Principal .................................................................................................................. Mr. Mark A. Fletcher
Mrs. Kate Ratliff, Interim Assistant to the Principal ...(A-D Purple Block)
Assistant Principals ........ Mr. Joe Doyle .................................................................(E-Kn South Block)
Mr. Jay True ......................... (Ko-Ri Bloomington Block)
Ms. Christina Adduci ............. (Ro-Z Panther Block)
Counseling Director........... Mr. Pat Cannon
Counselors ....................... Mrs. Lacey Winckelbach ........................................(A-C)
Mr. John Livingston .................. (D-Hi)
Mr. Pat Cannon ......................(Ho-Mc)
Mr. Joel McKay .......................(Me-Sh)
Mrs. Kaitlyn Ude ..................(Si-Z)
Athletic Director .............................................................. Mr. J.R. Holmes
Assistant Athletic Directors ................................................................. Mr. Neil Coyle
Mr. Mo Moriarity
Mr. Larry Winters

1965 South Walnut Street
Bloomington, Indiana 47401
(812) 330-7714
www.south.mccsc.edu

MONROE COUNTY
COMMUNITY SCHOOL CORPORATION
ENGAGE. EMPOWER. EDUCATE.

2017-2018
Mission Statement

Bloomington High School South strives to provide a learning environment that nurtures academic, personal, and social growth. Together, we work to create, promote, and demonstrate decency, integrity, fairness, and civil responsibility in an atmosphere of equity and respect. As productive citizens we lead by example and work to instill a desire to pursue life-long learning in order to make responsible decisions in our school and community.

Belief Statements

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

Goals

Students will engage in a learning community in which they will:
1. Increase their academic skills in the areas of application, analysis, synthesis and evaluation.
2. Make decisions about their own actions which show concern for themselves and consideration of those around them.
3. Participate as responsible citizens in their school and community.

KEYS TO SUCCESS AT BHSS

1. A ttendance –
   Be here every day, prepared
2. A ttitude –
   Be positive, organized with goals
3. A ctivities –
   Get involved!

STRAIGHT A’s
Welcome Panthers!

Welcome to the Bloomington High School South Curriculum Guide for 2017-2018. Within these pages, you will find all that you need to know about planning your entire high school career and specifically about enrolling for courses for the next school year. The faculty, staff and administration are pledging our full support in helping you achieve your goals, and as our school mission states, we hope to provide you with an atmosphere that is conducive to your development as a high school student and as a person in later life. Your commitment, dedication, and desire to be a learner is vital to helping us achieve our mission.

Bloomington South is a comprehensive, public high school serving approximately 1750 students in grades 9-12. We have a trimester schedule with five 60-minute classes a day, earning one credit per class each 12 weeks for a yearly total of 15 credits. We are accredited by the Indiana Department of Public Instruction, Performance Based Accreditation.

South’s diploma types include a minimum diploma and a Core 40 diploma regular or with honors. The requirements for each are described in this guide. In addition, the State of Indiana requires each student to participate in statewide testing Grade 10 ISTEP+. If a student is unable to pass the Algebra exam and the English exam after the first attempt they have several opportunities to try again in grades 11 and 12. All students must participate in taking the exams to be eligible for a diploma.

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

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

Mean SAT Scores for College Bound Seniors

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>% Seniors Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>551</td>
<td>564</td>
<td>526</td>
<td>73%</td>
</tr>
<tr>
<td>2014-15</td>
<td>545</td>
<td>557</td>
<td>522</td>
<td>74%</td>
</tr>
<tr>
<td>2013-14</td>
<td>546</td>
<td>553</td>
<td>521</td>
<td>78%</td>
</tr>
<tr>
<td>2012-13</td>
<td>549</td>
<td>557</td>
<td>531</td>
<td>76%</td>
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<tr>
<td>2011-12</td>
<td>532</td>
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<td>81%</td>
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<td>2010-11</td>
<td>537</td>
<td>548</td>
<td>519</td>
<td>80%</td>
</tr>
<tr>
<td>2009-10</td>
<td>541</td>
<td>548</td>
<td>519</td>
<td>67%</td>
</tr>
<tr>
<td>2008-09</td>
<td>539</td>
<td>545</td>
<td>517</td>
<td>73%</td>
</tr>
<tr>
<td>2007-08</td>
<td>541</td>
<td>544</td>
<td>521</td>
<td>67%</td>
</tr>
<tr>
<td>2006-07</td>
<td>535</td>
<td>542</td>
<td>513</td>
<td>71%</td>
</tr>
</tbody>
</table>

Advanced Placement Exam Data

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Students with Score of 3 or Higher</th>
<th>% of 11th &amp; 12th Graders Taking Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>68%</td>
<td>48%</td>
</tr>
<tr>
<td>2014-15</td>
<td>74%</td>
<td>45%</td>
</tr>
<tr>
<td>2013-14</td>
<td>62%</td>
<td>49%</td>
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<tr>
<td>2012-13</td>
<td>58%</td>
<td>41%</td>
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<tr>
<td>2011-12</td>
<td>59%</td>
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<tr>
<td>2010-11</td>
<td>57%</td>
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<tr>
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<td>32%</td>
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<tr>
<td>2008-09</td>
<td>73%</td>
<td>25%</td>
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<tr>
<td>2007-08</td>
<td>70%</td>
<td>21%</td>
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<tr>
<td>2006-07</td>
<td>73%</td>
<td>12%</td>
</tr>
<tr>
<td>2005-06</td>
<td>78%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Class of 2015

- 414 students.
- 8 National AP Scholars, 17 AP Scholars with Honors, 60 AP Scholars, and 45 AP Scholars with Distinction
- Indiana Academic Honors Diploma recipients earned by 56% of the class
- 7 National Merit Finalist, 7 Commended Students.
- 90 Principal Scholars (11 terms of 4.0 GPA)
- 82% earned CORE 40 diplomas
- $4.93 million earned in scholarship monies
- 165 National Honor Society Members
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BLOOMINGTON HIGH SCHOOL SOUTH

HOW TO USE THE CURRICULUM GUIDE

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

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

Students may request schedule changes until the last day of the 2016-17 school year. No other change request will be honored unless the student has been misplaced in a course, a scheduling error has occurred, or a change is needed to ensure timely graduation.

GENERAL GUIDELINES

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

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

C. Students are expected to take the following sequence of courses:
   1. Freshman year (9th Grade)-English and Physical Education
   2. Sophomore year (10th Grade)-English and Health
   3. Junior year (11th Grade)-English and U.S. History
   4. Senior year (12th Grade)-English, Government and Economics

These types of diplomas can be earned: general, Core 40 or Core 40 with Honors. A general diploma is earned by meeting the graduation requirements listed in this guide, passing the end of course assessments, and completing an opt-out of Core 40 form.

TEXTBOOK RENTAL FEES

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

SCHEDULE CHANGES

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

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

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

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

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

Any additional considerations must be approved by the principal.
WITHDRAWALS FROM COURSES

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

REPEATING A COURSE

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

DELAYED ENROLLMENT

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

SPECIAL PROGRAMS & OPTIONS

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

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

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

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

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

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

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

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

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

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

PROJECT PRIDE

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

HIGH SCHOOL CREDIT WHILE ENROLLED IN MIDDLE SCHOOL

Students who take courses in middle school that could count for high school credit, will declare in the spring of their 8th grade year, if 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 the middle school for high school credit will appear on the student’s transcript and will be factored into the student’s cumulative G.P.A. 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 G.P.A. and appear on the transcript. (Note: Valedictorian and Salutatorian cannot have repeated courses.)

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

HIGH ABILITY PROGRAM

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

Acceleration options include a variety of Advanced Placement (AP) and Honors courses offered in English, Mathematics, Science, Social Studies, World Languages, and the Fine Arts. Grades received in AP and Honors courses are weighted when figured into the student’s GPA. Advanced College Project (ACP) courses in literature and composition and mathematics are also offered. Students enrolled in these courses may receive both high school and college credit.
Curriculum enrichment options include non-standard education programs such as internships, mentorships, science independent research, and clinical experiences. Other enrichment opportunities for High Ability Students include participation in Spell Bowl, Academic Super Bowl, and Science Olympiad.

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

1. Student’s transcript will reflect the following for the AP score earned: A for a 5, B for a 4, C for a 3. Pluses and minuses will not be awarded. Scores lower than a 3 will be considered insufficient for credit.

2. Student’s transcript will reflect a credit for each semester of the class. The grade will be weighted similar to AP courses and will receive an additional (1) point in the GPA calculation.

3. If the student and parent choose the AP test out option, the grade/score that is earned will appear on the transcript.

4. If the student and parent are not satisfied with the exam grade/score, the student can enroll in the class. The transcript will reflect an “R” before the test out grade and then list the subsequent class grade. The “R” grade will not be calculated in the overall GPA.

5. Students who repeat classes cannot be a Valedictorian or Salutatorian.

6. Since the test out option is for independent study, materials and review sessions scheduled for AP classes as well as teachers of those classes will not be available to the student.

7. Students must notify the AP test coordinator of their intent to test out by March 1 to meet the College Board AP exam ordering deadline for a May test.

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

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

**HONORS CLASSES**

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

**What students should expect from honors classes at Bloomington South:**

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

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

**OPEN PROGRAM**

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

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

**INDIANA UNIVERSITY—ADVANCED COLLEGE PROJECT (ACP)**

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

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

**GRADE 10 ISTEP+ ASSESSMENT**

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

The purpose of the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) Grade 10 program is to measure student achievement in the subject areas of English/Language Arts, Mathematics and Science. An Applied Skills (open-ended) Assessment (Part 1) and a Multiple-Choice and Technology-Enhanced item Assessment (Part 2), which are required components of the ISTEP+ program, are used to measure these standards.

**ENGLISH AS A NEW LANGUAGE**

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

**HOME SCHOOLING**

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

**NATIONAL HONOR SOCIETY**

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

After seven trimesters of work for juniors and nine trimesters of academic work by seniors, students who have cumulative grade point averages of 3.5 are notified by the chapter advisor that they are academically eligible for election to the society. However, academic eligibility is only one of four criteria that the faculty council must consider.
In addition to the academic requirement, participation and leadership in school and/or community activities are required. Our school service component requires that you shall have participated in two school activities or one school and one community activity.

Another component of the selection criteria is character.

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

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

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

**SUMMER READING REQUIREMENT**

All students who take Honors, AP, or ACP classes in the Language Arts Department must complete summer reading. The requirements for each course are outlined in the Language Arts Section of the BHSS website.
<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>CORE 40 WITH ACADEMIC HONORS</th>
<th>CORE 40 WITH TECHNICAL HONORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>9 Credits</td>
<td>9 Credits</td>
</tr>
<tr>
<td>MATH</td>
<td>8 Credits</td>
<td>10 Credits</td>
</tr>
<tr>
<td></td>
<td>- 3 Credits Algebra I</td>
<td>- 3 Credits Algebra I</td>
</tr>
<tr>
<td></td>
<td>- 2 Credits Geometry</td>
<td>- 2 Credits Geometry</td>
</tr>
<tr>
<td></td>
<td>- 3 Credits Algebra II</td>
<td>- 3 Credits Algebra II</td>
</tr>
<tr>
<td></td>
<td>Students must take a math or quantitative reasoning course each year of high school.</td>
<td>Students must take a math or quantitative reasoning course each year of high school.</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>6 Credits</td>
<td>6 Credits</td>
</tr>
<tr>
<td></td>
<td>- 2 credits Biology I</td>
<td>- 2 credits Biology I</td>
</tr>
<tr>
<td></td>
<td>- 2 credits Chemistry I or Physics I or Integrated Chemistry-Physics</td>
<td>- 2 credits Chemistry I or Physics I or Integrated Chemistry-Physics</td>
</tr>
<tr>
<td></td>
<td>- 2 credits any additional Core 40 Science course (PBS/ES)</td>
<td>- 2 credits any additional Core 40 Science course (PBS/ES)</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>6 Credits</td>
<td>6 Credits</td>
</tr>
<tr>
<td></td>
<td>- 2 credits World History or World Civilization or Geography/History of the World (or AP World History)</td>
<td>- 2 credits World History or World Civilization or Geography/History of the World (or AP World History)</td>
</tr>
<tr>
<td></td>
<td>- 2 credits US History</td>
<td>- 2 credits US History</td>
</tr>
<tr>
<td></td>
<td>- 1 credit US Government</td>
<td>- 1 credit US Government</td>
</tr>
<tr>
<td></td>
<td>- 1 credit Economics</td>
<td>- 1 credit Economics</td>
</tr>
<tr>
<td></td>
<td>All students must take two credits in a Core 40 Math or Physics course during their junior or senior year.</td>
<td>All students must take two credits in a Core 40 Math or Physics course during their junior or senior year.</td>
</tr>
<tr>
<td><strong>PE</strong></td>
<td>2 Credits</td>
<td>2 Credits</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>HEALTH</strong></td>
<td>1 Credit</td>
<td>1 Credit</td>
</tr>
<tr>
<td><strong>WORLD LANGUAGES</strong></td>
<td>Recommended</td>
<td>6-8 Credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Core 40 World Language (Taken while in high school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Three years of 1 Language or two years of 2 languages.</td>
</tr>
<tr>
<td><strong>FINE ARTS</strong></td>
<td>2 Credits</td>
<td>Art, drama or music</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CAREER TECHNICAL</strong></td>
<td>Complete One of the following:</td>
<td>Complete ONE of the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Earn a combined score of 1750 or higher on the SAT (critical reading, Math, and writing sections and a minimum score of 530 on each)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Score a 26 or higher composite on the ACT with writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Earn 6 verifiable transcripted college credits in dual credit courses from priority course list</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Complete a combination of one AP course and corresponding AP exams and dual high school/college credit course(s) from the priority course list (3 transferable college credits).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELECTIVES</strong></td>
<td>13 Credits</td>
<td>11 Credits</td>
</tr>
<tr>
<td><strong>GPA REQUIREMENTS</strong></td>
<td>No individual grades that count below a “C-” and overall GPA of “B” or higher.</td>
<td>No individual grades that count below a “C-” and overall GPA of “B” or higher.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>42 Credits</td>
<td>47 Credits</td>
</tr>
</tbody>
</table>
## Bloomington High School South

### General Diploma Requirements

### Curriculum Area

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>9 Credits</td>
</tr>
<tr>
<td>Math</td>
<td>5 Credits (Must include 3 credits Algebra I)</td>
</tr>
<tr>
<td>Science</td>
<td>4 credits (Must include 2 credits in Biology I)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>6 Credits (2 credits US History, 1 credit US Govt, and 1 credit Economics, 2 credits any social studies class)</td>
</tr>
<tr>
<td>PE</td>
<td>2 credits</td>
</tr>
<tr>
<td>Health</td>
<td>1 credit Health &amp; Wellness</td>
</tr>
<tr>
<td>Electives</td>
<td>4 credits</td>
</tr>
<tr>
<td>Career Academic Sequence</td>
<td>6 credits</td>
</tr>
<tr>
<td>Flex Credit</td>
<td>5 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42 credits</strong></td>
</tr>
</tbody>
</table>

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.

