</tbody>
</table>

**PE / Health – 3 credits**

<table>
<thead>
<tr>
<th>Phys. Ed. – 2 cr</th>
<th>Health – 1 semester</th>
<th>Health – 1 semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Technology – 2 credits**

<table>
<thead>
<tr>
<th>Electives – 8 additional credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
</tbody>
</table>

**Electives – 15 credits**

<table>
<thead>
<tr>
<th>Minimum of 42 credits required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma does not meet admissions requirements for four-year colleges. Student will not be eligible for maximum financial aid from Indiana. Opt-out form required</td>
</tr>
</tbody>
</table>

**ECA/ISTEP**

<table>
<thead>
<tr>
<th>English 10</th>
<th>Alg.</th>
<th>Bio</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td>ACT</td>
<td></td>
</tr>
</tbody>
</table>

Minimum of 42 credits required

Minimum of 2.0 GPA required for State Aid

**GPA**

<table>
<thead>
<tr>
<th>Career Cruising</th>
<th>Goal</th>
<th>Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Minimum of 47 credits required**

Minimum of 3.0 GPA required

No grades of “D” accepted

**GPA**

<table>
<thead>
<tr>
<th>Elective 8 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 _AP and exam</td>
</tr>
<tr>
<td>2 _AP and exam</td>
</tr>
<tr>
<td>3 _ACP</td>
</tr>
<tr>
<td>4 _ACP</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
</tbody>
</table>

**SAT/ACT: Spring of Grade 11**

<table>
<thead>
<tr>
<th>SAT/ACT: Spring of Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**IU: one semester of Pre-calculus**

Two years World Language

**Technical Honors; 47 credits**

1. Work Keys, Accuplacer, Compass
2. Pathway industry designated certification or Pathway dual credits for 6 college credits
3. 3.0 GPA
4. Core 40, grades “C” or better
5. Choose from additional options

**21st Century Scholar**

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

Revised 12/19/2015