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

Indiana Code 20-32-4-7, 8, 9, 10

Beginning with students who enter high school in 2007–2008, the completion of Core 40 becomes an Indiana graduation requirement. Indiana’s Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

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

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

Core 40 Triggers

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

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

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

1. continuing the general curriculum; or
2. completing the Core 40 curriculum
SPECIFIC COURSES THAT MEET REQUIREMENTS FOR ACADEMIC HONORS DIPLOMA

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

B. World Languages – 6 credits in one language or 4 credits each in two languages
   • French – I, II, III, IV, V, VI
   • German – I, II, III, IV, V, VI
   • Latin – I, II, III
   • Spanish – I, II, III, IV, V, VI
   • Chinese – I, II, III, IV

C. Mathematics – 9 credits or 10 credits, depending upon entering math course
   • Algebra I (3 credits)
   • Geometry or Geometry H (2 credits)
   • Algebra II or Algebra II H (3 credits)
   • Pre-Calculus/Trigonometry (2 credits)
   • Calculus AB, Advanced Placement (2 or 3 credits)
   • Calculus BC, Advanced Placement (2 credits)
   • Mathematics, College Credit [Finite] (2 credits)
   • Statistics, Advanced Placement (2 credits)

D. Science – 6 credits
   • Biology or Biology H (2 credits)
   • Biology, Advanced Placement (3 credits)
   • Chemistry or Chemistry H (2 credits)
   • Chemistry, Advanced Placement (3 credits)
   • Earth Space Science (2 credits)

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

E. Social Studies – 6 credits
   • World History and Civilization or World History and Civilization H (2 credits)
   • European History, Advanced Placement (2 credits)
   • United States History (2 credits)
   • United States History, Advanced Placement (3 credits)
   • Government (1 credit) or AP Government (1 credit)
   • Economics (1 credit)

F. Fine Arts – 2 credits
   • Any two credits in art, drama, and music

G. Health – 1 credit
   • Regular 10th grade Health and Wellness Issues or 3 credits in the following – Child Development and Parenting, Human Development and Family Wellness, Interpersonal Relationships, Adult Roles and Responsibilities, Nutrition and Wellness, or Orientation to Life and Careers. (Note: 3 credits must be in 3 different classes.)

H. Physical Education – 2 credits

I. Electives – 4 – 11 credits depending on mathematics and world languages requirements to make up the 47 credit requirement
Students need to prepare for the variety of options that are available to them once they earn their diploma from Bloomington High School South. They must select their courses carefully using all the information and services offered to them: the career interest inventory where students identify their career cluster, discussions with family, school counselors and teachers, the Learn More Resource Center 1-800-992-2076, as well as shadowing, mentoring and internship opportunities.

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

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

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

GPA
BHSS calculates GPA (grade point average) for the following reasons:
1. Various high school organizations use the information for membership
2. High school valedictorian and salutatorian candidates are selected by GPA.
3. Colleges request GPA.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Regular</th>
<th>Honors</th>
<th>AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>4.0</td>
<td>4.5</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>4.0</td>
<td>4.5</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
<td>4.2</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
<td>3.8</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
<td>3.5</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
<td>3.2</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
<td>2.8</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
<td>2.2</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>.7</td>
<td>.7</td>
</tr>
<tr>
<td>F</td>
<td>59 &amp; below</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

GPA Calculation
Dividing the number of grade points (27) by the number of credits (8) gives the grade point average 3.375. Each semester the number of grade points is divided by the number of class credits. It becomes increasingly difficult to affect GPA later in high school because, as the number of credits increases, each semester’s grade points have less of an effect. Using the example above, if a senior with a GPA of 2.0 in the fall semester of his last year in high school earned a GPA of 3.375, his overall GPA would raise to 2.23. A freshman beginning with a GPA of 0.0 would raise his GPA 3.375 points, whereas a senior with the same semester grades but a prior grade history could raise it only .23 points. That is because 27 has a bigger impact when divided by 8 than when, in the senior year, it is added to 96 grade points already earned and divided by 54. Students who want to use their junior and senior year to “make up” for missed opportunities find it mathematically impossible to change their GPA very much. The best opportunity to affect GPA is in the freshman and sophomore years. Six weeks grades function as progress reports and do not figure into a student’s overall GPA.
The following Honor courses will receive an additional 1/2 point:

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

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

<table>
<thead>
<tr>
<th>Statistics</th>
<th>1,2</th>
<th>Biology</th>
<th>1,2,3</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature and Composition</td>
<td>1,2</td>
<td>Chemistry</td>
<td>1,2,3</td>
</tr>
<tr>
<td>English Language and Composition</td>
<td>1,2</td>
<td>Physics 2</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Advanced English/Language Arts, College Credit [W131] ACP</td>
<td>1,2</td>
<td>United States History</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Advanced Mathematics, College Credit [Finite] ACP</td>
<td>1,2</td>
<td>European History</td>
<td>1,2</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>1,2,3</td>
<td>Spanish</td>
<td>V</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3,4</td>
<td>Government</td>
<td>1</td>
</tr>
<tr>
<td>Studio Art, 2D</td>
<td>1,2</td>
<td>Latin</td>
<td>III</td>
</tr>
<tr>
<td>Studio Art, 3D</td>
<td>1,2</td>
<td>Environmental Science</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Computer Principles</td>
<td>1,2</td>
<td>Physics C</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>

VALEDICTORIAN and SALUTATORIAN

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

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

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

- The student shall have attended BHS South no less than one year immediately prior to his or her twelfth trimester.
- The student shall have taken no more than three credits non-graded format during his or her first eleven trimesters.
- The student shall have completed all graduation requirements no later than the last day of the scheduled classes for seniors.
- The student must not have repeated a course.
- The student must be in good standing in all aspects of his or her school related experience and displayed positive character traits as determined by his or her teachers, counselors, and administrators.
Divisions I and II Initial-Eligibility Requirements

Core Courses

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

Test Scores

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

Grade-Point Average

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

<table>
<thead>
<tr>
<th>DIVISION I</th>
<th>16 Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years of English.</td>
<td></td>
</tr>
<tr>
<td>3 years of mathematics (Algebra I or higher).</td>
<td></td>
</tr>
<tr>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
<td></td>
</tr>
<tr>
<td>1 year of additional English, mathematics or natural/physical science.</td>
<td></td>
</tr>
<tr>
<td>2 years of social science.</td>
<td></td>
</tr>
<tr>
<td>4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIVISION II</th>
<th>14 Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 years of English.</td>
<td></td>
</tr>
<tr>
<td>2 years of mathematics (Algebra I or higher).</td>
<td></td>
</tr>
<tr>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
<td></td>
</tr>
<tr>
<td>2 years of additional English, mathematics or natural/physical science.</td>
<td></td>
</tr>
<tr>
<td>2 years of social science.</td>
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<td>3 years of additional courses (from any area above, foreign language or comparative religion/philosophy).</td>
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<th>DIVISION II</th>
<th>16 Core Courses (2013 and After)</th>
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<td>3 years of English.</td>
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<tr>
<td>2 years of mathematics (Algebra I or higher).</td>
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<tr>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
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<td>3 years of additional English, mathematics or natural/physical science.</td>
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### NCAA Division I Sliding Scale

#### Sliding Scale A

**Use for Division I prior to August 1, 2016**

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For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

#### Sliding Scale B

**Use for Division I beginning August 1, 2016**

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IHSAA ELIGIBILITY

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

- YOU ARE INELIGIBLE IF -

1. AGE
   • You are 20 years of age prior to or on the scheduled date of the IHSAA State Finals tournament in a sport.

2. AMATEURISM
   • You play under an assumed name.
   • You accept money or merchandise directly or indirectly from athletic participation.
   • You sign a professional contract in that sport.

3. AWARDS/GIFTS
   • You receive in recognition for your athletic ability any award not approved by your high school principal or the IHSAA.
   • You use or accept merchandise as an award, prize, gift or loan or purchase such for a token sum.
   • You accept awards, medals, recognitions, gifts and honors from colleges/universities or their alumni.

4. CONDUCT/CHARACTER
   • You conduct yourself in or out of school in a way which reflects discredit on your school or the IHSAA.
   • You create a disruptive influence on the discipline, good order, moral and educational environment in your school.

5. ENROLLMENT
   • You did not enroll in school during the first 15 days of a semester.
   • You have been enrolled more than four consecutive years, or the equivalent (e.g. 8 semesters or 12 tri-terms, etc.), beginning with grade 9.
   • You have represented a high school in a sport for more than four years.
   • You are absent five or more consecutive school days due to illness or injury and do not present to your principal written verification from a physician licensed to practice medicine stating that you may resume participation.

6. PARTICIPATION
   a. During Contest Season
      • You participate in try-outs or demonstrations of athletic ability in that sport as a prospective post-secondary school student-athlete.
      • You participate in a practice with or against players not belonging to your school.
      • You participate in a non-school-sponsored contest without an approved waiver.
      • You attend a non-school camp.
      • You attend and participate in a student-clinic.
   b. During School Year Out-of-Season
      • You participate in a team sport contest as a member of a non-school team where there are more than the following number of students listed below in each sport, including incoming freshmen, who have participated the previous year in a contest as a member of their school team in that sport.
      • Basketball - 3
      • Baseball - 5
      • Football - 6
      • Volleyball - 3
      • Softball - 5
      • Soccer - 6
      • You receive instruction in team sports from individuals who are members of your high school coaching staff (Exception: open facility).
   c. During Summer
      • You attend a non-school fall sports camp and/or clinic after Monday of Week 4 (See your athletic director for specific dates).
      • You attend any other non-school camp and/or clinic after Monday of Week 4 (See your athletic director for specific dates).
      • You attend any other non-school camp and/or clinic after Monday of Week 5 (See your athletic director for specific dates).

7. PRACTICE
   • You have not completed the required number of separate days of organized practice in your sport under the direct supervision of the high school coaching staff in your sport preceding participation in a contest.

9. SCHOLARSHIP
   • You did not pass 70% of the full credit subjects or the equivalent that a student can take in your previous grading period. Semester grades take precedence.
   • You are not currently passing 70% of the full credit subjects or the equivalent that a student can take.

10. CONSENT AND RELEASE CERTIFICATE
    • You do not have the completed certificate on file with your principal each school year, between May 1 and your first practice.

11. TRANSFER
    • You transfer from one school to another primarily for athletic reasons.
    • You were not enrolled in your present high school your last term or at a junior high school from which your high school receives its students unless -
      a. You are entering the 9th grade for the first time.
      b. You are transferring from a school district or territory with a bona fide move by your parents.
      c. You are a ward of the court.
      d. You are an orphan.
      e. You transfer to reside with a parent.
      f. Your former school closed.
      g. Your former school is not an IHSAA member school and is not accredited by the state accrediting agency in the state where the school is located.
      h. Your transfer was pursuant to school board mandate for redistricting.
    i. You enrolled and/or attended, in error, a wrong school.
    j. You transferred from a correctional school.
    k. You are emancipated.
    l. You did not participate in any contests as a representative of another school during the preceding 365 days.
    m. You return to an IHSAA member school from a non-member school and reside with the same parents/s or guardian/s.
    n. You transfer to a member boarding school with a corresponding move from the residence of your parent/s or you transfer from a member boarding school with a corresponding move to the residence of your parent/s.
    o. You are a qualified foreign exchange student attending under an approved CISIT program, who has attended a member school for less than one year.

12. UNDUE INFLUENCE
    • You have been influenced by any person to retain or secure you as a student or one or both parents or guardians as residents.

INDIANA HIGH SCHOOL ATHLETIC ASSOCIATION
Phone: 317-846-6601
Fax: 317-575-4244
Introduction to Accounting - 4524
Grades 10-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course

Accounting provides opportunities for everyone to learn the language and the problems of business regardless of future occupational goals. Accounting I is an introductory course in keeping records in context with the accounting cycle. Students will keep records for a service business organized as a sole proprietorship and for a merchandising business organized as a partnership. Accounting practice sets incorporate previous learning into an exercise in keeping the records of a business.

A part of the instruction will incorporate the use of computers in Accounting and will be taught in the computer laboratory.

Technical/Business Communications - 4508
Grades 11-12
Two Trimesters
Core 40 & Academic Honors Diploma Elective Course

Technical/Business Communication is an integrated business and English course that will provide students with the communication and problem-solving skills to function effectively in the workplace. Areas of study will include written/oral/visual communication, listening, Internet research/analysis, and communication technology. Concepts addressed will include adapting communication to the situation, purpose and audience. Students will have the opportunity to use presentation, multimedia, and desktop publishing software. Instructional strategies will include team projects, class or small group discussions, case studies or scenarios, community-based projects, technology, and real world communication experiences.

This course may fulfill up to two graduation credits of the minimum Language Arts requirement for graduation.

This course is included as a core component of the Business, Management, and Finance, Sales, and Promotion career clusters and is recommended as a core component for all other career clusters in which technical communication is used.
Computer Science I: Programming explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Coursework emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers and data file access methods. An emphasis on logical program design using a modular approach, which involves task-oriented program functions. The required prerequisite is Computer Science 1. Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits. Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with postsecondary courses for Dual Credit. Qualifies as a quantitative reasoning course.

Computer Science II: Databases [CS 11 Data] - 5250
Grades 10-12
Prerequisite: Computer Science 1

Computer Science II: Databases introduces students to the basic concepts of databases including types of databases, general database environments, and the importance of data to the business world. Discussion with hands-on activities will include database design, normalization of tables, and development of tables, queries, reports, and applications. Students will be familiarized with the use of ANSI standard Structured Query Language. Discussions will include database administration and data maintenance. Students will be introduced to data concepts such as data warehouses, data mining, and BIG Data. Students will develop a business application using database software such as Microsoft Access. Students will be required to demonstrate skills such as team building, work ethic, communications, documentation, and adaptability. The required prerequisite is Computer Science 1. Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits. Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with postsecondary courses for Dual Credit.

Computer Science Principals A, Advanced Placement - 4570
Grades 10-12
Two Trimesters
Core 40 & Academic Honors Diploma Elective Course
Prerequisite: Algebra II

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

Computer Tech Support - 5230 (COMP TECH)
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Repeatable (1-3 credits per year, maximum of 6 credits on transcript)

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.
Introduction to Business - 4518
Grades 9-10
Two Trimesters
Core 40 & Academic Honors Diploma Elective Course

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

Principles of Business Management - 4562
Grades 10-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course

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

Introduction to Entrepreneurship - 5967
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course

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

Web Design - 4574
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course

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

Personal Financial Responsibility - 4540
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course

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

Business Cooperative Experiences - 5260
Grade 12
One, Two or Three Trimesters

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

Child Development - 5362
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course

Do you plan to have a family one day? Are you in a family now? Child Development and Parenting helps explore the family structures and the effects of the family on children. Most of the class is spent learning about the child’s emotional, physical, and intellectual development from conception through the first year of life. The latest developments in fertilization as well as new ideas about child-rearing and parenting techniques are discussed. The ever-changing world of child development is an interesting one and new topics for discussion are presented daily in the media. An extensive list of outside speakers as well as a great collection of videos help to make this class fun. The use of an empathy belly and two computerized babies give ‘real life’ experiences.

Advanced Child Development - 5360
Grades 11-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course

This is a sequential course that addresses more complex issues of child development & early childhood education. Topics covered include parenting and nurturing across ages and stages, practices that promote long-term well-being, developmentally appropriate guidance and intervention strategies for individual and groups of children, including those with a variety of disadvantaging conditions. Students will explore career opportunities: a documented student portfolio outlining classroom observation/interaction and community service learning experience will be required.
Fashion and Textiles I - 5420
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course

This is NOT your grandmother’s sewing class! Today the world of clothing construction relies on advanced machines that past generations only dreamed of. The history of fashion is explored. Students will construct a simple hand sewing project that will incorporate some life skills. Basic machine instruction comes next where students will compete a simple project using the sewing machines to better understand how to trouble shoot machines. As students gain confidence the sewing projects will increase with difficulty. Students are encouraged to be creative with fill in projects as time allows. Community service projects will help students to learn the importance of giving back to the community. Color schemes and clothing care will be explored. By practicing construction techniques, students learn what to look for in well-made ready to wear garments. Students will also gain respect for making something old into something new by completing an upcycling project. Students will incur additional expense depending on individual projects.

Fashion and Textiles II - 5421
Grades 10-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course Repeatable
Prerequisites: Fashion and Textiles I

Students continue the education they began in Fashion and Textiles I. Techniques on the overlook machine and computerized machines allow students to create a professional looking project. Techniques are perfected and more complicated construction methods are expected of these students. Students should expect to complete projects that include zippers, set-in sleeves, facings, and buttonholes by the end of the course. Fashion designers will be studied. Students will participate in a fashion design project where they can get creative. As with Textiles and Fashion I, this course allows for individual instruction from the teacher which encourages students to work at their own pace. Students may repeat Fashion and Textiles II as many times as they want. Students will incur additional expense depending on individual projects.

Human Development and Wellness - 5366
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course

This course is designed for young men and women interested in learning more about health issues that affect the family. Human sexuality, sexually transmitted diseases, infectious diseases, common childhood illnesses, and first aid care are covered in this course. Outside speakers bring their knowledge to complement the text. Good nutrition and health practices are discussed and encouraged to promote a healthy lifestyle. (Qualifies as a partial credit for the required Health & Safety credit.)

Nutrition and Wellness - 5342
Grades 9-12
Two Trimesters
Core 40 & Academic Honors Diploma Elective Course

Learn about healthy eating and how to avoid the bad habits of the typical American diet. This course covers the nutrients found in foods that you eat and helps you examine which areas of your diet need improvement. But don’t worry, this course isn’t all book work. Simple food preparation as well as safety and sanitation techniques are also covered and practiced in lab situation. Some of the foods made in labs include: pasta, tacos, quick breads, cookies, vegetables, fruits, and pizza. (Qualifies as a partial credit for the required Health & Safety Credit. Must take 2 trimesters to count as 1 of 3.)

Advanced Nutrition and Wellness - 5340
Grades 10-12
Two Trimesters
Core 40 & Academic Honors Diploma Elective Course Repeatable

This course continues the education begun in Nutrition and Wellness. Since “practice makes perfect” much of the time in class is spent trying different recipes and food preparation techniques. Areas of food covered by this course include cake decoration, foreign foods, regional foods, yeast breads, and special occasion meals. Students are encouraged to try their hand at new and unusual foods. They are expected to practice their skills at preparing recipes on their own. Careers in dietetics and food preparation are explored. Nutrition and Wellness must be passed with a C average before enrolling in this course. Reliability, responsibility, and maturity are “must haves” for students wishing to take Advanced Nutrition and Foods. Students will incur additional expense depending on individual projects.

Adult Roles and Responsibilities - 5330
Grades 11-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course

You can’t wait to be on your own? It looks easy, right? Just get a job, find an apartment, and start living! NOT EXACTLY! This course will help prepare you for life without the “family unit”. Topics include: Career interest research, relationships, money management, insurance, budgeting, investing, buying a car, apartment hunting, and other relevant topics. Topics are more relevant to juniors and seniors. (Qualifies for a partial credit for the required Health & Safety Credit.)

Interpersonal Relationships - 5364
Grades 11-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course

This course explores the complicated world of communication and relationships. There are guidelines to help make relationships with friends, family, employers, or significant others easier. These skills are not easily practiced, but discussions can help make students aware of techniques that can aid their own relationships with others and increase understanding of behavior. Students are encouraged to look at themselves objectively and examine their own habits in communication. Emphasis is placed on nonverbal communication, relationships between friends, expression of anger, and being aware of how one appears to others. Students in grades 9-12 are eligible for this course, but as a discussion format is used, maturity of the student should be considered before enrolling in the class. (Qualifies for a partial credit for the required Health & Safety Credit.)

Introduction to Housing & Interior Design Foundations - 5350
Grades 10-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course

Students will learn basics of planning and applying color harmonies, elements and principles of design for decorating. Students will create and construct accent pillows and a portfolio of floor plans and interior furnishings for individual rooms and an apartment. The second trimester will include drawing a floor plan and decorating an entire house. Computer technology
may be included to enhance technical aspects of this course. Students will incur additional expense depending on individual projects.

**TECHNOLOGY EDUCATION**

**Introduction to Construction I & II – 4792**
Grades 9-12
Two Trimesters
Core 40, Academic Honors Diploma and Technical Honors Diploma Elective Course

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

**Introduction to Manufacturing I & II – 4784**
Grades 9-12
Two Trimesters
Core 40, Academic Honors Diploma and Technical Honors Diploma Elective Course

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

**Advanced Manufacturing I & II – 5608 (5606)**
Two Trimesters
Meets at BHSS
Core 40, Academic Honors, Two Trimesters
Prerequisite: Introduction to Manufacturing

Advanced Manufacturing covers basic concepts in manufacturing operations and plant floor layout in the production environment. Applications of computer numerical control, and lathe and turning operations are developed as a foundation for machining operations. Coordinate system concepts are introduced as relevant to machining processes, as well as fluid and mechanical power, welding and earn manufacturing. Fluid power concepts will include hydraulic components and circuits, laws, and principles, fluid power controllers, and the construction of systems. In the mechanical power portion of the course, students will learn about machine specifications, basic forces, friction, simple machines, motors and motor controls. Students will also be introduced to lean manufacturing where they will study concepts including: lean goals, product quality, eliminating waste, cost effectiveness, lean concepts, resource planning, continuous improvement and the various advantages of lean manufacturing.

**Introduction to Transportation I & II – 4798**
Grades 9-12
Two Trimesters
Core 40, Academic Honors Diploma and Technical Honors Diploma Elective Course

Introduction to Transportation is an introductory course designed to help students become familiar with fundamental principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation of people, cargo and goods. Students will gain and apply knowledge and skills in the safe application, design, production, and assessment of products, services, and systems as it relates to the transportation industries. Content of this course includes the study of how transportation impacts individuals, society, and the environment. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant transportation related activities, problems, and settings.

**Computers in Design and Production Systems – 4800**
Grades 9-12
One Trimester
Core 40, Academic Honors Diploma and Technical Honors Diploma Elective Course

Computers in Design and Production Systems is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills. The content and activities should be developed locally in accordance with available advanced technologies in the school. Course content should address major technological content related to topics such as: design documentation using CAD systems; assignments involving the interface of CAD, CAM, and CIM technologies; computer simulation of products and systems; animation and related multimedia applications; control technologies; and automation in the modern workplace.

**Project Lead The Way**
*(Pre-Engineering Foundation Courses)*

**Introduction to Engineering Design - 4812**
Grades 9-10
Two Trimesters
Core 40 & Academic Honors Diploma Elective Course

A pre-engineering course that utilizes a problem-solving model to improve existing products and invent new ones. Students learn how to apply this model to solve problems in a computer intensive environment. Using a sophisticated industry standard three dimensional modeling program (AutoDesk’s Inventor R11©) students communicate the details in the product. Emphasis is placed on communicating ideas to others.


Principles of Engineering - 4814
Grades 9-12
Two Trimesters
Core 40 & Academic Honors Diploma Elective Course

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

AP Studio Art: 2D Design
Grade 12
Two Trimesters
Prerequisite: An “A” average in at least 4 art classes at South in related material, attend at least one Panther Plus a week, and approval of instructor with a portfolio review.

For this portfolio class, students are asked to demonstrate mastery of 2-D design through any 2-D medium or process including, but not limited to: graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Mastery at this level means the equivalent of demonstrating and executing college level work by creating high quality, excellent images.

PROJECTS: Students will produce 24-29 art works that will be categorized in 3 sections: Section 1: Quality, Section 2: Concentration, and Section 3: Breadth. These works can be created from one or more 2-dimensional media including, but not limited to: graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, illustration, painting, printmaking, etc.

The lab fee for this course is $15.00. Students will be required to supply materials as well.

Introduction to Three-Dimensional Art (L)
[Stained Glass I] - 4002
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course

Students in Stained Glass I learn the copper foil method of construction to make a variety of small window panels and a lidded box. Emphasis is placed upon safety, proper design, and technique, as well as quality craftsmanship. Students in Stained Glass I (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options in visual art. A materials fee of $40.00 will be charged in addition to the MCCSC book fees to cover the cost of glass and related materials for this class.*

Advanced Three-Dimensional Art (L)
[Intermediate/Advanced Stained Glass] - 4002
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Repeatable (By permission of instructor after 4 times)

Prerequisite: Grade of B- or above in Introduction to Three-Dimensional Art: [Stained Glass I]

Students in Intermediate/Advanced Stained Glass build on skills learned in Stained Glass I. Students will work to refine and resolve process issues and become more critical of their workmanship. Intermediate students will learn techniques for and build 3D projects such as picture frames, hinged boxes, lanterns and lampshades. Advanced students will work independently on 2D and/or 3D projects of their own choice. All students will (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options in visual art. A materials fee of $50.00 will be charged in addition to the MCCSC book fees to cover the cost of glass and related materials for this class.* Intermediate level students must take this class.
Ceramics I (L) - 4040
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Students in Ceramics I engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production and lead to the creation of portfolio quality works. Students create works of art from clay utilizing the processes of hand building, wheel throwing, Raku firing, slip and glaze techniques and the firing processes. Additionally, students (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines and (7) explore career options related to ceramics. Art museums, galleries, studios and community resources are utilized. A materials fee of $40.00 will be charged in addition to the MCCSC book fees to cover the cost of clay and related materials for this class.*

Ceramics II - Int/Adv Ceramics (L) - 4040
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Repeatability
Prerequisite: Grade of B- or above in Ceramics I
Students in Ceramics II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Further development of skills used to create works of art from clay will be stressed. This will include the processes of hand building, wheel throwing, Raku firing, slip and glaze techniques and the firing processes. Ceramics II students will pursue in-depth studies of specific artists and time periods as well as the critiquing of their own and others’ works. Projects that involve creative problem solving are used to explore aesthetics and production of artwork beyond the Ceramics I level. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines and (7) explore career options related to ceramics. Art museums, galleries, studios, and community resources are utilized. A materials fee of $40.00 will be charged in addition to the MCCSC book fees to cover the cost of clay and related materials for this class.*

Computer Graphics II - Int/Adv Computer Graphics (L) - 4082
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Repeatability
Prerequisite: Grade of B- or above in Computer Graphics I, Photography recommended.
Please refer to the course description for Computer Graphics I. Students will learn advanced techniques using Adobe Photoshop. Students will add to their photo manipulation skills as well as graphic design skills. Students will engage in working towards a portfolio of quality work that shows their proficiency in Graphic Design. Whenever possible students will create real life designs. Larger format production will be used. Digital camera recommended. A materials fee of $10.00 will be charged in addition to the MCCSC book fees to cover the cost of related materials.*

Drawing I (L) - 4060
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Repeatability
Prerequisite: Grade of B- or above in Drawing
Students in Drawing I engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production and lead to the creation of portfolio quality works. Development of drawing skills is the primary objective of this class and uses the human figure, still life objects and drawing from life to help accomplish this goal. Students will learn specific techniques and approaches to drawing through the use of various leaded pencils and other drawing media. Additionally, students (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines and (7) explore career options related to drawing. Art museums, galleries, studios and community resources are utilized. A materials fee of $15.00 will be charged in addition to the MCCSC book fees to cover the cost of related materials for this class.*

Drawing II - Int/Adv Drawing (L) - 4060
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Repeatability
Prerequisite: Grade of B- or above in Drawing I
Students in Drawing II engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production and lead to the creation of portfolio quality works. Further development of drawing skills is the primary objective of this class and uses the human figure, landscape, still life and design work to help accomplish this goal. Students will learn various techniques and different approaches to drawing through the use of chalk, conte' crayon, pastels, pen and ink, charcoal, pencil, scratchboard, acrylics and tempera. Drawing II students will critique their own and others' works. Drawing projects that involve creative problem solving are used to explore aesthetics and production of art work beyond the Drawing I level. Additionally, students (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines and (7) explore career options related to drawing. Art museums, galleries, studios and community resources are utilized. A materials fee of $15.00 will be charged in addition to the MCCSC book fees to cover the cost of related materials for this class.*
Painting I (L) - 4064
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Students in Painting engage is sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality art work. Development of painting skills is the primary objective of this class with emphasis being placed on color theory and exploration of a wide variety of techniques and painting media. Students will (1) create realistic and abstract paintings, (2) reflect on the outcome of their experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress, (6) work individually and in groups, (7) find direct correlations to other disciplines and (8) explore career possibilities.
Art museums, galleries, studios and community resources will be utilized to enhance the classroom experience. A materials fee of $30.00 will be charged in addition to the MCCSC book fees to cover the cost of related materials for this class.*

Advanced Two-Dimensional Art (L) [Drawing/ Painting Portfolio] - 4004
Grade 12
One or Two Trimesters
Prerequisite: Grade of A- or above in Drawing I and Drawing II and Permission of Instructor
Students in Advanced Two-Dimensional Art [Drawing/ Painting Portfolio] engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Additionally, students (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to drawing/painting. A materials fee of $15.00 will be charged in addition to the MCCSC book fees to cover the cost of related materials.*

Jewelry & Metals I (L) - 4042
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Students in Jewelry & Metals I learn how to work with various metals in order to make jewelry and other items. Students will learn to design and also learn processes such as torch soldering, sawing, filing, and finishing. Students additionally: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to jewelry design. Projects such as bookmarks, earrings, bracelets, pendants, and rings will be made. Emphasis is placed on safety, design, and proper techniques. A materials fee of $35.00 will be charged in addition to the MCCSC book fees to cover the cost of metal and related materials for this class.*

Jewelry & Metals, Intermediate/Advanced (L) - 4042
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Prerequisite: Jewelry & Metals I, Grade of B- or above in introductory course
Students in Intermediate/Advanced Jewelry & Metals will work toward improving upon basic metalworking techniques in order to make high quality jewelry and other items. Additional advanced techniques will be taught, such as hollow construction, wirework, casting and stone setting, among others. Students may also opt to work with sterling silver. Emphasis is placed upon safety, design and proper technique, as well as quality workmanship. Students plan and self-evaluate projects, as well as analyze in critique. Students advance in level with each repetition of the class. In addition students will be required to (1) analyze the steps of the construction process for each project, (2) explore historical connections, (3) write about the process, (4) work individually and in groups, (5) find direct correlations to other disciplines, (6) explore career options related to jewelry design, and (7) make connections to community resources. A materials fee of $35.00 will be charged in addition to the MCCSC book fees to cover the cost of metal and related materials for this class.*

Darkroom Photography (L) - 4062
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course Repeatable with “B-” or above.
Students in darkroom photography engage in sequential learning and experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create photographs, utilizing a variety of tools and dark room processes. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to computer generated imagery. Art museums, galleries, studios, and community resources are utilized. Students in this class are required to have their own 35mm camera. Students are also required to buy their own printing paper and film used throughout the course. A materials fee of $35.00 will be charged in addition to the MCCSC book fees.*

Digital Photography (L) - 4062
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course Repeatable with “B-” or above.
Students in digital photography will engage in working with editing programs to create portfolio quality work. Students will become proficient in the language of digital photography by doing research projects, critiques, and writing about their own photography projects. Students will also be expected to carry their work forward by working on alternative methods of photography and become proficient in editing those techniques. Students in digital photography are required to have their own digital cameras, point and shoot or a digital SLR. Students are also required to have multiple photographs printed outside of school at their own expense. A materials fee of $28.00 will be charged in addition to the MCCSC book fees to cover lab costs.*

Printmaking I (L) - 4066
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Students in Printmaking will explore various techniques and approaches to printmaking such as etching, monotype, linoleum block printing, and silk-screening. Students will design and print t-shirts as part of the curriculum. Printmaking students will be required to critique their work and others’ work. Projects will require problem solving skills to explore aesthetics and production of artwork beyond the Drawing 1 level. Additionally,
students (1) reflect upon the outcome of these experiences (2) explore cultural and historical connections (3) write about the process (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines (7) explore career options related to printmaking. Students will need to purchase their own shirts to print on. A materials fee of $40.00 will be charged in addition to the MCCSC book fees to cover the cost of ink and related materials.*

Printmaking II (L) - 4066
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Repeatable
Prerequisite: Grade of B- or above in Printmaking I

Students in Printmaking II will further explore various techniques and approaches to printmaking such as etching, monotype, woodcuts, linoleum block printing, and silk screening. Students will design and print t-shirts as part of the curriculum. Printmaking students will be required to critique their work and others’ work. Projects will require problem solving skills to explore aesthetics and production of artwork beyond the Printmaking I level. Additionally, students (1) reflect upon the outcome of these experiences, (2) explore the use of Photoshop in the design stage, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and 7) experience “school to career” type situations by working with a staff member to design and print a series of shirts for a club or school related event. Students will need to purchase their own shirts to print on. A materials fee of $40.00 will be charged in addition to the MCCSC book fees to cover the cost of ink and related materials.*

Sculpture (L) - 4044
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course

Students in Sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of a portfolio of quality works. Students create realistic and abstract sculpture utilizing subtractive and additive processes of carving, modeling, construction, and assembling. Additionally students: 1) reflect upon the outcome of their experiences 2) explore cultural and historical connections 3) write about the process 4) work individually and in groups 5) find a direct correlation to other disciplines 6) explore career options related to sculpture. A materials fee of $30.00 will be charged in addition to the MCCSC book fees to cover the cost of clay and related materials.*

*Materials fees are subject to MCCSC School Board approval.

THEATRE

Theatre Arts (L) - 4242
Grades 9-12
Two Trimesters
Core 40 & Academic Honors Diploma Elective Course

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

In the area of
- theatre history and culture:
  - students discover how our individual cultural experiences impact our work in the theatre and compare how similar dramatic themes are treated from various cultures and periods.
  - Analysis and response:
    - students articulate their understanding of a play using elements of dramatic structure, identify the central action of a play, discuss its cause and effect, identify, develop and apply criteria to make informed judgments about theatre and reflect on and interpret the nature of the theatre experience.
  - the creative process:
    - students develop monologues and scenes, create appropriate design elements, and understand the body as the actor’s primary instrument in building characters.
  - integrated studies:
    - students identify related characteristics, ideas, issues or themes in theatre and other disciplines and demonstrate knowledge of other disciplines through skills in theatre.

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

Theatre Production (L) - 4248
Grades 10-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Repeatable
Prerequisite: Theatre Arts

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

Advanced Acting (L) - 4250
Grades 10-12
Two Trimesters
Core 40 & Academic Honors Diploma Elective Course
Repeatable
Prerequisite: Theatre Arts. Audition or instructor approval

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

In the area of
- theatre history and culture:
  - students explore the ways actors have contributed to the evolution of the theatre through various cultures and periods.
- analysis and response:
  - students investigate a script to discover the clues about inner life of a character; employ a careful process of script analysis in the creation of a character; identify the central action of the play and discuss its cause and effect; and see a play to analyze and
assess the work of an actor.

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

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

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

**Grades 10-12**

**One Trimester**

Core 40 & Academic Honors Diploma Elective Course

**Prerequisite: A grade of “B” or above in all Language Arts courses**

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

In the area of

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

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

**MUSIC**

**Music Theory (L) - 4208**

**Grades 10-12**

**One Trimester**

Core 40 & Academic Honors Diploma Elective Course

Students taking this course develop skills in the analysis of music and theoretical concepts. Students: (1) develop ear training and dictation skills, (2) compose works that illustrate mastered concepts, (3) understand harmonic structures and analysis, (4) understand modes and scales, (5) study a wide variety of musical styles, (6) study traditional and nontraditional music notation and sound sources as tools for musical composition, and (7) receive detailed instruction in other basic elements of music.

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

**Grades 9-12**

**Three Trimesters**

Core 40 & Academic Honors Diploma Elective Course

**Repeatable**

**Prerequisite: Auditioned Chorus**

- Develop musicianship and specific performance skills through ensemble and solo singing.

This mixed choir includes activities that create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer’s intent in order to connect the performer with the audience.

Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performances opportunities, outside of the school day, that support and extend learning in the classroom. The choral repertoire must be of the highest caliber. Mastery of basic choral techniques must be evident. Areas of refinement include a cappella, sight-reading, critical listening skills.

**Beginning Chorus (L) - 4182**

**Grades 9-12**

**Two Trimesters**

Core 40 & Academic Honors Diploma Elective Course

**Repeatable**

Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing in a mixed chorus. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer’s intent in order to connect the performer with the audience.

Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. A fee of $30.00 will be collected for rental of costume and shoes, music, and choreography (This is in addition to book and material fees charged by the MCCSC).
Intermediate Chorus (L) - 4186
Grades 9-12
Three Trimesters
Core 40 & Academic Honors Diploma Elective Course
Repeatable
Prerequisite: Women Only and Audition

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

Advanced Concert Band (L) [Advanced Jazz Band] - 4170
Grades 9-12
Three Trimesters
Core 40 & Academic Honors Diploma Elective Course
Repeatable
Prerequisite: Permission of Instructor

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

[Exploratory Winds] Beginning Concert Band (L) - 4160
Grades 9-12
Three Trimesters
Core 40 & Academic Honors Diploma Elective Course
Repeatable

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

Intermediate Concert Band (L) [Jazz Ensemble and Concert Band] - 4168
Grades 9-12
Three Trimesters
Core 40 & Academic Honors Diploma Elective Course
Repeatable
Prerequisite: Permission of Instructor

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of jazz music. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, and (6) analyzing music, and (7) studying historically significant styles of literature. Challenging and diverse music in varying styles and idioms will be explored. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in Jazz Festivals, outside of the school day, that support and extend learning in the classroom. Students have the opportunity to experience live performances by professionals during and outside of the school day.
**Advanced Orchestra (L) - 4174**

Grades 9-12  
Three Trimesters  
Core 40 & Academic Honors Diploma Elective Course  
Repeatable

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

**Instrumental Ensembles (L) [Percussion] - 4162**

Grades 9-12  
Two Trimesters  
Core 40 & Academic Honors Diploma Elective Course  
Repeatable

**Prerequisite: Permission of Instructor**

Students taking this course are provided with a balanced comprehensive study of percussion ensemble and solo literature, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, and (6) analyzing music, and (7) studying historically significant styles of literature. Techniques for all aspects of percussion performance, i.e., snare drum, tympani, keyboards, drumset, and accessories are taught. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students have the opportunity to experience live performances by professionals during and outside of the school day.

**Physical Education (L) - 3542**

Any Two Trimesters  
Core 40 & Academic Honors Diploma Course

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

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

**Health and Wellness Education - 3506**

Grade 10  
One Trimester  
Core 40 Course & Academic Honors Diploma Course

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

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

**Recreational Sports and Fitness**

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

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

**Elective Physical Education (L) [Cardio Fitness/Total Body Group Exercise] - 3560**

Grades 10-12  
One Trimester  
Core 40 & Academic Honors Diploma Elective Course  
Repeatable

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

**Elective Physical Education [Introduction to Athletic Training] (L) - 3560**
Grades 11-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Prerequisite: Health & Wellness Education and Biology
This course is an introduction to basic skills in prevention, assessment, recognition, immediate care, and rehabilitation of injuries that result from physical activity. It will also teach the proper use of equipment and introduce the application of protective devices such as tape, bandages, and braces.

**Elective Physical Education [Weight Training] (L) - 3560**
Grades 10-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Repeatable
This course will give the student the opportunity for regular, supervised workouts while learning proper techniques and safety. Muscle structure and movement will be taught along with specific lifts, which develop each muscle group. Health-related fitness activities will be done to include cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition. Weight training is an elective class. This class is structured for the “Advanced Athlete”. Students will be challenged physically on a daily basis through weight lifting, stretching and conditioning.

**Elective Physical Education (L) [Specialized Weight Training] - 3560**
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Repeatable
Prerequisite: Approval from a coach of a varsity sports.
Specific to all varsity sports. Available each term for best use by sport. Specialized weights is an elective class. This class is structured for the “Advanced Athlete”. Students will be challenged physically on a daily basis through weight lifting, stretching and conditioning.

**Elective Physical Education (L) [Lifeguard Training] - 3560**
Grades 10-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Prerequisite: Students must be at least 15 years old and pass all 3 swimming entrance tests.
Lifeguard training includes advanced skills in swimming, lifeguarding, and other aquatic techniques. Students will learn: Surveillance skills to help you prevent injuries or recognize them immediately; rescue skills including equipment-based rescues, spinal injury management, and post-rescue care; First Aid training and CPR for the Professional Rescuer to help prepare students for any emergency; Characteristics and responsibilities of a professional lifeguard such as how to interact with the public, accommodate patrons with disabilities, and address uncooperative patrons. Upon successful completion of the course, students will be certified in First Aid, CPR for the Professional Rescuer, and Lifeguarding, which will allow the student to be qualified for lifeguard employment. Prerequisite: Skills Pre-Test, Minimum Age of 15, and Basic Physical Education.

**CAREER EXPLORATION INTERNSHIP**

**Career Exploration Internship [Lifeguard Internship] - 0530**
Grades 10-12
One Trimester
Repeatable
Prerequisites: Current certification in American Red Cross Lifeguarding, CPR/PR and First Aid.
This course—open to sophomores, juniors, and seniors who are certified lifeguards—focuses on career exploration through a close-up view of the world of lifeguarding. By spending time during the regular school day in Bloomington South Natatorium students will experience all aspects of the work environment, complete assigned tasks and learn interpersonal skills through interaction with peers and supervisors. See first-hand how academic studies relate to job success, acquire new information to aid decision-making about post-secondary education and career choices. This student non-paid internship is an agreement between an employer and a student that gives the student the opportunity to gain hands-on experience in the field of aquatics. Internships allow students to explore different aspects of lifeguarding in a closely supervised real-world environment.

**LANGUAGE ARTS**

The language arts curriculum is sequentially organized and required. **Students may not substitute any other course for English 9-11. Please note that AP Language and Composition is a valid 11th grade course and not a substitution.** In the senior year, students may choose from a variety of courses to complete the nine required English credits. Students desiring an Honors Diploma or preparing for college entrance should select appropriate courses; however, all students may choose from all the available courses if they have met the prerequisites.

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

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

Students who plan to take AP or college level classes in the junior and/or senior year should be taking Honors classes throughout their language arts program.
**English 9 - 1002**

Grade 9

Three Trimesters

Core 40 Course & Academic Honors Diploma Course

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

**English 9 [Honors] - 1002**

Grade 9

Three Trimesters

Core 40 Course & Academic Honors Diploma Course

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

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

**English 10 - 1004**

Grade 10

Three Trimesters

Core 40 Course & Academic Honors Diploma Course

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

This course emphasizes the major language arts skills: vocabulary, spelling, grammar/mechanics/usage, composition, reading strategies, oral communication, and literature. The multicultural literature stresses an understanding and appreciation for the universality of the human experience and recognition of the relevance of literature in today’s world. The literature will provide a focus for literary analysis in reading and expository writing.

**English 10 [Honors] - 1004**

Grade 10

Two Trimesters

Core 40 Course & Academic Honors Diploma Course

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

This course covers a wide variety of world literature stressing an understanding and appreciation of the universality of the human experience and recognition of the relevance of literature in today’s world. It will include representative works from classical through modern times. This class requires extensive writing and research. There will be a continuing emphasis on vocabulary/spelling, library skills, grammar/mechanics/usage, composition, and speech. This course is strongly recommended for students who are college-bound. **SUMMER READING REQUIRED.**

**English 11 - 1006**

Grade 11

Two Trimesters

Core 40 Course & Academic Honors Diploma Course

Prerequisites: English 9 and English 10

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

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

Grade 11

Two Trimesters

Core 40 Course & Academic Honors Diploma Course

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

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

**English 12 [Oral Communication 12-1] - 1008**

Grade 12

One Trimester

Core 40 & Academic Honors Diploma Course

Prerequisite: Seniors must have passed English 9-11.

Oral communication or speech is designed to help students gain confidence in their ability to communicate clearly and...
effectively through various speaking experiences. Students learn
techniques for effective use of the voice, analyze well-known
speeches and professional performances, and practice the oral
interpretation of selected works. This course stresses basic skills
in language, writing, research, and critical thinking. It is part of
the recommended sequence for those students in the regular
diploma level. Students cannot take both English 12-1 and
Speech.

English 12 [Literature, Mass Media, and Career
Exploration 12-2] - 1008
Grade 12
One Trimester
Core 40 & Academic Honors Diploma Course
Prerequisite: Seniors must have passed English 9-11.
This course concentrates on three areas: literature, mass
media, and career exploration. Students who take this course
may be planning to enter the workforce, attend a two-year
or four-year college. The course will emphasize reading skills,
vocabulary, and analytical thinking and writing.

Ethnic Literature [African-American Literature]
- 1032
Grade 11-12
One Trimester
Core 40 & Academic Honors Diploma Course
Prerequisite: Seniors must have passed English 9-11.
What is American? Is skin color important? Does race contin-
uate to matter today? While the United States is famous for being
a melting pot for all races and colors, many problems continue
to exist for minorities. In African-American Literature we will
read works from authors who are often skimmed in literature
books, instead of studied. Rather than reading one novel that
addresses the subject of race, we will read many books, articles,
poems, essays, and speeches. From Negro spirituals to Maya
Angelou’s “On the Pulse of the Morning,” African-American
Literature covers themes of heartbreak, loss, and freedom.
African-American Literature can be found in many time peri-
ods, from slavery to the Harlem Renaissance to hip-hop writings
today.

English Literature and Composition, Advanced
Placement [AP Literature & Composition] -
1058
Grade 12
Two Trimesters
Core 40 & Academic Honors Diploma Course
Prerequisite: Seniors must have passed English 9-11.
This course is an advanced placement course based on con-
tent established by the College Board. An AP English course
in Literature and Composition engages students in the careful
reading and critical analysis of imaginative literature. Through
the close reading of selected texts, students deepen their under-
standing of the ways writers use language to provide both
meaning and pleasure for their readers. As they read, students
consider a work’s structure, style, and themes as well as such
smaller-scale elements as the use of figurative language, imag-
ery, symbolism, and tone. The course includes intensive study
of representative works from various genres and periods, con-
centrating on works of recognized literary merit. This course
is designed to prepare specifically and rigorously for the AP
Literature and Composition Exam; students are expected to the
take the exam. Students may not take both English Literature
and Composition and Advanced English/Language Arts [A202]
because of overlap in course content. Recommended grade
of A or B in previous English course. SUMMER READING
REQUIRED.

Advanced English/Language Arts, College
Credit [W131] (ACP course) - 1124
Grade 12
Two Trimesters
Core 40 & Academic Honors Diploma Course
Prerequisite: Seniors must have passed English 9-11.
Only juniors graduating at the end of their junior
year may take this course along with their junior
year English courses. To enroll in this course, students
must meet the Indiana University entrance require-
ments of a 2.7 GPA. Students may receive both high
school and college credit for this two term course. IU
credit for this course is transferable to many major
colleges and universities throughout the United
States. Please see acp.indiana.edu.
This course emphasizes critical reading, writing, and think-
ing with sources. Students will master the skills of summary, cri-
tique, analysis, synthesis, research, and documentation. Topics
for writing evolve from reading and discussing in depth issues
under debate in different disciplinary fields and among the
general public. SUMMER READING REQUIRED.

Speech - 1076
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Course
This course is appropriate for 9-12 graders who want to
become proficient in public speaking. Within the course, stu-
dents will not only learn the fundamentals of public speaking,
but also have the opportunity to practice oration on a regular
basis. Students will have opportunities to make different types
of oral presentations including: (1) viewpoint, (2) instructional,
(3) demonstration, (4) informative, (5) persuasive, and (6)
impromptu. The course is more advanced than the English
12-1 level due to the rigorous expectations. The class allows for
debate as well, providing students with class time to prepare,
research, and practice debate procedures. Students taking this
course should be serious about the study of rhetoric. Students
cannot take both English 12-1 and Speech.

Creative Writing - 1092
Grades 10-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Prerequisite: Successful completion of English 9 and
strong writing skills.
This course is study and application of the rhetorical (effec-
tive) writing strategies for prose and poetry. Using the writing
process, students demonstrate a command of vocabulary, the
nuances of language and vocabulary, English language conven-
tions, an awareness of the audience, the purposes of writing,
and the style of their own writing. Plot and character develop-
ment are studied, along with other short story elements such
as dialogue, description, tone and setting. Reading and writing
short stories make up the framework of the course. Also an in-
tegral part of the course is peer critique as students share their
creative products. NOTE: May count for one (1) 12th grade
English credit of the required nine total English credits for the
General, Core 40, Core 40 with Academic Honors and Core 40
with Technical Honors.
Elective courses do not count toward the (9) English credits needed for graduation.

**Creative Writing - 1092**
Grades 10-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Prerequisite: Successful completion of English 9 and strong writing skills.

This course is study and application of the rhetorical (effective) writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes of writing, and the style of their own writing. Plot and character development are studied, along with other short story elements such as dialogue, description, tone and setting. Reading and writing short stories, poetry, and drama make up the framework of the course. Also an integral part of the course is peer critique as students share their creative products. Publishing a class literary magazine is the course culmination. NOTE: May count for one (1) 12th grade English credit of the required nine total English credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors.

**English As A New Language - 1012**

English as a New Language, an integrated English course based on Indiana's English Language Proficiency (ELP) Standards, is the study of language, literature, composition and oral communication for Limited English Proficiency (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. English as a New Language course should be structured to prepare English language learners for successful participation in regular English/LA classes with appropriate modifications and to prepare them for taking and passing the English/LA End-of-Course Assessment (ECA) using allowed ISTEP+/ECA accommodations for English Language Learners.

- **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 instruction 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.
- World Language credit (2188): If ENL course work addresses Indiana’s Academic Standards for World Languages and is taken concurrently with another English/Language Arts course, up to four (4) credits accrued may count as World Language credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- A Career Academic Sequence or Flex Credit course

**Film Literature - 1034**
Grades 10-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Prerequisite: Sophomores—A or B in English 9; Juniors and Seniors—A, B, or C in all English classes taken.

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

**Genres of Literature [American Crime Fiction] - 1036**
Grades 10-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Prerequisite: Sophomores—A or B in English 9; Juniors and Seniors—A, B, or C in all English classes taken.

Attention readers! Take a bird’s eye tour of America’s dark and savage underbelly through the popular fiction of the 20s, 30s, 40’s and 50’s. Walk down the mean streets of Prohibition, the Great Depression, and the years between the wars with hard-boiled detectives, les femmes fatales, gangsters, and regular people that plunge head-first into trouble and come out the other side . . . if they’re lucky. These writers are the literary grandchildren of Edgar Allan Poe—creator of both the detective story and the psychological thriller—and so the course begins with him. We study Ernest Hemingway as a creator of the hard-boiled rhythms of the writing then read Dashiell Hammett and Raymond Chandler, masters of the American pulp detective story. We continue to the roman noir—or black novel with James M. Cain’s Double Indemnity. This course is an elective.

**Etymology [Greek and Latin Derivatives] - 1060**
Grades 10-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course

Etymology provides instruction in the derivation of English words and word families from their Latin and Greek origins. It also provides the connotative and denotative meaning of words in a variety of contexts. Students study the origins and meanings of English words, including roots, suffixes, prefixes, and reasons for language change. This course introduces students to tools and resources for etymological study and encourages them to be curious about the English language. The analytic study of word history and semantics is reinforced through a written and oral component that involves specific analyzes of texts that require etymological sensitivity. As it enables students to increase their vocabularies, this course helps prepare students to perform well on the SAT. This course is particularly valuable for students who are college bound.
Journalism - 1080
Grades 9-11
Two Trimesters
Core 40 & Academic Honors Diploma Elective Course

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

Student Publications [Newspaper] - 1086
Grades 10-12
Three Trimesters
Core 40 & Academic Honors Diploma Elective Course Repeatable
Prerequisite: Journalism; would-be photographers should have taken Photography; advisor must approve application.

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

Student Publications [Yearbook] - 1086
Grades 10-12
Three Trimesters
Core 40 & Academic Honors Diploma Elective Course Repeatable
Prerequisite: Journalism; would-be photographers should have taken Photography; advisor must approve application.

After students have completed Journalism 1-2, they may apply for the staff of the school yearbook, the Gothic. Staff members write and edit copy, lay out pages, take and process photographs, check page proofs, sell advertising, and manage the business aspects of yearbook production. The concept of responsible journalism is also discussed. Students must apply for these staff positions. Application is on the Language Arts Website.

Poetry - 1044
Grades 10-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Prerequisite: Sophomores—C or better in English 9; Juniors and Seniors—must have passed English 10 and English 11.

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

Peer Tutoring [English/Language Arts] - 0520
Grade 12
One Trimester
Prerequisite: B average, application and interview.

This course offers students an opportunity to assist other students through one-on-one and small-group tutoring in 9th grade Language Arts. A peer tutor would do the following:
1. Read tests aloud
2. Read assignments aloud
3. Help with writing assignments (provide ideas, structure for essays).
4. Facilitate small group discussion

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

Mass Media - 1084
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course Repeatable

This is a project driven course where students work both individually and in small groups. A variety of projects introduce the students to effective strategies used across a variety of communications media. There is an emphasis on video production as the class is charged with producing a weekly TV news magazine which is broadcast to the entire school. The class has a newsroom feel to it as the students must meet deadlines, communicate with “clients,” gather information, write scripts, interview other students and teachers, and participate in roles both in front of and behind the camera. This class is a prerequisite for the Mass Media Advanced Editing course.

Mass Media [Advanced Editing] - 1084
Grades 9-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course Repeatable
Prerequisite: Application and Teacher Approval

This lab course is primarily for the student interested in advanced video editing skills. Editing will be done in the Apple environment. Emphasis will be placed on such editing principles as audience analysis, purposeful storyboarding, and appropriate use of graphics, special effects and audio. Placement in this class is through application and teacher approval.

General Information

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

Algebra II - 2522
Grades 10-12
Three Trimesters
Core 40 & Academic Honors Diploma Course
Prerequisite: Geometry. Geometry can be taken concurrently with Algebra II, but it is recommended only for above average mathematics students.

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

Algebra II [Honors] - 2522
Grades 10-12
Three Trimesters
Core 40 & Academic Honors Diploma Course
Prerequisite: Geometry.

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

Statistics, Advanced Placement - 2570
Grades 10-12
Two Trimesters
Core 40 & Academic Honors Diploma Course
Prerequisite: Algebra II. May be taken concurrently with Pre-Calculus/Trigonometry, Calculus, or alone.

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

Advanced Mathematics, College Credit
[IU Finite Math M118] - 2544
Grades 10-12
Two Trimesters
Core 40 & Academic Honors Diploma Course
Prerequisite: Algebra II

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

Pre-Calculus/Trigonometry [Honors] - 2564
Grades 10-12
Two Trimesters
Core 40 & Academic Honors Diploma Course
Prerequisite: Algebra II
This course is usually selected by those students who have a high ability and a definite interest in mathematics. In this course the student utilizes extensively the concepts, notation, and techniques from his/her previous courses in algebra and geometry. These are extended and expanded in the study of the following topics: real and complex number systems, functions, polynomials, exponential and logarithmic, polar coordinates, and trigonometry (the trig is a complete and detailed study of the topic equivalent to approximately one trimester of work.

Calculus AB, Advanced Placement - 2562
Grades 10-12
Two Trimesters
Core 40 & Academic Honors Diploma Course
Prerequisite: Pre-Calculus/Trigonometry, AP credit available with the AP exam in May and this course may be taken for IU credit (3 hrs., M211) in ACP program.
This course is taken during the first two trimesters, to be followed by optional but recommended third trimester Advanced Calculus AP. This is a rigorous course which partially covers as much of the College Board’s AB level AP Calculus curriculum as can be done in two trimesters. (To cover the entire AP curriculum or the IU M211 curriculum, students should also enroll in the optional 3rd trimester of MATH - Advanced Calculus AP MA920 (see the next course). The first two trimesters partially prepare students for the AB level AP Calculus exam in May. While not a requirement, all students are expected to take this exam. Students who want IU credit must take the third trimester course (see course below) Students taking this course must have finished their Trig/Pre-Calc course (no exceptions.) Course topics include the theory, algorithm processes, and when and how to use limits, derivatives, applications of derivatives (graphing, related rate, max-min), integration (including the Fundamental Theorem of Calculus, and applications of integration).

Calculus AB, Advanced Placement [Advanced Calculus] - 2562
Grades 10-12
One Trimester
Core 40 & Academic Honors Diploma Course
Prerequisite: The first two trimesters of Calculus AB, Advanced Placement.
This continues the AP Calculus Curriculum and M211 curriculum and leads to the AP exam in May and the IU M211 Final Exam. This course is required for students pursuing IU credit for M211 and strongly recommended (but not required) for students planning to take the AP exam.

Calculus BC, Advanced Placement - 2572
Grades 11-12
Two Trimesters
Core 40 & Academic Honors Diploma Course
Prerequisites: All three trimesters of Calculus AB, Advanced Placement. AP credit available with the AP exam in May and this course may be taken for IU Credit (3 hrs., M212) in ACP program.
This is the second year/AP Calculus course. AP BC level Calculus prepares the students for the AP Calculus BC level exam in May. Students are responsible for the topics learned in the first year course. New topics covered are more advanced methods of integration (integration by parts, partial fractions, and trig substitutions, and improper integrals), differential equations (slope fields, Euler’s method, the logistic curve); parametric and polar functions in the context of calculus, and infinite sequences and series, power series, and vectors.

ELECTIVE COURSES

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

Grades 9-12
One or Two Trimesters (students may take one or both courses)
Core 40 & Academic Honors Diploma Elective Course
This elective course is designed to meet the interests of everyone from the avid sports fan to the most fine-tuned athlete. Part one of the course will focus on many of the math-based concepts in baseball, softball, football, soccer, basketball, and volleyball. The second term of the course will focus on the Olympics, bowling, rowing, golf, track and field, and tennis. By the end of the course students will have enough knowledge to read and analyze the sports page, volunteer as a scorekeeper, and potentially pursue a career in a sports-related field. Students may take only one term of this course.

SCIENCE

General Information and Recommendations:
To maximize student success, science courses should be taken in a sequence appropriate to a student’s diploma goals and experience in math courses. Guidance counselors and/or science teachers can help advise a student on the path that would be most appropriate to him/her. Course sequence recommendations are as follows:

Regular/Minimal Diploma (non-Core 40/Opt Out)
9th Grade: Earth Space Science
10th Grade: Biology I
11th and 12th Grade: Integrated Chem/Physics

Core 40-Standard
9th Grade: Earth and Space Science or Integrated Chemistry Physics
10th Grade: Biology I
11th Grade: Integrated Chemistry and Physics or Earth and Space Science
12th Grade: Student Choice

Core 40-College Prep (Liberal Arts Emphasis)
Advanced Science, Special Topics (L) [ADV SCI ST] - 3092
Grades 10-12

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

Credits: May be offered for successive semesters. Counts as a science course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Anatomy & Physiology [Honors] (Ivy Tech APHY101) - 5276
Grades 11-12
Two Trimesters

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

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

Advanced Science, Special Topics (L) Astronomy
Grades 11-12
One Credit (Elective only)

Prerequisite: Chemistry, Physics HD required

Advanced Science, Special Topics (Astronomy) is a science course which is grounded in extended laboratory, field, and literature investigations into astronomy and astrophysics. Students enrolled in this course engage in a study of the application of science concepts, principles, and unifying themes that are unique to astronomy and cosmology. Students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the course of study.

Earth & Space Science I (L) - 3044
Grades 9-10
Two Trimesters
Core 40 & Academic Honors Diploma Course

Physical Earth and Space Science I is a course focusing on the study of the Earth’s lithosphere, atmosphere, hydrosphere, and its celestial environment. Students enrolled in this course analyze and describe Earth’s interconnected systems and how they are changing due to natural processes and human influence. Topics covered include rocks, minerals, natural resource management, sculpturing of Earth’s surface, plate tectonics, earthquakes, volcanoes, geologic history, the atmosphere, weather, climate, history of astronomy, the solar system, stars, and galaxies.

Biology I (L) - 3024
Grades 9-10
Two Trimesters
Core 40 & Academic Honors Diploma Course

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

Biology I [Honors] (L) - 3024
Grades 9-10
Two Trimesters
Core 40 & Academic Honors Diploma Course

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

Biology, Advanced Placement (L) - 3020
Grades 11-12
Three Trimesters
Core 40 & Academic Honors Diploma Course

Prerequisites: grade of “B” or better in Chemistry

This course follows the College Board Examination guidelines for Advanced Placement Biology which consists of an intensive review and in-depth study of areas that were introduced in Biology I. Attention is given to the application of science practices, laboratory investigation, and collaboration with colleagues as related to overarching themes in modern biological science. The course is designed for juniors and seniors who received an A or B in Biology I or those who have instructor approval.
Integrated Chemistry-Physics (L) - 3108
Grades 9-12
Two Trimesters
Core 40 & Academic Honors Diploma Course
Prerequisites: Algebra I (can be taken concurrently)
Integrated Chemistry-Physics is a laboratory-based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.

Chemistry I (L) - 3064
Grades 10-12
Two Trimesters
Core 40 & Academic Honors Diploma Course
Prerequisites: grade of “B” or better in either Algebra I and either Biology I or Integrated Chemistry/Physics; Algebra II (or concurrent) highly recommended
Chemistry I is a course based on regular laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. Students in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical equations and problems related to personal needs and societal issues, and (4) learn and practice laboratory safety.

Chemistry I (L) [Honors] - 3064
Grades 10-12
Two Trimesters
Core 40 & Academic Honors Diploma Course
Prerequisites: grade of “B” or better in Algebra I and Biology I H; also Algebra II H (or concurrent) highly recommended
Chemistry I HD covers the same topics as Chemistry I, but at a more in-depth level and accelerated pace. Topics covered more in-depth include empirical and molecular formulae, nuclear chemistry, quantum mechanics, and Lewis structures. The entire course moves at an accelerated pace compared to the regular chemistry course.

Chemistry, Advanced Placement (L) - 3060
Grades 11-12
Three Trimesters
Core 40 & Academic Honors Diploma Course
Prerequisites: grade of “B” or better in Chemistry I HD, Algebra I H, Geometry I H, and Algebra II H (can be taken concurrently)
This is an intensification of first-year chemistry dealing specifically with mathematical explanations of basic chemical theory. Topics include: (1) structure of matter—atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter—gases, liquids and solids, solutions; (3) reactions—reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics. This course follows College Board entrance guidelines for Advanced Placement Chemistry and is designed for juniors who received an A or B in Chemistry.

Physics I (L) [Honors] - 3084
Grades 11-12
Two Trimesters
Core 40 & Academic Honors Diploma Course
Prerequisites: Geometry and Integrated Chemistry-Physics or Chemistry I
Physics I is a laboratory-based course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light, electricity, magnetism, atomic and subatomic particles. Through regular laboratory study, students (1) examine the nature and scope of physics, including its relationship to other sciences and its ability to describe phenomena using physical laws, (2) describe the history of physics and its role in the birth of technology, (3) explore the uses of its models, theories, and laws in various careers, and (4) investigate physics questions and problems related to personal needs and societal issues.

Physics 2: Algebra-Based, Advanced Placement (L) [PHYS 2 AP] - 3081
Grades 11-12
Prerequisite: Physics 1
Three Trimesters
Physics 2: Algebra-based, Advanced Placement is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors Diplomas. Qualifies as a Quantitative Reasoning course.

Physics C, Advanced Placement (L) [PHYS C AP] - 3088
Grade 11-12
Prerequisite: Calculus (can be taken concurrently)
Three Trimesters
Physics C, Advanced Placement is a course based on the content established by the College Board. There are two AP Physics C courses, Physics C: Mechanics, and Physics C: Electricity and Magnetism. AP Physics C: Mechanics provides instruction in each of the following five content areas: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Credits: 3 trimesters. Counts as a Science Course for the General, Core 40, Core 40 with academic Honors and Core 40 with Technical Honors Diplomas. Qualifies as a Quantitative Reasoning course.

Advanced Science, Special Topics (L) [Organic Chemistry] - 3092
Grades 11-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Prerequisite: grade of “B” or better in Chemistry I-2 or concurrent
Organic chemistry will offer an extensive look at the special nature of carbon chemistry. Emphasis will be placed on structure, functional groups, and nomenclature, as well as some important classes of organic reactions. There will be a laboratory component, which will include activities such as the synthesis of aspirin, oil of wintergreen, and soap.
Environmental Science, Advanced Placement (L) - 3012
Grades 11-12
Three Trimesters
Core 40 & Academic Honors Diploma Course
Prerequisites: Principles of Biomedical Sciences and/or
Core 40 & Academic Honors Diploma Course

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

Human Body Systems (L) - 5216
A Project Lead the Way Course
Grades 9-12
Two Trimesters
Core 40 & Academic Honors Diploma Course

Medical Interventions (L) - 5217
A Project Lead the Way Course
Grades 9-12
Two Trimesters
Core 40 & Academic Honors Diploma Course
Prerequisite: Principles of Biomedical Sciences and/or
Human Body Systems

Biomedical Innovation (L) - 5219
A Project Lead the Way Course
Grades 9-12
Two Trimesters
Core 40 & Academic Honors Diploma Course
Prerequisite: taken 2 of the following: Principles of Biomedical Sciences, Human Body Systems, and Medical Intervention
### Psychology - 1532
Grades 11-12
Two Trimesters
Core 40 & Academic Honors Diploma Elective Course
Psychology provides an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. Content includes (1) human development, (2) thinking, learning, remembering, (3) behavior patterns, (4) personalities, (5) adjustments to social environments such as conformity, obedience, perceptions, attitudes, and the influence of the group on the individual. Psychology is of general interest to all and is especially recommended for students planning careers in teaching, counseling, healthcare, business, and government. It is open to juniors and seniors.

### Sociology - 1534
Grades 10-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course
Sociology deals with the scientific study of group behavior. We look at the basic social institutions such as the family, religion, education, government, and the economy. We study the changes which are taking place in our society and how these often lead to social problems. Current social problems are examined using the tools and techniques of sociologists. Students choose the problems of particular interest to them from a wide range such as poverty, delinquency, discrimination, deviancy, environmental and population crises, family breakdown, and many more. We search for causes, consequences, and possible solutions to these problems.

### United States History - 1542
Grade 11
Two Trimesters
Core 40 & Academic Honors Diploma Course
United States History emphasizes national development in the late nineteenth and the twentieth centuries and builds upon concepts developed in previous studies of U.S. History. Students in this course also identify and review significant events, figures, and movements in the early development of the nation. The focus of the course will be on events, figures, and movements in the twentieth century. Social studies skills will be developed and used. Students will be challenged to compare the present with what has happened in the past in order to appreciate history as both a record of the past and an indicator of the future.

### United States History, Advanced Placement - 1562
Grade 11
Three Trimesters
Core 40 & Academic Honors Diploma Course
- **Tri 1**—European exploration through 1830’s.
- **Tri 2**—1830’s to WWI.
- **Tri 3**—Roaring 20’s to present.

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

### World History and Civilization - 1548
Grades 9-11
Two Trimesters
Core 40 & Academic Honors Diploma Course
Events throughout the world suggest that our survival depends upon the ability to handle the complexities of the population growth, scarce resource allocation, organized aggression and land redistribution. The course has been organized along multidisciplinary lines, drawing on economics, political science, sociology, geography, and anthropology.

### World History and Civilization [Honors] - 1548
Grades 9-11
Two Trimesters
Core 40 & Academic Honors Diploma Course
Honors Diploma World History has been organized along multidisciplinary social studies lines, drawing on economics, political science, sociology, geography, and history. The first term emphasizes ancient history to the French Revolution and the second concentrates on the 19th and 20th centuries. This course emphasizes higher level skills and expectations for college bound students. (Meets requirement for honors diploma.)

### European History, Advanced Placement - 1556
Grades 10-12
Two Trimesters
Core 40 & Academic Honors Diploma Course
**Prerequisite: World History and Civilization**
This college level course begins with the Renaissance and covers the 500 year period of European history to the present time. An in-depth exploration of historical, political, and economic topics and themes from the humanities are emphasized through the use of a college text and related materials. It is expected that students enrolled in this course will take the European History Advanced Placement (AP) exam. (Meets requirement for honors diploma.)

### Economics - 1514
Grade 12
One Trimester
Core 40 & Academic Honors Diploma Course
**Prerequisite: United States History**
This course will emphasize basic economic concepts including market theory, national income analysis, and international trade. The interrelationships among the roles played by consumers, producers, capital, land, and labor plus the interrelationship of our economic, political, and social lives are explored. Meets requirements for honors diploma.

### United States Government - 1540
Grade 12
One Trimester
Core 40 & Academic Honors Diploma Course
**Prerequisite: United States History**
This course is a representative survey of our system of American government. The course deals with the theoretical concepts relating to the fundamentals of our government and with the practical application of these concepts as they relate to our system of American federalism, to political participation and influence, to foreign policy, to civil liberties and civil rights, and to our national government.
SOCIAL STUDIES/ WORLD LANGUAGE

Government and Politics: Comparative, Advanced Placement - 1552
Grade 12
One Trimester
Core 40 & Academic Honors Diploma Course

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

Anthropology - 1502
Grades 11-12
One Trimester
Core 40 & Academic Honors Diploma Elective Course

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

Students will:
• Be introduced to the scope of the discipline of Anthropology.
• Explore the concepts of human biological and cultural evolution.
• Study the beginnings of civilization.

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

Community Service - 0524
Grade 12
One Trimester

Service Learning is a social studies course that involves students in a process of learning through the experience of rendering service in the community and reflecting upon the experience. Students will use experience in the community as a base for critical reflection in the classroom about the nature of democracy and as a basis for the examination of the citizen’s role in the community. Through real experience and reflection students develop:
• skills in time management, problem solving, adaptability, communication, research and self direction
• values of human dignity, justice, civic virtue, and responsibility
• and citizenship concepts including appreciation of cultural diversity, participation, and social justice

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

WORLD LANGUAGE

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

Latin I - 2080
Grades 9-12
Two Trimesters
Core 40 & Academic Honors Diploma Elective Course

Latin I is a two-term course designed for the beginning student in foreign language. Students will gain knowledge and understanding of elements of Roman culture, especially those still relevant to our modern society; develop insight into the nature of language and culture; and develop an understanding of elements common to Latin and English grammar and vocabulary, while studying elements of grammar unique to Latin. Additionally, students will:
• Learn how to pronounce and read aloud the language
• Read and translate Latin at a beginning level
• Learn to recognize cognate and derivative of English words
• Compose grammatically correct sentences in Latin.

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

Latin II - 2082
Grades 10-12
Two Trimesters
Core 40 & Academic Honors Diploma Elective Course

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

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

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

Latin III [AP] - 2084
Grades 11-12
Three Trimesters
Core 40 & Academic Honors Diploma Elective Course

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

Spanish I - 2120
French I - 2020
German I - 2040
Chinese I - 2000
Grades 9-12
Two Trimesters
Core 40 & Academic Honors Diploma Elective Course

These are two-term courses designed for the beginning student in foreign language. Students will begin to communicate in the target language, gain knowledge and understanding of aspects of culture, acquire an understanding of the interconnectedness of language and learning, develop an insight into
WORLD LANGUAGE

the nature of language and culture, and explore the multilingual world in which they live. Additionally, students will:

- Be introduced to and practice the sound structure of the language
- Learn to communicate with simple questions and answers
- Respond to and give directions
- Talk about daily routines and events
- Be able to express wants and needs
- Participate in guided conversations
- Read at a beginning level and learn to recognize cognates
- Write basic words and phrases with appropriate grammatical context.

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

**Spanish II - 2122**
**French II - 2022**
**German II - 2042**
**Chinese II - 2002**

Grades 9-12
Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

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

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

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

**Spanish III [Honors] - 2124**
**French III [Honors] - 2024**
**German III [Honors] - 2044**
**Chinese III [Honors] - 2004**

Grades 9-12
Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

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

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

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

**Spanish IV [Honors] - 2126**
**French IV [Honors] - 2026**
**German IV [Honors] - 2046**
**Chinese IV [Honors] - 2006**

Grades 9-12
Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

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

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

Students will become knowledgeable concerning:

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

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

**Spanish V [AP] - 2128**

Grades 9-12
Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

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

**French V [Honors] - 2028**
**German V [Honors] - 2048**

Grades 9-12
Two Trimesters

Core 40 & Academic Honors Diploma Elective Course

These courses are offered to students who have successfully completed Level IV and wish to continue to acquire and maintain present language skills. Native speakers are encouraged to
WORLD LANGUAGE/ SPECIAL PROGRAMS AND COURSES

enroll in Level V to sharpen their own knowledge of grammar and literature and to serve as role models for second-language students. Students should be willing to converse with native speakers and promote among their peers and others the benefits of foreign language study and the study of the cultures in which target languages are spoken. In addition, students are able to:

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

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

Spanish VI [Honors] - 2130
French VI [Honors] - 2030
German VI [Honors] - 2050

Grades 9-12
Two Trimesters
Core 40 & Academic Honors Diploma Elective Course

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

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

SPECIAL EDUCATION

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

SPECIAL PROGRAMS AND COURSES

Orientation to Life and Careers - 5394
Grades 9-12
One Trimester
Repeatable

The content of this course will enable students to develop their individual education/career plans as mandated by Indiana Public Law 19. Components will include the following: personal assessments, study of career clusters, basic job-seeking skills, career path selection, 4-6 year education/career plan, and personal portfolio development. (Qualifies as a partial credit for the required Health & Safety credit.)

Basic Skills Development [Academic Skills Development] - 0500
Grade 9
One Trimester

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

Basic Skills Development [Ivy IIT New Student Seminar] - 0500
Grade 12
One Trimester

Enhances success in college by assisting students in obtaining skills necessary to educational, career, and life objectives. Students will create and apply critical thinking strategies in areas of time management, medi-lar literacy, learning styles, study skills, career planning, money management, resource utilization.

*Cadet Teaching Experience - 0502
Grade 12
One Trimester (2 Periods/2 Credits)
Repeatable

This course is by application only. Students may get an application in the counseling office. The application must be submitted with the course selection sheet. This course is open to seniors who have a

- 95% attendance record
- GPA of 3.0 (B average).

Students must be outstanding in maturity, integrity, and intelligence, and love working with elementary children. Students should select a trimester when they are least involved in extra-curricular activities. Students have an opportunity to observe and to participate in activities in teaching-learning situation. The cadet teachers go to elementary schools located in the BHSS district and work in the classrooms during periods 4 & 5 each day. Students must provide their own transportation. Students are required to sign out daily and to turn in log sheets and journals daily. This course offers many rewarding interpersonal experiences as well as practical information.

*Career Exploration Internship - 0530
Grade 12
One Trimester (2 Periods/2 Credits)
Repeatable (one or two trimesters only)
(Apply with Mr. Lindsey. Must be with his approval.)
Prerequisites: application is required. Students must provide their own transportation. (Prerequisite: completion of ICPAC career interest inventory)

This course-open to seniors of all ability levels-focuses on career exploration through a close-up view of the world of work. Good attendance is a must. By spending time during the

* indicates courses requiring applications
regular school day at a designated job site in the community, students will:

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

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

**Peer Tutoring - 0520**

Grades 9-12
One Trimester
Repeatable

Prerequisite: Permission of instructor.

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

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

Grades 10-12
One Trimester
Repeatable

Prerequisite: Permission of instructor.

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

**Peer Tutoring [High Ability Mentor Program] - 0520**

Grades 10-12
One Trimester
Repeatable

Prerequisite: meet gifted and talented criteria.

MENTOR PROGRAM GUIDELINES: With the help of a mentor or the High Ability Program Coordinator, students design a self-determined program of 90 hours duration for 1 credit. A daily log book is to be given to the High Ability Program Coordinator every two weeks. The log book and the project description account for 11% of the grade given. The mentor provides 89% of the grade. The final grade must include a presentation of the work done; mode of presentation will be determined by the student, the mentor, and the High Ability Program coordinator. Mentors may be suggested by the student or the coordinator, and need to be experts in the field being studied. Teachers at BHSS may not be mentors.

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*S indicates courses requiring applications*

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**SPECIAL PROGRAMS AND COURSES/HOOSIER HILLS CAREER CENTER**

* indicates courses requiring applications

**[SAT Preparation] - 2560**

Grades 10-12
One Trimester

Core 40 & Academic Honors Diploma Elective Course

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

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

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**PEER MENTOR PROGRAM GUIDELINES:** With the help of a mentor or the High Ability Program Coordinator, students design a self-determined program of 90 hours duration for 1 credit. A daily log book is given to the High Ability Program Coordinator every two weeks. The log book and the project description account for 11% of the grade given. The mentor provides 89% of the grade. The final grade must include a presentation of the work done; mode of presentation will be determined by the student, the mentor, and the High Ability Program coordinator. Mentors may be suggested by the student or the coordinator, and need to be experts in the field being studied. Teachers at BHSS may not be mentors.

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**AGRICULTURE CLUSTER**

*Four Agriculture Classes Replace ½ Day Traditional HHCC Class. A fifth added to determine interest.*

**Intro to Agriculture Food & Natural Resources – 5056**

Grades 9-12
Three Trimesters

Class Meets At HHCC (A.M.)

A three trimester 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. Length of course: 3 trimesters; 1 credit per trimester.

**Plant And Soil Science – 5170**

Grades 9-12
Three Trimesters

Class Meets At HHCC (A.M.)

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 drain-
Advanced Life Science: Plant And Soil Science – 5047
Grades 9-12
Three Trimesters
Class Meets At BHSS (A.M.)
Students study concepts, principles, and theories associated with plants and soils. Knowledge gained enables them to better understand the workings of agricultural and horticultural practices. How plants are classified, grow, function, and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Length of course: 2 semesters; Length of course: 3 trimesters; 1 credit per trimester.

Natural Resources (CC107) – 5180
Grades 9-12
Two Semesters
Natural Resources provides students with a foundation in natural resources. Hands-on learning activities in addition to leadership development, supervised agricultural experience and career exploration encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, animal wildlife and safety. This course offers dual credit with Ivy Tech.

Landscape Management (CC107) – 5136-0C
Grades 9-12
Two Semesters
Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Offered every other year opposite Horticultural Science. Length of course: 2 semesters; 1 credit per semester. This course offers dual credit with Ivy Tech.

Automotive Service Technology I – 5510
Grades 11-12
Three Trimesters
Class Meets At HHCC (A.M.)
A one year course for first year students 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. Advanced placement credits will be available through Ivy Tech Community College. Length of course: 2 semesters. Students will need to provide basic auto repair tools for this class.

Automotive Service Technology II – 5546
Grade 12
Three Trimesters
Class Meets At HHCC (A.M.)
A one year course for second year students that encompasses the sub topics of the NATEF/ASE 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. ASE certification will be available to students when competencies are met. Advanced placement credits will be available through Ivy Tech Community College. 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. Length of course: 2 semesters.

Automotive Collision Repair I – 5414
Grade 11-12
Three Trimesters
Class Meets At HHCC (A.M.)
A one year course for first year students covers all phases of the repair of damaged vehicle bodies and frames, including metal straightening, smoothing areas by filing, grinding, or sanding; concealment of imperfections; painting; and replacement of body components including trim. Students examine the characteristics of body metals including the installation of moldings, ornaments, and fasteners with emphasis on sheet metal analysis and safety as well as instruction in personal and environmental safety practices as well as measurement principles and automotive fasteners, computerized frame diagnosis, computerized color-mixing, and computerized estimating of repair costs. During the second semester of the senior year, a possible internship placement will be available to students who have mastered the necessary competencies. ASE certification will be available to students when competencies are met. Advanced placement credits will be available through Ivy Tech Community College. Length of course: 2 semesters.

Automotive Collision Repair II – 5544
Grade 12
Three Trimesters
Class Meets At HHCC (A.M.)
A one year course for second year students 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 calculations as well as scientific principles related to adhesive compounds, color-mixing, abrasive materials, metallurgy, and composite materials. During the second semester of the senior year, a possible internship placement will be available to students who have mastered the necessary competencies. ASE certification will be available to students when competencies are met. Advanced placement credits will be available through Ivy Tech Community College. A possible 6-week internship placement with local automotive collision repair related businesses could be available during the senior year. Length of course: 2 semesters.

ARCHITECTURE & CONSTRUCTION CLUSTER

Construction Technology I – 5580
Grade 11-12
Three Trimesters
Class Meets At HHCC (A.M.)

A one year course for first year students 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. Safety standards and proper use and care of equipment are stressed at all times. Students need to provide basic building trades tools.
*Can earn dual credit with Vincennes University Length of course: 2 semesters.

Construction Technology II – 5578
Grade 12
Three Trimesters
Class Meets At HHCC (A.M.)

A one year course for second year students 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.
*Can earn dual credit with Vincennes University Length of course: 2 semesters.

Architectural Drafting And Design I – 5640
Grade 11-12
Three Trimesters
Class Meets At HHCC (A.M.)

A one year course for first year students. Students will develop an 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. Students will compile a portfolio of their drawings to present to employers when applying for a job. Students who plan to pursue technical careers may receive credit for college courses based on their work in this class. College credit may be earned through Ivy Tech Community College. Length of course: 2 semesters; Useful Preparation: Geometry. Length of course: 2 semesters.

Architectural Drafting And Design II – 5652
Grade 12
Three Trimesters
Class Meets At HHCC (A.M.)

A one year course for second year students. 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. Students who plan to pursue technical careers may receive credit for college courses based on their work in this class. College credit may be earned through Ivy Tech Community College. Length of course: 2 semesters; Useful Preparation: Geometry. Length of course: 2 semesters.

Mechanical Drafting And Design I – 4836
Grade 11-12
Three Trimesters
Class Meets At HHCC (A.M.)

A one year course for first year students. Mechanical Drafting and Design I 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. 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. Students who plan to pursue technical careers may receive credit for college courses based on their work in this class. College credit may be earned through Ivy Tech Community College. Useful Preparation: Geometry. Length of course: 2 semesters.
**Mechanical Drafting And Design II – 4838**
Grade 12
Three Trimesters
Class Meets At HHCC (A.M.)

A one year course for first year students. 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. Students who plan to pursue technical careers may receive credit for college courses based on their work in this class. College credit may be earned through Ivy Tech Community College. Useful Preparation: Geometry. Length of course: 2 semesters. A possible 6-week internship placement could be available during the senior year.

**Welding Technology I – 5776**
Grade 11-12
Three Trimesters
Class Meets At HHCC (A.M.)

A one year course for first year students. In this course, students will learn 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. Emphasis is placed on safety at all times. 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 through projects and exercises that teach students how to weld and be prepared for college and career success. Course content will also include related math, print reading, drafting, panel restoration, precision machining, and sheet metal work. 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. Length of course: 2 semesters.

**Welding Technology II – 5778**
Grade 12
Three Trimesters
Class Meets At HHCC (A.M.)

A one year course for second year students. In this course, students will develop a variety of skills in Gas Metal Arc welding, Flux Cored Arc Welding, Gas Tungsten Arc welding, Plasma Cutting and Carbon Arc. This course is designed for individuals who intend to make a career as a Welder, Technician, Sales, Design, Research or Engineering. Emphasis is placed on safety at all times. 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 through projects and exercises that teach students how to weld and be prepared for college and career success. Course content will also include related math, print reading, drafting, panel restoration, precision machining, and sheet metal work. 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 welding related businesses could be available during the senior year. Length of course: 2 semesters.

**Precision Machining I – 5782**
Grade 11-12
Three Trimesters
Class Meets At HHCC (A.M.)

A one year course for first year students. In this course students will learn a basic understanding of the precision machining processes used in industry, manufacturing, maintenance and repair. The course instructs the student in 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. Course content will also include related math, print reading, drafting, panel restoration, precision machining, and sheet metal work. Students will need to provide some basic tools including safety glasses. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters.

**Precision Machining II – 5784**
Grade 12
Three Trimesters
Class Meets At HHCC (A.M.)

A one year course for second year students. A second year course 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. Length of course: 2 semesters. A possible 6-week internship placement could be available during the senior year.

**Advanced Manufacturing Pathway [Computer Numerical Control (CNC) Machining and Programming CTE Pilot Course] – 5239**
Grades 11-12
Three Trimesters
Class Meets at HHCC (Half Day) (A.M./P.M.)

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 of Metalworking Skills) certifications, internships and college dual credit and/or employment. Length of course: 1 or 2 years (Half Day) A.M./P.M.

**Industrial Technical Maintenance I – 5686**
Two Semesters
A.M./P.M. daily

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

HEALTH SCIENCE CLUSTER

Fire & Rescue I – 5820
Grade 11-12
Three Trimesters
Class Meets At HHCC (A.M.)

A one year course for first year students providing instruction in five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum. Firefighters and emergency services workers help protect the public against dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. TEAMWORK and RESPONSIBILITY are stressed throughout this program. *Can earn dual credit with Ivy Tech. Length of course: 2 semesters.

Health Science Education II, Practicum – 5284
Grade 12
Three Trimesters
Class Meets At HHCC (A.M.)

A one year course for second year students. An 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, including information on the health care system and employment opportunities at a variety of entry levels, an overview of the health care delivery systems, health care teams and legal and ethical considerations. 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. Students will participate in Health Occupations Students of America. Simulated in-school laboratory experiences are a part of this course. The second semester practicum is designed to provide students with the knowledge, attitudes, and skills needed to make the transition from school to work. The course content includes job seeking skills, personal management skills, career choice skills, and post-secondary application processes. The second semester practicum in community health care facilities will provide students with opportunities to practice the technical skills previously learned in the classroom. This practicum is scheduled upon the recommendation of the instructor. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters. Recommended previous coursework: 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. Useful Preparation: Geometry. Length of course: 2 semesters.

Fire & Rescue II – 5826
Grade 12
Three Trimesters
Class Meets At HHCC (A.M.)

A one year course for second year students. 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 Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum. *Can earn dual credit with Ivy Tech. Length of course: 2 semesters.

(COULD BE AM AND PM IF ENROLLMENT ALLOWS)

Medical Intervention™ – 5217
Grade 11-12
Two Trimesters
Class Meets At BHSS (P.M.)

Student projects investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. The course explores the design and development of various medical interventions, including vascular stents, cochlear implants, and prosthetic limbs. In addition, students review the history of organ transplants and gene therapy, and stay updated on cutting-edge developments via current scientific literature. Using 3D imaging, data acquisition software, and current scientific research, students design a product that can be used as a medical intervention. Useful Preparation: Geometry. Length of course: 2 trimesters.

BioMEDICAL Innovations™ – 5219
Grade 11-12
Two Trimesters
Class Meets At BHSS (P.M.)

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
**HOSPITALITY AND HUMAN SERVICES CLUSTER**

**Cosmetology I – 5802**
Grade 11-12
Three Trimesters
Class Meets At Indiana Cosmetology Academy
Monday-Friday 12:30 - 4:30 (P.M.)

A one year course for first year students. Students enrolled in Cosmetology will follow the curriculum prescribed by the State Board of Beauty Culture. Students completing the program must pass a State Board of Beauty Culture exam in order to receive a license to practice in Indiana. An introduction to Cosmetology with emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring business and personal ethics, and bacteriology and sanitation. In the second semester greater emphasis is placed on the application and development of these skills. State of Indiana requires a total of 1500 hours of instruction for licensure. *Can earn dual credit with Vincennes University.

**Culinary Arts And Hospitality Management – 5440**
Grade 11-12
Three Trimesters
Class Meets At HHCC (A.M.)

A one year course for first year students. Preparers 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. *Can earn dual credit with Ivy Tech.

Length of course: 2 semesters.

**Advanced Culinary Arts – 5346**
Grade 12
Three Trimesters
Class Meets At HHCC (A.M.)

A one year course for second year students. Prepares students for occupations and higher education programs of study. Advanced Culinary Arts build 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 advanced course. *Can earn dual credit with Ivy Tech.

Length of course: 2 semesters.

**Early Childhood Education I – 5412**
Grade 11-12
Three Trimesters
Class Meets At HHCC (A.M.)

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. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters.

**Early Childhood Education II – 5406**
Grade 12
Three Trimesters
Class Meets At HHCC (A.M.)

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 competences, 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 com-
munity. 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. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters.

INFORMATION TECHNOLOGY CLUSTER

Computer Technology Support – 5230
Grade 11-12
Three Trimesters
Class Meets At HHCC (A.M.)

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. Length of course: 2 semesters. A possible 6-week internship placement could be available during the senior year.

INTERDISCIPLINARY COOPERATIVE EDUCATION

Interdisciplinary Cooperative Education (CC) 5902
Grade: 12
Check With Your Counselor For Scheduling Options
Taken Concurrently With Technical Area Course

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. Recommended Grade Level:12. Required Prerequisite: A minimum of 4 credits in a logical sequence of courses from program areas related to the student’s career pathway. 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. Length of Course: 2 semesters
# BLOOMINGTON HIGH SCHOOL SOUTH

## FOUR YEAR PLAN

**PRINTED STUDENT NAME:**

**COUNSELOR:**

**MY CAREER GOAL:**

**EDUCATIONAL LEVEL DESIRED:**
- High School Only
- Voc-Tech
- College-2 Year
- College-4 Year

**DIPLOMA OPTION DESIRED:**
- General
- Core 40
- C40 W/Honors

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